STUDENT HANDBOOK

2020-2021

Robert Wood Johnson Medical School
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Piscataway, NJ 08854
rwjms.rutgers.edu
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This handbook represents a program of the current curricula, educational plans, offerings, and requirements of the Robert Wood Johnson Medical School. The school reserves the right to change any provisions, offerings, tuition, fees, or requirements at any time within the student’s period of study at the medical school.

Please Note: To find the most pertinent information please consult http://www.rwjms.rutgers.edu/education and follow the respective links. Thank you for your cooperation.
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ACADEMICS
# Academic Programs: Curriculum

## The Curriculum

Basic and clinical medical knowledge is increasingly complex and changing at increasing rates. The curriculum at Rutgers Robert Wood Johnson Medical School seeks to broaden the concept of competence, with a re-emphasis on the attitudes that are inherent in the profession of medicine, while maintaining the traditionally emphasized development of skills and knowledge. We seek to cultivate physicians who value the scientific method; are enthusiastic about learning; are committed to self-directed, lifelong learning; are compassionate toward and respectful of patients and their families; demonstrate personal honesty and integrity; embody professional identity and responsibility; collaborate enthusiastically as members of teams; value and respect differences; and are dedicated to prevention, diagnosis and treatment of disease and disability. In short, we seek to train physicians who are committed to evidence-based, ethical, sound, and contextually relevant decision-making.

Note: A complete description of the curriculum and information about blocks of study (M1 and M2) and required clerkships (M3 and M4) can be found on the Education page of the school website under “Curriculum.”

(https://rwjms.rutgers.edu/education/medical_education/overview)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional scientific disciplines will be presented in the context of:</td>
<td>Traditional scientific disciplines will be presented in the context of:</td>
</tr>
<tr>
<td>• Normal organ system structure and function</td>
<td>• Pathology and pathophysiology of organ systems</td>
</tr>
<tr>
<td>• Various homeostatic mechanisms</td>
<td>• Focus on prevention, diagnostics, and pharmacotherapeutics for pathologies that are discussed</td>
</tr>
<tr>
<td></td>
<td>• Neuroscience, Brain, and Behavior, a comprehensive, integrated course that</td>
</tr>
</tbody>
</table>
Grading: Pass (>70%) or Fail

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One-week Introduction to the Clerkship Experience</td>
<td>• Four-week rotations in Emergency Medicine and Critical Care</td>
</tr>
<tr>
<td>• Six 6-week clerkships in psychiatry, pediatrics, obstetrics &amp; gynecology, medicine, surgery and family medicine</td>
<td>• Four-week sub internship</td>
</tr>
<tr>
<td>• Time for a 4-week clerkship in neurology and 8 weeks of electives</td>
<td>• Three-week selective in Ambulatory Medicine</td>
</tr>
<tr>
<td>• One-week Transition to Fourth Year</td>
<td>• Two-week Boot Camp</td>
</tr>
<tr>
<td>Grading: Honors, High Pass, Pass, Conditional Pass, and Fail</td>
<td>• Twenty-one-week minimum of electives</td>
</tr>
</tbody>
</table>

Patient-Centered Medicine (PCM): A longitudinal integrative, clinically relevant course entitled Patient-Centered Medicine, anchors the first and second year by providing relevant clinical experiences and focus that allow students to develop and hone their patient communication and examination skills.
Independent Project

The purpose of the independent project is for Robert Wood Johnson Medical School students to produce a scholarly product that is a contribution to one of the medical school’s missions: Education, Research, Clinical Care, or Community Health. Faculty will be giving feedback years 2-4 of the project. The Independent Project requirement gives students the opportunity to form a question, research that question, assess the credibility of resources, integrate information, and report on the research and findings.

The essential component is the creation of an end-product that reflects an appropriate degree of effort (i.e., a minimum of 160 hours of effort). The final product must be a manuscript prepared for submission to a current journal. Each student must follow the steps below to help track their progress:

1. **M1s**: All students must submit a Preliminary Idea for their Independent Project no later than May 1st of their first year’s studies.
2. **M2s**: All students must submit a Specific Plan no later than December 31st of their second year indicating either completion of their project or a specific plan. Any student who does not comply with this requirement may not register for any third-year rotations without the approval of a Dean for Student Affairs or the Senior Associate Dean for Education.
3. **M3s**: All students must submit a Progress Report no later than December 31st of their third year. Students who have not made substantial progress on their project by this time should plan to devote time for independent project completion in their 4th year schedules.
4. **M4s**: All students must submit the completed final Submission online by May 1st of their graduation year. As long as the project has received final approval from the student’s mentor, the student will be considered to have met the Independent Project requirements for graduation. Any student without final approval by the deadline will not graduate until all the requirements have been fulfilled.

Students who complete a dual degree or distinction program may use that program to satisfy the Independent Project requirement; however, students who use such programs to satisfy the requirement are still expected to make online submissions at each stage.

**Advice**
- The summer between first and second year is a good time to fulfill the Independent Project requirements.
- Do a project in something that interests you! If you are interested in community health, complete a research project that impacts the New Brunswick community. If you are interested in global health, you can use this independent project as a reason to travel abroad.
- M4 words of wisdom, "Finish your Independent Project as soon as possible!"
The Cognitive Skills Program (CSP) faculty provide individual counseling and group seminars regarding study strategies for learning in medical school, test-taking, and time management. Services are available to students in all four years of medical school.

What does Cognitive Skills have to offer?

- Want to get off to a good start for efficient and effective studying in your courses? Cog Skills can help to instill strong lifelong learning strategies.
- Having trouble meeting your study goals? Cog Skills can help with time management.
- Struggling to transition from college exams to medical school exams? Cog Skills has useful tips to help with this transition.
- Want to review an exam more thoroughly? Cog Skills will walk you through question by question and determine possible patterns for missed questions.
- Want more information about effective study strategies? Key slides from Cog Skills presentations will be available in our course management systems.
- Tutoring: Open Hours Tutoring is available for M1 and M2 students. Information on time and place is sent to the whole class by email. Stop by to receive tutoring support from our M3/M4 tutors.
- When it’s time to start thinking about the USMLE Step 1, you will want help making a study schedule. Cog Skills has trained faculty who will help you create an individualized study plan that even includes breaks!

For more information about the program & to schedule an appointment call (732) 235-4129 or send an email to levinesa@rwjms.rutgers.edu (see above). When possible, stopping by the front desk is also an efficient way to schedule.
Externship/Non-Credit Clinical Experience Form

There are many opportunities to work with patients. For example, students often shadow physicians and participate in community health fairs and summer experiences across the nation. If you participate in any of these "approved non-credit clinical experiences," you will need to fill out an externship form. Why? This allows the university to cover students for professional liability.

How do students fill out these forms?
1. Forms can be found at: http://rwjms.rutgers.edu/education/current_students/academics/forms.html
2. Sections A, B, C, and D of the form will be required to be completed prior to the start of the individual student’s experience.
3. Form must be signed by a Dean of Student Affairs. (Exception: Dr. Escobar or Dr. Lin may sign as the Dean for Global Health Experiences.)
4. After the Registrar signs section D, a copy will be placed in the Student File and the original will be returned to the student. A revised form with Section E signed must be returned to the Registrar’s Office after the experience has concluded.

Note: If a clinical experience is at a site that is distant from the medical school, then students must:
- Mail or fax the form with the supervisor’s signature in section D at the start of their experience.
- Return a revised form with Section E completed to the Registrar’s Office after the experience has concluded.
- In addition, you may also need to fill out the Exhibit B form. Look in the policies section for the policy on Students Participating in Educational Activities outside Robert Wood Johnson Medical School or any of its Affiliates.

Time Limits
1. No single externship form may cover a period of time greater than 1 year.
2. An externship form may cover up to 1 year if the frequency of the activity will be less than or equal to twice/week and if this frequency is specifically indicated under activity dates.
3. If the frequency of the activity will be greater than twice/week, then a new form is needed every 3 months.

Summer Opportunities The summer after first year provides an excellent opportunity for research and clinical activities as well as study and travel abroad; all of which can be used to create an independent project. The Student Affairs website contains an extensive listing of available programs with contact information. This list of programs is continuously updated. Many programs will request a letter of good academic standing which can be obtained from the Registrar’s office. Some programs may request a letter of recommendation from a Dean of Student Affairs. In order to receive a letter of recommendation for any summer program, you must meet with a Dean of Student Affairs at least 3 weeks prior to your deadline date. Simply contact any of the Student Affairs staff to schedule an appointment.
Advice

- Lists of summer programs previous students have participated in can be found in the Student Portal in AMP.
- Don't worry, you will find something to do!
- Keep in mind, this is your last summer, so you are allowed to enjoy your time off as well!
# Academic Calendar

## 2020-2021

### 1st Year Academic Dates

*Dates are subject to change.*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>July 27, 2020</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 7, 2020 (No classes)</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 26-27, 2020</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>December 18, 2020</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 21, 2020 – January 1, 2021</td>
</tr>
<tr>
<td>Spring Semester Begins</td>
<td>January 4, 2021</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 18, 2021 (No classes)</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 31, 2021 (No classes)</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>May 28, 2021</td>
</tr>
</tbody>
</table>

### 2nd Year Academic Dates

*Dates are subject to change.*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>August 3, 2020</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 7, 2020 (No classes)</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 26 – 27, 2020</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>December 18, 2020</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 21, 2020 – January 1, 2021</td>
</tr>
<tr>
<td>Spring Semester Begins</td>
<td>January 4, 2021</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 18, 2021 (No classes)</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>May 21, 2021</td>
</tr>
</tbody>
</table>
### 3rd Year Academic Dates

**M3 Calendar**  Dates are subject to change.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>June 29, 2020</td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4, 2020 (No classes)</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 7, 2020 (No classes)</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 26-27, 2020</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>December 18, 2020</td>
</tr>
<tr>
<td><strong>Winter Break</strong></td>
<td>December 21, 2020 – January 1, 2021</td>
</tr>
<tr>
<td>Spring Semester Begins</td>
<td>January 4, 2021</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>January 18, 2021 (No classes)</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>June 25, 2021</td>
</tr>
</tbody>
</table>

### 4th Year Academic Dates

**M4 Calendar**  Dates are subject to change.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>July 6, 2020</td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4, 2020 (No classes)</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 7, 2020 (No classes)</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 26-27, 2020</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>December 18, 2020</td>
</tr>
<tr>
<td><strong>Winter Break</strong></td>
<td>December 21, 2020 – January 1, 2021</td>
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<tr>
<td>Spring Semester Begins</td>
<td>January 4, 2021</td>
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<tr>
<td>Martin Luther King Day</td>
<td>January 18, 2021 (No classes)</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>May 14, 2021</td>
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</table>
Course and Clerkship Directors

First Year

**M1 Subcommittee Chair**
Lee A. Schein, PhD
Pharmacology, R-527i
Phone: 5-2446
scheinla@rwjms.rutgers.edu

**Block: Foundations of Medicine**
*Directors: Drs. Kaul, Pintar, and Pinhal-Enfield*

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Second Year

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**Musculoskeletal, Skin and Infectious Disease**
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Third Year

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Enid Cruz (Admin)
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Gail Bellfield (Coordinator)
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Michelle Bardsley (Coordinator)
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Melinda Torok, MA (Coordinator)
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(732) 235-4969
melindma@rutgers.edu

For a full book list, please refer to AMP.
Academic Programs: Special Programs

Distinction Programs

The Distinction in Research Program (DIR)

Anna Petrova MD, PhD, MPH
Professor of Pediatrics
Rutgers Robert Wood Johnson Medical School
Chair, Distinction in Research Committee
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Phone: 732-235-7319

Distinction in Research (DIR) is a Rutgers RWJMS program, wherein on completion, medical students who demonstrate commitment to dedicating time to conduct a research project and producing concrete results in the form of a thesis report or publication are granted a diploma at Convocation and/or recognition in the Medical Student’s Performance Evaluation (MSPE) letter. Please visit http://rwjms.rutgers.edu/education/medical_education/distinction/research.html for DIR application and related details.

The Distinction in Medical Education Program (DIME)

Robert Lebeau, EdD
Director, Office for Advancing Learning, Teaching and Assessment (ALTA)
Director, Cognitive Skills Program (CSP)
Email: robert.lebeau@rwjms.rutgers.edu
Phone: 732-235-4129

The Distinction in Medical Education Program (DIME) is intended to recognize Rutgers Robert Wood Johnson Medical School students who have shown exceptional involvement, sustained commitment, accomplishment, and scholarship in medical education. The DIME program is designed for students who are interested in teaching, educational scholarship, and/or a career in academic medicine. Students should show interest in academic medicine by seeking leadership positions (e.g. serving as a student curriculum committee member or as a course representative) and engaging in volunteer or other teaching activities (service learning, Cognitive Skills teaching, teaching in the community, etc.) in the first two years of medical school. Teaching experience and educational scholarship prior to medical school are looked upon favorably but are not required. Students are encouraged to express interest in the program by the spring semester of their first year as the summer between first and second years is an important time to begin to develop a scholarly project. Students must complete the DIME Non-Credit Elective during M1 and M2 years and participate in an M3-M4 Academic Medicine Elective. Students will select a mentor/collaborator, formulate an educational scholarly project, and distinguish themselves by assuming a significant level of responsibility in planning, carrying out and completing the...
scholarly educational activity, including manuscript submission or equivalent. Students who are accepted into this program and who fulfill all the requirements of the program will receive diplomas at Convocation stating that they have graduated with Distinction in Medical Education. Students who complete the program before August 1st of their graduation year will also have their achievement recognized in their Medical Student Performance Evaluation (MSPE) letter.

The Distinction In Service to the Community Program (DISC)

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Susan Giordano, BA, Co-Director</td>
<td>Program Director, Homeless &amp; Indigent Population Health Outreach Project (HIPHOP) Office of Community Health</td>
<td><a href="mailto:susan.giordano@rwjms.rutgers.edu">susan.giordano@rwjms.rutgers.edu</a></td>
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<tr>
<td>Maria Pellerano, MA, MBA, MPH, Co-Director</td>
<td>Assistant Professor</td>
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DISC is a prestigious and rigorous program intended to support and recognize Robert Wood Johnson Medical School students who have shown exceptional interest, leadership and commitment to the community and working with underserved populations. Students distinguish themselves by assuming a significant level of responsibility in creating a project with their community partner and ongoing community involvement at each step: needs assessment; collaborative planning of a feasible intervention; involvement of community leaders as health advocates; implementation of the intervention; evaluation and dissemination of a focused, sustainable new community health initiative. Students who are accepted into this program and who fulfill all the requirements of the program will receive diplomas at Convocation stating that they have graduated with Distinction in Service to the Community.

Service learning through the DISC program is guided by faculty, staff and community partners, drawing on the relationships the school has built with community organizations. We expect that students' projects will address community health needs. Students will be encouraged to work in pairs or teams (no more than 4). Projects will be based on community-identified needs and built on community resources and strengths. Community partners and academics (faculty, staff and students) will contribute their unique expertise and share responsibility and ownership of the project. Projects will be developed through a collaborative approach that equitably involves community partners and academics in assessment, defining goals and expected outcomes, program planning, implementation, evaluation, and dissemination. Assessment tools and interventions will be used that reflect the culture of the community. Assessments will be expected to lead to action to improve community health. Interventions will be designed to be sustainable and project results will be shared with all community partners.
The Distinction in Medical Innovation and Entrepreneurship (DiMIE)

Paul F. Weber, MD, RPh, MBA
Associate Dean, Continuing Medical Education
Distinction in Medical Innovation and Entrepreneurship (DiMIE) Program Director
Patient-Centered Medicine (PCM) 1, 2 & 3 Course Co-Director
Health Systems Science Curriculum Thread Director
AMA Health Systems Science Academy Scholar
Email: pfw6@rwjms.rutgers.edu
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Marc LaFonte, MD
Assistant Professor of Surgery (Trauma)
Rutgers Robert Wood Johnson Medical School
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Eric A. Singer, MD, MA, MS, FACS
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Associate Professor of Surgery and Radiology
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Rutgers Robert Wood Johnson Medical School
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Phone: (732) 235-2043

The DiMIE Program offers first through fourth year RWJMS students the opportunity to develop and hone their skills and intangibles in medical innovation and entrepreneurship. The program seeks, through a combination of core curriculum and workshops, customized experiential learning, and 1:1 Faculty mentoring, to enable a student to conceptualize, design, and develop ideas that have the potential to solve healthcare based problems; this program especially seeks to develop ideas that are patient-centered, improve the patient experience, reduce costs and health disparities, and positively impact community and population health. If they choose, students can join with fellow RWJMS students and/or other colleagues to form teams.

Students, even those without prior business acumen/experience or didactic training, will be offered a curriculum that includes, but is not limited to, Design Thinking, Leadership, Developing a Business Plan,
**Legal/Patents/Technology Transfer, Regulatory**, and an understanding of the healthcare environment and arena. Program initiation begins during the first year of medical school and can span all four years of school (though some students have completed the program in the latter part of their third year). DiMIE students also will be made aware of local, regional, and national pitch competitions and Rutgers and external innovation related programs to complement and enhance their experience in the DiMIE Program and accelerate the development of their idea. In addition, they automatically will become part of the larger Rutgers University Innovation community.

The final component of the Program is the development of a formal written business plan with an executive summary and an oral presentation live in the physical or virtual presence of the Program Director and, based upon availability, the Clinical Mentors and DiMIE Program students.

Upon completion of the program, students will gain an understanding of key technology commercialization concepts and approaches while developing the ability to assess healthcare innovations for their commercialization potential. Students also will build a valuable network with faculty innovators, DiMIE Program alumni, life sciences industry partners, and like-minded students while developing essential leadership, emotional intelligence, and communication skills.

Students who fulfill Program requirements **by mid-January of their Graduation year** will receive notation on their official Diplomas and be listed on the Convocation Program as having graduated with “Distinction in Medical Innovation and Entrepreneurship.” Finally, students who complete the program before August 1st of their graduation year will have their achievement recognized in their **Medical Student Performance Evaluation (MSPE)** or “Dean’s letter”.

**The Distinction in Global Health (DIGH)**

| Javier I. Escobar, MD  
| Associate Dean for Global Health  
| Professor of Psychiatry and Family Medicine  
| Email: escobaja@rwjms.rutgers.edu  
| Phone: (732)-235-6383 |

This prestigious and rigorous program will support and recognize Robert Wood Johnson Medical School students who show exceptional interest, leadership, and commitment to global health initiatives. Students will distinguish themselves by assuming a significant level of responsibility in the collaborative planning, implementation, evaluation, and dissemination of a focused, sustainable global health initiative. Students who are accepted into this program and who fulfill all the requirements of the program will receive diplomas at Convocation stating that they have graduated with a “Distinction in Global Health.” Students who complete the program before August 1st of their graduation year will also have their achievement recognized in their Medical Student Performance Evaluation (MSPE) letter.

The Distinction in Leadership in Academic Health (DILAH)

Carol A. Terregino, MD
Senior Associate Dean for Education and Academic Affairs; Associate Dean of Admission; Chair, Admissions Committee
Email: terregca@rwjms.rutgers.edu
Phone: (732) 235-4577

Martha Lansing, MD
Associate Professor and Vice Chair
Department of Family Medicine and Community Health
Phone: (732) 828-3000
Fax: (732) 235-8313
Email: lansinmh@rutgers.edu

This rigorous program will support and recognize Robert Wood Johnson Medical School students who show exceptional interest, leadership, and commitment to careers in academic medicine. Students will distinguish themselves by integrating the complexities of academic medicine in the context of higher education and developing skills in the collaborative planning, implementation, participation, and dissemination of a field project in the realm of academic medicine administration. Students who are accepted into this program and who fulfill all the requirements of the program will receive diplomas at Convocation stating that they have graduated with “Distinction in Leadership in Academic Health.” Students who complete the program before August 1st of their graduation year will also have their achievement recognized in their Medical Student Performance Evaluation (MSPE) letter.
http://rwjms.rutgers.edu/education/current_students/Distinction_pgms/dilah_program.html

The Distinction in Bioethics (DIBE)

Eric A. Singer, MD, MA, MS, FACS
Associate Chief of Urology and Urologic Oncology
Associate Professor of Surgery and Radiology
Director, Kidney Cancer Program
Rutgers Cancer Institute of New Jersey
Director, Distinction in Bioethics Program
Rutgers Robert Wood Johnson Medical School
E-mail: eric.singer@rutgers.edu
Phone: (732) 235-2043

This program is intended to recognize and support Rutgers Robert Wood Johnson Medical School students who show exceptional involvement, accomplishment, and scholarship in bioethics. We conceptualize “bioethics” to be an inclusive term, so that students with varied interests (clinical ethics, public health ethics, global health ethics, research ethics, health issues in public policy, etc.) will be able to engage a supportive community of scholars and mentors.
Students will distinguish themselves by assuming a significant level of responsibility in planning, implementing, and completing a project in bioethics that is rigorous and scholarly. Students who are accepted into this program and who fulfill all the requirements of the program will receive diplomas at Convocation stating that they have graduated with “Distinction in Bioethics.” Students who complete the program before August 1st of their graduation year will also have their achievement recognized in their Medical Student Performance Evaluation (MSPE) letter.

Students are encouraged to express interest in the program by the spring semester of their first year or during the summer between first and second years. As the didactic component can be fulfilled across the medical school curriculum, students can also express interest later in their studies. Projects submitted in fulfillment of any other degree cannot be used in whole or part as fulfillment of the requirements for the Distinction in Bioethics program. All proposed projects will be reviewed, monitored, and evaluated by the Distinction in Bioethics Faculty Committee. [http://rwjms.umdnj.edu/education/current_students/distinction_pgms/dibe_program.html](http://rwjms.umdnj.edu/education/current_students/distinction_pgms/dibe_program.html)

### Flexible Curriculum

For information, contact:
Sonia Garcia Laumbach, MD ([sgarcia@rwjms.rutgers.edu](mailto:sgarcia@rwjms.rutgers.edu))
Daniel J. Mehan, Jr., PhD ([mehanda@rwjms.rutgers.edu](mailto:mehanda@rwjms.rutgers.edu))
Janice Cato Varlack, MD ([catovaja@rwjms.rutgers.edu](mailto:catovaja@rwjms.rutgers.edu))
Assistant Deans for Student Affairs, TC-113

The Flexible Curriculum provides the opportunity for a limited number of students to personalize the sequence of courses. All courses continue to be taught on the existing schedule. Students who are accepted into the program are able to select courses based upon their ability to satisfy prerequisites. They are required to complete core instruction before enrolling in more advanced courses. Flexible curriculum students are required to pay eight semesters of tuition during their matriculation. Tuition payments are prorated over the duration of their educational program.

The opportunity to personalize scheduling of courses accommodates students with special circumstances. The program is structured to permit the pursuit of other academic, research, employment or family interests. It also facilitates the scheduling of our combined degree programs: MD/JD, MD/MBA, MD/MPH, MD/MSCTS, and MD/PhD.

Students participating in the Flexible Curriculum during their clinical years must complete the first year and second year preclinical curriculum before entering the third year. Clerkships must be taken as complete entities, but may be scheduled as independent courses over an extended period of time. Students may schedule other activities such as research or work experiences between clerkships.
Student Scholars Program

For information, contact:
Sonia Garcia Laumbach, MD (sgarcia@rwjms.rutgers.edu)
Daniel J. Mehan, Jr., PhD (mehanda@rwjms.rutgers.edu)
Janice Cato Varlack, MD (catovaja@rwjms.rutgers.edu)
Assistant Deans for Student Affairs, TC-113

Students who do not want to pursue an MD/PhD but nonetheless wish to engage in a substantial research project have the option to take a period of time off during the medical education program to pursue research. The research may be in a basic or clinical science field. With the approval of a Dean for Student Affairs, the student will be placed in the Student Scholars Program and this will be noted on the student’s transcript. This may be done as time off (usually one year) between years 1 and 2, between years 2 and 3, or within the clinical education program. Students have used this program to do research at Robert Wood Johnson Medical School, the National Institutes of Health, or other research facilities. While in the Student Scholars Program, students retain their matriculation in the medical school. Any student with interest in this program should consult with one of the Deans of Student Affairs.
The Access-Med Program is an articulated BA/MD or BS/MD program between Rutgers Robert Wood Johnson Medical School, Rutgers, The State University of New Jersey and Seton Hall University. It was established as a pipeline program to increase the number of underrepresented and disadvantaged students in medicine. The program offers academic support, career counseling, guidance with the medical school application process and biannual pre-medical conferences.

Access-Med consists of two phases: Phase I, which occurs primarily at the undergraduate level, and Phase II or “transition (senior) year,” where students who have demonstrated strong academic performance and have met the RWJMS Admissions requirements are offered conditional acceptance to the medical school. During this “transition year”, students take several first-year medical school courses while completing their undergraduate requirements. RWJMS courses count towards their BA or BS degrees. Upon successful completion of Access-Med Phase II, students may be offered admission to RWJMS. Following matriculation, students will take the remaining first year courses.

Baccalaureate/MD Program

For information, contact:
Sonia Garcia Laumbach, MD
Assistant Dean for Student Affairs
Email: sgarcia@rwjms.rutgers.edu

Cynthia Ferrer-Cespedes
Program Director for Student and Multicultural Affairs
Email: ferrercl@rwjms.rutgers.edu

Phone: (732) 235-4690
Location: Office of Student Affairs, TC-113
The BA/MD program is an articulated program with Rutgers University. Applicants are accepted into the program at the end of their sophomore year. They begin medical school during their senior year of college and are considered matriculated M1 students. BA/MD students will receive credit toward completion of their undergraduate degree for select medical school courses taken at RWJMS.

**MD/PharmD Dual Degree Program**

For information, contact:
Carol Terregino, MD
Senior Associate Dean for Education and Academic Affairs; Associate Dean for Admissions
Chair, Admissions Committee
Email: terregca@rwjms.rutgers.edu
Phone: (732) 235-4577

In conjunction with Robert Wood Johnson Medical School, the Ernest Mario School of Pharmacy of Rutgers University has created an innovative PharmD/MD dual degree option. Only currently enrolled PharmD students at the Ernest Mario School of Pharmacy are eligible to apply for admission to the first-year medical school class. This unique and highly selective program is designed to develop an elite cadre of interdisciplinary practitioners, highly skilled in the disciplines of both pharmacy and medicine, and poised to provide leadership in collaborative clinical practice, academic research, public policy, and the pharmaceutical industry. This program is directed by dual degree program committees in the School of Pharmacy and the Robert Wood Johnson Medical School Medical School. Successful applicants are admitted to Robert Wood Johnson Medical School upon their successful completion of the PharmD program.
MD/PhD

For more information, contact:

James Millonig, PhD
Senior Associate Dean Rutgers School of Graduate Studies - Biomedical Sciences New Brunswick/Piscataway
Director MD/PhD Program, Robert Wood Johnson Medical School/Rutgers Univ./Princeton Univ.
Resident Faculty Member, Center for Advanced Biotechnology and Medicine and Assistant Dean of Medical Scientist Training and Associate Professor, Department of Neuroscience and Cell Biology, Robert Wood Johnson Medical School

Email: millonig@cabm.rutgers.edu
Phone: (732) 235-5016
Location: Piscataway, R-102

Tina Marottoli
Program Coordinator
Email: tina.marottoli@rutgers.edu
Phone: (732) 235-2106
Location: 675 Hoes Lane West, Room R-102

For further information and an application form, please contact: Rutgers School of Graduate Studies - Biomedical Sciences New Brunswick/Piscataway
Robert Wood Johnson Medical School
675 Hoes Lane West
Piscataway, NJ 08854-5635
(732) 235-5016
Or visit: http://rwjms.rutgers.edu/education/gsbs/md_phd_program/index.html

While medical students can develop investigative careers without a PhD degree, the doctoral program in the Biomedical Sciences can offer both a broad and in-depth biomedical scientific education that will allow for an expanding clinical investigative career.

Robert Wood Johnson Medical School, Rutgers School of Graduate Studies - Biomedical Sciences New Brunswick/Piscataway, and Princeton University offer a combined MD/PhD program with fellowships and tuition support for outstanding students. Students who are applying to the medical school may apply to the MD/PhD program directly in conjunction with their application to this medical school. Students whose undergraduate academic record and/or research accomplishments indicate strength and aptitude for success in a biomedical research environment may be considered for concurrent admission to the combined MD/PhD program. These students are encouraged to begin their graduate experiences during their first year of medical school and the summer prior to the first year of the medical school program. Continuing in the combined program is contingent upon maintaining “Good Academic Standing” (i.e., “B” average or equivalent) in both the graduate and the basic science component of the medical program. Students already
enrolled in Robert Wood Johnson Medical School may also apply to join the MD/PhD program.

Candidates pursue their PhD training in a biomedical science discipline offered by Rutgers School of Graduate Studies - Biomedical Sciences New Brunswick/Piscataway and the Graduate Program in Molecular Biology at Princeton University. Research areas include biochemistry, molecular biology, biomedical engineering, cell & developmental biology, cellular & molecular pharmacology, molecular genetics, microbiology, immunology, physiology, neurobiology, and toxicology. By arrangement, PhD studies can also be performed in other graduate programs at Rutgers University.

The usual program will be a schedule providing 3 years in the Graduate School as follows:

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<thead>
<tr>
<th>Year I:</th>
<th>Medical year 1</th>
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<tr>
<td>Year II:</td>
<td>Medical year 2, USMLE Step 1</td>
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<td>Year III:</td>
<td>Graduate year 1</td>
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<td>Year IV:</td>
<td>Graduate year 2</td>
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<tr>
<td>Year V:</td>
<td>Graduate year 3</td>
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<tr>
<td>Year VI:</td>
<td>Medical year 3</td>
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<tr>
<td>Year VII:</td>
<td>Medical year 4, USMLE Step 2</td>
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**MD/MPH**

For information, contact:
Kamal Kornegay
Director of Admission and Recruitment, Rutgers School of Public Health
Email: [ktk41@sph.rutgers.edu](mailto:ktk41@sph.rutgers.edu)
Phone: (732-235-4327 or 732-235-4646)
School of Public Health - Piscataway - Room 110

The MPH is a useful additional degree for students interested in clinical or epidemiological research or in using their medical training to address issues in health education, health policy or administration. It requires an extra year of study. Students who do the combined MD/MPH can usually apply six credits of medical school work toward their MPH. To complete the program within 5 years, admitted students may take coursework during the summers and should plan to initiate public health courses no later than fall of second year, usually taking one evening class per week. Students do much of the coursework required for the MPH degree by taking a year of public health classes between years 3 and 4 (or between years 2 and 3) of their medical curriculum. Some students use year 4 elective time to complete their public health degree requirements. More information about the MPH is available at [www.sph.rutgers.edu](http://www.sph.rutgers.edu).

Please check with Dr. Mehan regarding MD/MPH programs outside of Rutgers.
The MD/MBA program is a collaborative effort on the part of Robert Wood Johnson Medical School and Rutgers Business School (RBS). The MD/MBA students are required to complete 48 credits of coursework in the MBA program. This includes 28 credits of required “core” MBA courses focused on accounting, economics, finance, decision analysis, marketing strategy, statistics, information technology systems, business law, and management strategies. A customized concentration in health administration and policy is offered where students would work with an RBS professor and take some classes outside of the business school.

The MD and MBA degrees are accomplished during the course of a 5-year medical school program. Students may apply to the Rutgers Business School for admission to the MBA during their first, second, or third year of medical school.

The MD/MS in Clinical and Translational Science

The MS in Clinical & Translational Science is designed to train future team leaders in clinical and translational science research. The program consists of a combination of integrative didactic and hands-on educational experiences that will provide students with a global, yet detailed, perspective on the complex continuum of translating hypothesis-driven basic research findings into clinically useful and commercially viable tests or treatments. Graduates of the program will utilize the knowledge obtained to design and oversee programs, facilitate and manage collaborations, and lead research teams in clinical and translational research. This exciting degree can be combined with your MD. Classes are in
the evenings. A fifth year will be necessary to complete a research project and thesis.

**MD/JD in Clinical and Translational Science**

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<th>For information, contact:</th>
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<tbody>
<tr>
<td>Daniel J. Mehan, Jr., PhD</td>
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<tr>
<td>Assistant Dean for Student Affairs</td>
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<tr>
<td>Email: <a href="mailto:mehanda@rwjms.rutgers.edu">mehanda@rwjms.rutgers.edu</a></td>
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<td>Phone: (732) 235-4690</td>
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<td>Location: TC-113</td>
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Robert Wood Johnson Medical School established an MD/JD dual program with the School of Law at Rutgers University-Camden. This program has not been utilized by any student in a number of years and interested students should contact Dr. Mehan to start exploring the possibility. Typically, applications open in the fall of the M3 year. Applicants should take the LSAT during this time period as well. Admitted students will be assigned to a law school/medical school mentor team. The student may sample a law school course during the M3 year to confirm interest. Required clerkship schedules will be rearranged so that less time-intensive clerkships are subscribed concurrent with the sampling of the law school course. Following the M3 year, students will enroll full-time in the L1 and L2 academic years. Law coursework will continue in summer session following L2 and possibly during available elective time in the M4 year. Following the L2 year, students will come back for the M4 curriculum.

While enrolled in law school, students will work under a medical school mentor in his/her clinic one-half day every other week to maintain clinical skills. Students will be granted approximately one semester’s credit at law school for their medical school coursework and M4 elective credit for law courses during those times.
College Advising Program (CAP)

The College Advising Program serves to facilitate the non-academic portions of a medical student’s career. It does so through three goals: establish an effective student-mentoring program, introduce students to faculty and alumni mentors, and create a Rutgers Robert Wood Johnson Medical School Community through competition and camaraderie.

CAP’s major events focus on introducing students to different fields in medicine through the involvement of faculty and alumni in the program. Other events help students prepare for examinations through the mentoring of students more advanced in their training. Finally, many events are designed to make medical school more enjoyable through extracurricular competitions and events.

Through CAP, students, faculty and alumni are separated into one of three colleges. Each advising college is led by one Dean of Student Affairs and at least five faculty members, including Patient Centered Medicine facilitators. The colleges are structured around the Patient Centered Medicine Groups assigned in the M1 year, which persist through all four years of medical school.

The colleges within CAP are named in honor and memory of three outstanding faculty members who were formative in our medical school’s history: Pamela C. Champe, PhD; Robert L. Trelstad, MD; Parvin Saidi, MD. Each college has a color, mascot and motto that symbolize the virtues of their eponymous faculty.

CHAMPE: *Illuminate, eruditio, et fortitude*  
Dr. Sonia Garcia Laumbach

SAIDI: *Compasión, perseverantia, et confidentia*  
Dr. Carol Terregino & Dr. Janice Cato Varlack

TRELSTAD: *Scientiam, praestantia, et verita*  
Dr. Daniel J. Mehan, Jr.

*Career Coaching and Check-in Meetings with SA Deans*  
In both the M1 and M2 years, all students will meet with their CAP Dean for a career coaching meeting. These meetings are designed to identify student strengths and interests as well as provide guidance on career exploration starting in the pre-clinical years. In the M3 year, the SA Deans will meet with students during each clerkship block to discuss clerkship experiences, explore matters of professional development and provide guidance.
regarding career planning. All students will meet with a SA Dean between M3 and M4 year to address the residency application process, review fourth year schedules and work together on the MSPE (Medical Student Performance Evaluation) that will be central to the residency application for all students.

Clinical Advisor Program
All students upon entering the fourth year are required to have an advisor with whom they discuss and plan their fourth-year schedule. A list of clinical advisors in each specialty is available through the Office of Student Affairs, and is provided to students in their third year. Students are expected to consult with specialty specific advisors and Student Affairs throughout their residency application process.

Career Development and Residency Planning Meetings
The Office of Student Affairs schedules regular class meetings with each class to prepare students for career exploration, scheduling summer experiences, scheduling their clinical clerkships and electives, and preparing for residency applications, interviews and matching into their residency field of choice.

Alumni Mentorship Program
Jillian Prior, MPA, Assistant Director of Alumni Affairs, jillian.prior@rwjms.rutgers.edu
The Office of Alumni Affairs manages an Alumni Mentorship Database of more than 400 alumni who have volunteered to help students in various ways, including a “Day in the Life” shadowing program. This program is designed to have medical students spend the day with an alumnus or faculty member in his or her office or hospital location.

Here is a link to the database where students can reach out directly to alumni to ask for help. Students can search by specialty, location and workplace. Students also have the opportunity to meet and greet many of these physicians at our annual Career Night sponsored by the Alumni Association, which occurs every March.

Careers in Medicine™ Program
CAREERS IN MEDICINE™ (CiM) is a program designed by the Association of American Medical Colleges (AAMC) to assist students in understanding their options for choosing a specialty and applying to residencies. The CiM Program is based on a widely accepted career development model and offers students a structured, organized way to approach career decisions. The program includes numerous exercises and a wealth of information, which can be used by students in a guided, step by step, systematic fashion to consider options and to arrive at their own, informed decisions. Alternatively, selected exercises and information may be used in a less structured manner to supplement other resources as students work to make choices about their futures.
At Robert Wood Johnson Medical School, the CiM Program is an integral part of our coaching meetings where students will be required to complete CiM surveys and
questionnaires to help inform career exploration in the pre-clinical years. CiM is also encouraged in the clinical years for workforce statistics data as well as for resources in the residency interview process.
Humanism

The White Coat Ceremony

Robert Wood Johnson Medical School holds the White Coat Ceremony as part of First Year Orientation. The emphasis of this ceremony is the importance of the humane practice of medicine. Dignitaries, administrators, and faculty, as well as students’ families, attend this ceremony, presided over by the Dean. A keynote speaker addresses the students who are then “coated” in their white coats. First year students recite a modified version of the Hippocratic Oath at the end of the ceremony.

Student Clinician Ceremony

The Arnold P. Gold Foundation developed the Student Clinician Ceremony and piloted it at Robert Wood Johnson Medical School. The purpose of the ceremony is to foster humanism in medicine, the foundation’s core mission. It also provides information from peers and teachers that is designed to decrease students’ anxiety about the patient-centered phase of their education.

“The ceremony comes at a time of transition for students—from classroom to examining room, from individual work to teamwork, from school to hospital. It is also the time when students begin to develop a “medical identity,” said Steven J. Levin, MD, Professor of Family Medicine. “Your medical personality will determine your style of interacting with patients and colleagues, your attitudes about the health care system, your choice of specialty, and your sense of obligation to the community.”

An annual highlight of the Student Clinician Ceremony is the awarding of the Arnold P. Gold Foundation Humanism and Excellence in Teaching Awards. Gold pins and certificates are presented to up to six residents who best exemplify the “practice of humanistic medicine.” By nomination and vote, the outgoing third-year class selects those who will receive this honor.

The Gold Humanism Honor Society

Selection is based on nomination by peers and faculty as well as involvement in service activities. Selections for a class are typically made in the summer following completion of the third-year clerkships. The GHHS designation is included in the student's Medical Student Performance Evaluation, which is sent to residency programs on October 1st of the student’s year of graduation.

Professionalism at RWJMS

Rutgers Robert Wood Johnson Medical School is committed to professionalism and maintaining a positive academic and clinical learning environment.
Professionalism is an important and valued requirement of all within RWJMS. Students and faculty are expected to perform in a consistently professional manner. Professionalism encompasses many facets of behavior expected of a physician, including actions reflecting the following:

- Appropriate interpersonal interactions/skills and respectful and effective relationships with patients, peers, and other professionals
- Striving for self-improvement and adaptability
- Commitment to professional responsibility, reliability, honesty, integrity, maturity, and altruism

The Policy on Professionalism and the Learning Environment addresses the behaviors required from all those who are in training sites, including faculty members, residents, nurses, staff, or students in a teaching role.

Since the medical school is committed to training future physicians who possess these and other attributes that reflect adherence to professional standards of behavior, such attributes are formally assessed throughout training. Faculty may identify students who they feel have failed to exhibit professional behavior within the context of their course or clerkship by completing a Professionalism Conduct Form.

The Policy on Professionalism and the Learning Environment as well as the Assessment of Professionalism Policy can both be found in the Rutgers Robert Wood Johnson Medical School Policies section of this Student Handbook.

Student Awards
RECOGNIZING EXCELLENCE IN ACADEMICS, SERVICE, OR HUMANISM
Awards for academic achievement, research, and community service are presented to senior students at the medical school. These include the following:

**Alpha Omega Alpha (AOA):** AOA is the national medical honor society. Its goals are the promotion of scholarship and research in medical schools, the encouragement of a high standard of character and conduct among medical students and graduates, and recognition of high attainment of goals in medical science, practice, and related fields. Election to AOA is an academic honor; students are elected by the individual chapters of the society on the basis of their academic achievements and on their potential for becoming leaders in the medical profession. Students are elected to AOA in their junior or senior year of medical school. In order to be considered for election to the society, juniors must be in the upper 1/12 of their class and seniors must be in the upper 1/4 of their class. The number of students elected from any class may not exceed 1/6 of those expected to graduate. An alumnus may be elected to AOA, based on achievement, ten years after graduation. In addition, a chapter may elect faculty and residents each year to the AOA national medical honor society.

The selection process takes place in the late spring of the third year for Junior AOA and in August of the fourth
year for Senior AOA. A committee of faculty and administrators makes the selection. In selecting students for AOA, committee members complete a holistic review that takes into consideration academic performance (preclinical and clinical) as well as exceptional leadership, scholarship, service or other noteworthy extracurricular pursuits. The AOA designation is included in the student’s Medical Student Performance Evaluation, which is sent to residency programs in October of the student’s year of graduation.

**Community Service Award:** Presented on the basis of outstanding service to the medical school or the community-at-large; selected by a special faculty committee.

**Student Leadership Award:** Presented on the basis of outstanding leadership to the student body throughout medical school; selected by a special faculty committee.

**Outstanding Achievement in the MD/PhD Program:** Presented on the basis of outstanding academic and research achievement in the MD/PhD Program.

**Bruce Fisher Award:** Presented in recognition of academic achievement and compassionate patient care; selected by a special faculty committee. The awardee must have been elected to both AOA and GHHS.

**Leonard Tow Humanism in Medicine Award Presented by the Arnold P. Gold Foundation:** Presented on the basis of humanism and compassion in the delivery of medical care; selected by the faculty and the students.

**Stanley S. Bergen, Jr., MD Medal of Excellence:** Presented to the student who best exemplifies academic excellence.

**Alumni Awards:** Presented to the students who best demonstrate the high ideals of the medical profession and maintain the highest standards of personal integrity and concern for the medical class community; selected by their fellow classmates.

**Academic Excellence Awards:** Presented for distinction in specific areas of study (blocks and clerkships) in the M1-M4 years.
ELECTIVES AND ORGANIZATIONS
Non Credit Electives
Dr. Siobhan Corbett (corbetsi@rutgers.edu), Curriculum Committee Chair

Non-credit electives are a venue through which students can personalize their education in their pre-clinical years. Open to all first- and second-year students, these offer exposure and additional understanding in specific topics spanning either one or two years of participation. While completion of non-credit electives is not for credit, completed non-credit electives will be noted on students’ transcripts.

Those interested in establishing a new non-credit elective may visit http://rwjms.rutgers.edu/education/current_students/academics/forms.html for the appropriate form to enter the Curriculum Committee’s approval process.

More information on electives can be found at http://rwjms.rutgers.edu/education/current_students/academics/electives/index.html.

Dr. Meigra Chin, chinmm@rwjms.rutgers.edu, Curriculum Committee Chair
Dr. Glendinning, glendids@rwjms.rutgers.edu, Curriculum Committee Vice-Chair

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More information such as contact information and requirements for the following electives can be found at: http://rwjms.rutgers.edu/education/current_students/academics/electives/index.html.

Clinical Neuroscience (MDC 0920)
The goal of the Clinical Neuroscience non-Credit Elective is to develop an understanding of the link between basic and clinical neuroscience through exploration of the profession, research, and technology in the neuroscience related specialties. Students are encouraged to explore a range of opportunities and interact with clinicians and basic scientists.

Complementary and Integrative Health (FMED 0908)
Complementary and Alternative Medicine is rapidly gaining popularity with many patients. This non-credit elective was designed in order to expose medical students to the many CAM modalities that are currently available, in order to better serve their patients and advocate for healing.

**The Courage to Change: Addictions Medicine (PSYC 0903)**

Students’ education will be enriched through a variety of clinical and community service activities as well as a related workshop component. The community site exposure will enable students to interact with addicted individuals and interdisciplinary professionals. These opportunities will offer a practical perspective on the complexity of addiction as a bio-psychosocial disease. By participating in this elective, students will begin to understand the experience of a patient and the role that physicians and other health professionals play in delivering compassionate and competent care for a multifaceted, prevalent disease.

**Digital and Connected Health (MDC 0970)**

The elective will cover topics under the three main areas of Digital and Connected Health—Electronic, Mobile, and Telehealth.

**Distinction in Medical Education (DIME) (MDC 0957)**

The DIME elective is designed to introduce students to academic medicine, teaching skills, and educational scholarship. It is meant to be a feeder program for the Distinction in Medical Education Program. The goals of the DIME program are to recognize students who have demonstrated exceptional and sustained commitment to scholarship in medical education. The program affords the opportunity to train students in teaching and educational scholarship (those interested in the DIME program must participate in this non-credit elective).

**Emergency Medicine Interest Group (EMED 0901)**

This non-credit elective promotes interest among medical students about careers in emergency medicine.

**Global Surgery (SURG 0912)**

Students participating in this elective will develop an understanding of socioeconomic, geographic, and cultural factors that affect access to surgery and post-operative care. Additionally, students will be able to compare and contrast local and international surgical systems of care, as well as develop the fundamental skills to participate in population level research of non-communicable disease prevention and health service delivery.

**Healthy Living Task Force (MDC 0923)**

This elective educates medical students on local and global food issues as related to health and disease, emphasizing the importance of primary prevention to future physicians. Students have two years to complete this elective.

**HIPHOP Issues of Cultural Competency and the Underserved Community Elective (ICCUCE) (MDC 0931)**

Participation in this non-credit elective raises students’ awareness of diverse issues that affect the medically underserved population. The elective offers a series of didactic sessions that address a variety of topics ranging
from the plight of the migrant farm worker in Southern New Jersey to what it takes to be a culturally competent physician practicing medicine in the New Brunswick area. Students participating in this elective will more clearly understand the role physicians and other health care professionals play in delivering compassionate and culturally competent health care to all patients, particularly the underserved.

**HIPHOP Literacy Initiative for Students Teaching Older Spanish Speakers (LISTOS) (MDC 0916)**

This community service project was originated through the Morehouse Migrant Service Learning Program. It serves El Club Tu Perteneces (The Club You Belong), which provides a support network for elderly Spanish-speaking residents of the greater New Brunswick area. A maximum of 15 seniors from the club attend each session. Our program was developed in order to provide a collaborative forum in which students & community members could interact in such a way as to improve their proficiency in each other’s language. By emphasizing the mutual nature of this education program, we find the community members to be very open & helpful in achieving this goal. Also, by developing relationships over the course of several months, we learn how to better interact with members of this culture & community participants report feeling more comfortable around health care providers.

**HIPHOP Patients at/in Risk: PAIR Elective (MDC 0956)**

The overall goal is to raise awareness of issues that affect the medically underserved population through a variety of clinical and community service activities as well as a related lecture component. The lectures will introduce community issues to participating students. The community site exposure will enable students to interact with at risk patients in their environment. These opportunities will familiarize students with their current community environment and will assist students in understanding the varied issues of the Greater New Brunswick area indigent populations. By participating in this elective, students will begin to understand the role physicians and other health professionals play in delivering compassionate and culturally competent health care to all patients, particularly the underserved.

**HIPHOP Promise Clinic Student Interpreter Elective (FMED 0916)**

The overall objective of this elective is to prepare medical students to become physicians who advocate for patients with regards to overcoming barriers created by language differences between patients and providers. Students will serve as Spanish-English student interpreters at Promise Clinic. Through service as student interpreters, they will enhance their skills at addressing culture and language differences between providers and physicians. By example, they will educate their peers to recognize and respond appropriately to these differences, in order to deliver patient-centered care.

**HIPHOP Students Teaching AIDS to Students (STATS) (FMED 0907)**

STATS provide medical students the opportunity to educate high school students about HIV/AIDS, sexual health and responsibility, and teen pregnancy. Students from first through fourth year participate in an interactive preventive health education presentation for at risk public high school students. Medical students through positive mentorship and education will encourage teenage high school students to make educated and
responsible decisions. The medical students will have an opportunity to enhance their teaching techniques, in an effort to nurture their teaching roles as student doctors and future practicing physicians.

**HIPHOP: Supporting Wise Action in Teens (SWAT) (MDC 0941)**
Students will create and teach medical education instructional units to Piscataway Middle School students. Each workshop will address a major issue that young adults face and ways in which to deal with these issues in a healthy and mature way. Students will be demonstrating professionalism, proper communication and educational skills, medical knowledge by developing the lesson plans, and self-evaluation through reflective journaling. Requirements and contacts at:

**Internal Medicine Interest Group (MED 0910)**
This purpose of this non-credit elective is to introduce students to the field of internal medicine. Students will gain exposure through activities facilitated through the Internal Medicine Interest Group such as lunch lectures, informational panel sessions, resident conference case presentations, and webinars; attendance at 10 events are required for non-credit elective annotation on student transcripts. Students will also be required to complete shadowing of a physician in internal medicine and/or a sub-specialty for a minimum of 10 hours through either the IMIG program or through their own independent scheduling.

**International & Global Health (MDC 0919)**
The goal of this elective is to raise awareness and appreciation for issues in global and international health. A main objective is for students to understand issues related to global and international health by attending a series of lectures locally and then going abroad for an international experience during a 4-8 week period during the summer months. Lectures will include topics such as vaccinations, anthropology, maternal and child health, opportunities for students and physicians in international health, and public health issues. By attending these lectures and particularly by their immersion in other countries and cultures the students will gain a greater appreciation for their diverse patients and their respective countries of origin and may acquire or refine their language skills particularly in Medical Spanish.

**Intro to Opioids: Addiction, Treatment and Harm Reduction (PSYC 0905)**
This course is open to any MS1 and MS2 student with an interest in substance use disorders and the opioid epidemic regardless of prior experience or knowledge about the topic. Although the elective has been designed to introduce broad topics including, but not limited to: history of the current epidemic, pharmacology of opioids and the social determinants of opioid use, the course will also aim to contextualize the ongoing crisis to our local community.

**Issues in Women’s Health (FMED 0910)**
This elective is designed to expose medical students to important and current issues in women’s health.

**Leadership in Academic Healthcare (MDC 0966)**
At the end of the program the students will begin to develop their own individual leadership and communication styles for leadership in academic healthcare and begin to use their own leadership and communications styles to lead effectively within the academic health center.

**Medical Mandarin (MDC 0914)**
The Medical Mandarin course aims to provide students with sufficient knowledge to facilitate effective patient communication. Medical students can participate in beginners and intermediate classes with the aim of developing skills to conduct patient interviews. Students are also required to participate in Mandarin speaking community services in New Jersey and observe how American Chinese medical professionals provide care to patients who might not understand English. This is a one-year program.

**Medical Spanish (MDC 0915)**
This non-credit elective serves to improve medical students’ conversation for use in medical interviewing and patient communication. There are twelve sessions offered over the academic year. This is a one-year program.

**Medical Students for Choice Summer Externship (FMED 0915)**
This elective aims to provide education about woman-centered, non-judgmental family planning, STD, and abortion services. Before a student may register for this course, PRIOR WRITTEN consent must be received from Ms. Lillian Kimmel (kimmelli@rwjms.rutgers.edu).

**Mentors for Sickle Cell Disease Transition (MED 0912)**
Medical students will gain important experience working with and educating adolescents and young adults with sickle cell disease

**Mind-Body Medicine in Theory and Practice (MDC 9931)**
Growing medical literature suggests that mindfulness meditation practice can reduce stress, increase control of the attention, reduce reactivity to negative emotions, and improve other aspects of both physical and mental health. Modeled after similar programs in other medical schools, this elective gives students the opportunity to learn how to practice mindfulness meditation and to critically analyze the current literature on mindfulness in medicine and wellness.

**Ophthalmology Interest Group (MDC 0954)**
This non-credit elective serves to introduce first- and second-year medical students to ophthalmology.

**Pediatric Interest Group (PEDS 0901)**
This elective exposes students to pediatric medicine, its many sub-specialties, and the challenges of working with this unique population. Students will have an introduction to diseases in pediatric patients and how sub-specialists address the needs of their patients. Elective activities will include shadowing opportunities with
pediatricians in various specialties, lunch lectures and seminar sessions about different areas in pediatrics, and volunteer activities within the community.

**Physician’s Business Elective (PBE) (MDC 0932)**
This non-credit elective serves to provide students with an appreciation of the business aspects of medicine.

**Practicing Patient Centered Medicine in Spanish (MDC 0968)**
This non-credit elective is aimed to improve second year medical students’ fluency and level of comfort in obtaining a history and performing aspects of a physical exam with Spanish speaking patients.

**Psychiatry at the Movies: Film Depictions to Learn Elements Related to Mental Disease (FIDLER) – PSYC 0930**
FIDLER MD is a 1-credit elective offered to M3 and M4 students at Rutgers Robert Wood Johnson Medical School and extended to M2 students a non-credit elective. A monthly feature length film from our course syllabus is shown at 6:00pm with a live Twitter® feed displayed on the screen. The live feed allows for an interaction between students and faculty in attendance. The featured movies are neither completely straightforward nor entirely metaphorical in their depiction of the mental disease. The course aims to not only enhance the student’s knowledge of psychiatry through an appreciation for the different ways in which mental diseases may manifest, but also encourages students to engage in full interaction with their peers through active communication through social media during the films. The sessions are catered (there is pizza!) along with popcorn and candy!!

**Radiology Interest Elective (RAD 0901)**
This non-credit elective serves to increase understanding of radiology in terms of profession, application, research, and technology.

**South Asian Health (MDC 0913)**
This non-credit elective aims to raise awareness about social health issues specific to South Asian immigrant and descendant populations, particularly in the local area. This will be accomplished through a lecture series on the topic and at least one community service component.

**Sports Medicine and Health (MDC 0944)**
To increase student awareness of the field of sports medicine, the role of exercise in medicine, and the risks associated with performance-enhancing drug use and abuse.

**Students Interested in Research (SIR): Research Studies Lecture Series (MDC 0933 (Fall), MDC 0934 (Spring))**
This lecture series exposes students to varied research experiences and interests. It aims to provide students with exposure to the research of basic, translational, and clinical researchers at Robert Wood Johnson Medical
School. The fall section is a prerequisite to participate in the spring section, which allows students to further narrow their research interests and pursue specific research areas of their choosing.

**Students Interested in Restoring Community Health (SIRCH) (MDC 0937)**
The SIRCH elective introduces students to opportunities in community health research. It is meant to be a feeder program for the Distinction in Service to the Community (DISC) Program, which recognizes students who have shown exceptional interest, leadership, and commitment to volunteering in the community and working with underserved populations. Students may attend the elective and choose not to apply to DISC. However, attendance at the elective is a prerequisite for acceptance into DISC.

**Trauma, Emergency, and Disaster Response (EMED 0903)**
This elective will expose students to various medical fields involved in the care of critically injured patients including trauma surgery and emergency medicine, as well as specializations such as disaster and tactical medicine.

**Ultrasound Interest Group (MDC 0972)**
The goal of this non-credit elective is to introduce ultrasound as a diagnostic and procedural tool in various clinical settings. Students will be exposed to various specialties, including but not limited to Emergency Medicine, OB/GYN, Sports Medicine, and Critical Care/Pulmonology, and learn about the instrument’s versatile uses. As a collaborative, interspecialty effort, the elective strives to educate students about this modern, non-invasive, point-of-care technology.

**Visual Literacy (MDC 0925)**
The Visual Literacy non-credit elective utilizes visual art in a didactic role in order to enable students to translate visual information into descriptive language, both written and spoken, stressing the importance of communication during interaction with both patients and colleagues. Students will deconstruct, analyze, and interpret visual images while discussing the importance of detailed observation and its application in deriving conclusions in the context of the patient encounter.
Student Organizations and Interest Groups

Student Government Association (SGA)

There are different VPs that make up the SGA

The Student Government Association (SGA) oversees all student organizations and interest groups, including managing the budget allocated to student activities. SGA serves as the liaison between the entire RWJMS student body and administration and as a direct link between students and the faculty, staff, and alumni. SGA seeks to bolster student professional growth by facilitating collaborations between the administration, faculty, clinicians, student organizations and transdisciplinary organizations.

The Student Wellness branch of the College Advising Program is also managed by SGA. Student Wellness programming is organized to promote the physical and mental well-being of the student body as well as to promote intra- and inter-class camaraderie. The SGA Executive Board consists of the President, Treasurer, Vice President of Student Wellness/CAP, Vice President of Medical Organizations, Vice President of Multicultural Organizations, Vice President of Surgical Organizations, and Student Professionalism Chair (SPCC). Student organizations and interest groups are assigned to a VP who provide guidance to the group at large.

If you are interested in any group you may reach out to the current student leaders. Contact information for student leaders can be found on the SGA Drive on AMP.

CAP Organizations

American Medical Association (AMA)

The American Medical Association (AMA) is the strongest advocacy platform for physicians across the country and thus, its Medical Student Section (AMA-MSS) is one of the most important voices for students in medicine. Through AMA-MSS, students have access to a wide range of opportunities, from community involvement to spearheading initiatives on local, state, and national scales. At the medical school, we host activities to help students learn and have fun. Introduction to STEP1, trivia night, and our Annual Charity Auction are just a few of our many events! Our trivia night events and Annual Charity Auction in 2018-2019 raised money for the New Brunswick Education Foundation, and both were successes. Outside of the medical school, AMA-MSS offers opportunities to work with other students, organizations, and legislative bodies to advocate for patient and physician rights. Students learn to research and draft legislative policy resolutions and attend national conventions to support their work. We have proposed and passed resolutions in the past AMA Interim, which is a national conference that brings physicians, residents and medical students across the nation to introduce and advocate for resolutions that uphold patient and physicians’ rights. An example of a recent resolution that passed in AMA Interim is “Practice-Based Approach to Resolving Maternal Mortality and Morbidity in Racial Minorities” (Resolution 42) by authors from Rutgers Robert Wood Johnson Medical School.

American Medical Student Association (AMSA)
The American Medical Student Association (AMSA) is the oldest and largest independent association of physicians-in-training in the United States, and is a student-governed, national organization. Our chapter is responsible for bringing a diverse array of resources to the student body of Robert Wood Johnson Medical School, to benefit their medical school experience and enrich them as future physicians. AMSA sponsors the greatest number of events at Robert Wood Johnson Medical School including some of the biggest and most attended ones such as MEDTalks and the Anatomy Memorial, and the organization encompasses a wide range of interests related to medicine. Subcommittees include: MEDTalks, Anatomy Memorial, Global Health, Health Policy and Equity, Disabilities Awareness, Complementary and Alternative Medicine (CAM), Race, Ethnicity, and Culture in Health (REACH), Gender and Sexuality, Community Outreach, RUSynapse, and Student Wellness.

**American Medical Women's Association (AMWA)**
Non-Credit Elective: Women’s Health Elective
The mission of the American Medical Women’s Association (AMWA) is to improve the personal and professional well-being of its members and to increase the influence of women in all aspects of the medical profession. AMWA strives to accomplish these goals by offering personal support for members through networking, action on health issues, and providing information on career options and development. We offer the Women’s Health elective to enhance awareness of women’s issues. Our community service committee coordinates volunteer activities to allow AMWA members to develop closer bonds with each other as well as with the community. We also coordinate a week of events to both empower women and raise awareness about violence against women. We would like to encourage all medical students, regardless of gender, to join AMWA, as women’s issues affect us all.

**Biomedical Entrepreneurship Network (BEN)**
Non-Credit Elective: Distinction in Medical Innovation and Entrepreneurship (DiMIE).
The Rutgers Biomedical Entrepreneurship Network (BEN) is an organization that connects interdisciplinary health professionals with the resources necessary to practice entrepreneurial medicine and develop innovative healthcare solutions. Our mission is to execute on the following three pillars:
EDUCATE: To train and inspire Rutgers medical students to become innovators in healthcare through inspirational talks, workshops and experiential learning opportunities.
COLLABORATE: To facilitate interdisciplinary collaboration by building a cross-collegiate network at Rutgers that bridges the gap between the medical school, pharmacy school, business school, and other key stakeholders in healthcare innovation.
ACCELERATE: To provide members with mentorship, resources, and funding to ideate, build prototypes, and commercialize their social or commercial ventures related to healthcare.
We execute these pillars by providing students with workshops, lecture series, an annual innovation summit, and a recently launched COVID-19 innovation task force.
To learn more about our recent efforts visit: https://icollaborative.aamc.org/resource/11104/
https://rwjcitf.wordpress.com/task-force-blog/

**Bioethics Interest Group (BIG)**
The Bioethics Interest Group (BIG) serves as an approachable bridge for those students who wish to further their knowledge and competency in ethics and related topics without having to commit to the DIBE. However,
BIG events do count toward the lecture/event credits required by the DIBE. BIG’s mission is to expand education and training in bioethics through case discussions and a speaker series featuring physicians, ethicists, and other professionals facing ethical dilemmas in their practice. Our goal is for the Robert Wood Johnson Medical School student body to become more compassionate and understanding individuals as they make the transition from medical student to physician.

Healthy Living Task Force (HLTF)
Non-Credit Elective: Healthy Living Task Force
The Healthy Living Task Force is a group founded to promote health and wellness through a multipronged approach based in both education and practice. We first seek to empower medical students to be mindful of their physical and mental well-being via evidence-based nutrition and wellness education. We offer events such as free yoga instruction and guest lecturers to provide our students the opportunity to develop their own healthy lifestyle as well as learn to advise patients about healthy eating. We also volunteer in the community, with programs such as Healthy Kitchen that teach and encourage healthy eating and exercise habits in younger children.

Literary Society – Arbor Vitae
The Robert Wood Johnson Medical School Literary Society aims to showcase the extraordinary height of talent and depth of introspection that exists right here in our community of students, residents, and faculty. We hope to provide a living archive of reflections on life, both inside and outside of the clinic.

Mind-Body Medicine Interest Group (MBMIG)
Non-Credit Elective: Mind-Body Medicine in Theory and Practice
The Mind-Body Medicine Interest Group (MBMIG) aims to promote a student body understanding of and appreciation for the relationship between mental and physical wellness and disease. We bring in researchers on various topics relating to stress, anxiety, depression, and their physiological correlates. The MBMIG NCE includes various stress reducing activities such as yoga, Zumba, reflection writing, and mediation.

Medical Students for Choice (MSFC)
The Robert Wood Johnson Medical School Chapter of Medical Students for Choice is dedicated to ensuring that people receive the full range of reproductive healthcare choices. We strive to create tomorrow's abortion providers and pro-choice physicians by supporting medical student advocacy, improving reproductive health curriculum, increasing abortion training opportunities, and promoting the importance of MSFC's work broadly.

Patients in Medicine
Patients in Medicine is an organization designed to be an outlet for students in healthcare careers who have overcome or are dealing with a health-related struggle. The organization will serve as a resource and a support group to students, while also providing an opportunity to students to share their stories via a bi-annual newsletter. The organization will work with other RBHS schools to ensure that other health care professionals' stories are shared.

Project Sunshine
Project Sunshine is a nonprofit organization dedicated to providing free educational, recreational, and social programs to children and families living with complex medical challenges. We run an assortment of fun activities ranging from arts and crafts, sporting events, dance parties and much more! Each Project Sunshine member works with a student at Lakeview Middle School, a facility dedicated towards helping children with cerebral palsy and other cognitive impairments, to help them meet their social and educational needs.

Physicians for Human Rights (PHR) – Human Rights Initiative
Physicians for Human Rights (PHR) was founded in 1986 by a group of physicians who believed that their status and skills allowed them the unique opportunity to call attention to and investigate human rights violations both domestically and internationally. We discuss topics such as prison healthcare, medical access, and worldwide developments and allow medical students to tackle and engage in discussions about both domestic and international issues. We hope to fill a void in student opportunities by providing a distinct forum for students to discuss and engage in health and human rights issues that affect the greater population.

Reach Out and Read
Reach Out and Read (ROR) is a national, non-profit organization that advocates for childhood literacy. It adopts a simple model of prescribing books and reading aloud to stimulate early brain development. ROR continues to encourage parents to read regularly to their children by giving them the tools to do so. Our chapter of ROR was created in the fall of 2019 and is only the second student chapter at a medical school nationally. Our goal is to provide a literacy-rich environment and help to model skills to parents and children on how to read at home. Medical students are encouraged to get involved and volunteer to read with us at Chandler!

Students Interested in Research (SIR)
Non-Credit Elective: Students Interested in Research (SIR) Research Studies Lecture Series
SIR facilitates student entry into research activities by improving student exposure and access to faculty involved in research activities within the Robert Wood Johnson Medical School community. Through its Research Studies Lecture Series, SIR exposes students to current research being conducted at Robert Wood Johnson Medical School to stimulate student interest in research and to provide students with the necessary information to further pursue research activities, such as the Robert Wood Johnson Medical School Summer Research Fellowship. One faculty member is invited to give a research presentation with time for discussion during lunchtime sessions. While the elective is targeted towards M1 students, M2 students may also attend. Lectures focus on the crossroads between medicine and research, including both the personal perspective of the presenter in addition to the technical aspects of the presenter’s research. The lectures and resources provided by SIR ease the transition into fellowship applications and summer research programs.

Substance Use Interest Group (SUIG)
Non-Credit Elective: Opioids, Addiction, and Harm Reduction
The Substance Use Interest Group (SUIG) aims to promote a student body understanding of the biopsychosocial aspects of substance use and addiction. SUIG organizes events that examine topics such as tobacco use and the rise of vaping, the American opioid epidemic, and the interaction between mental health and substance abuse. The Opioids NCE is a lecture series sponsored by faculty from the Addiction Psychiatry Department. Lecture topics include the pharmacology of opioids, medication-assisted treatment (MAT), pain management, and harm reduction strategies. The NCE also includes an interactive session on how to administer Narcan, an open interview with a patient who has struggled with opioid abuse, and a session led by NJ Drug Court on the
relationship between opioid use and the legal system.

**The Ultrasounds**
The Ultrasounds a cappella group aims to integrate music into the medical community within our school and surrounding areas. With various events throughout the year, we strive to provide opportunities to our classmates for musical and artistic expression, as well as help create the link between music and medicine as we bring our singing out into the community. As an organization that is open to all levels of experience, we foster a collaborative environment for musical growth and development as we work together and learn from one another.

**Wilderness Medicine Interest Group (WMIG)**
The Wilderness Medicine Interest Group serves to unite a community of students passionate about nature, the outdoors, and the complexities of clinical management outside the four walls of a hospital. WMIG events range from lunch and dinner lectures with trauma and wilderness medicine specialists to wilderness hikes involving emergency scenarios.

**Medical Education Organizations**

**Cancer & Oncology Interest Group (COIG)**
Cancer is a disease that affects almost everyone in one way, shape or form. COIG is a group that hopes to unite a community of medical students against this disease creating a community to raise awareness and provide inspiration. COIG also hopes to formulate a platform for specialists and researchers from both the Robert Wood Johnson University Hospital and Rutgers Cancer Institute of New Jersey to educate the clinicians of tomorrow. Lectures, shadowing opportunities and panel discussions will be organized allowing medical students to develop deeper understandings of cancer and explore the field of oncology.

**Dermatology Interest Group (DIG)**
The Dermatology Interest Group is designed for students interested in learning more about dermatology and helping those with skin disorders. This group facilitates the interaction of students with dermatology residents and faculty through lunchtime lectures and organized shadowing opportunities. Lectures address topics such as what a dermatologist does, how to get into a dermatology residency, the pathology associated with this field, the treatment of common skin disorders, and current trends in research. The club’s community outreach program works to teach local students about skincare and skin disorders.

**Emergency Medicine Interest Group (EMIG)**
Non-Credit Elective: Emergency Medicine
EMIG aims to provide students with numerous opportunities to learn about and experience the thrilling specialty of Emergency Medicine. Throughout the year, EMIG offers informative and fun lunchtime lectures on topics such as how to read an EKG, toxicology, imaging case studies, and bioterrorism, in addition to residency seminars and physician shadowing in the RWJUH ED. EMIG also sponsors a number of exciting, hands-on
workshops such as a resuscitation lab and a suturing session, which provide students with the opportunity to learn and practice clinical skills.

**Family Medicine Interest Group (FMIG)**
The Family Medicine Interest Group is a student-run organization designed for students to explore the specialty of family medicine in an informal, educational, and fun setting. Throughout the year FMIG provides many primary care workshops such as blood glucose testing and female reproductive healthcare. FMIG also hosts lunch lectures with current Robert Wood Johnson physicians and residents to show how family medicine can evolve into different career paths such as sports medicine.

**Internal Medicine Interest Group (IMIG)**
Non-Credit Elective: IMIG Non-Credit Elective
The Internal Medicine Interest Group is a student-run interest group intended to educate students about careers in Internal Medicine (IM) and promote relationships and communication among student members, IM faculty, and IM residents. The group focuses on promoting an understanding of the role of the Internist as a primary care physician as well as the role of subspecialists in providing care for complex diseases. Events such as researcher and clinician lectures and participation in activities hosted by the local chapter of the American College of Physicians (ACP) provide networking opportunities, potential research placements, and mentors. The interest group provides medical students a better understanding of career options, patient care, and the clinical relevance of first- and second-year coursework.

**Integrative Medicine Interest Group (IntegMed)**
The Integrative Medicine Interest Group, aka IntegMed, exposes students to the field of integrative medicine — the coordinated combination of conventional medicine and complementary health techniques. With our patient population becoming more diverse, it is important to understand the alternative modalities that are often used and learn about their safety and efficacy. The goal of this group is to introduce students to the field of integrative medicine, and to serve as a resource for all the opportunities this specialty encompasses.

**Pathology Interest Group (PathIG)**
The Pathology Interest Group is for those interested in learning more about the pathological basis of human disease. Our goal is to foster the learning and development of those interested in pathology, both as a science and career. We hold talks, presented by clinical staff, that students of any class year or specialty will find useful, such as how to read and interpret a pathology report, understanding the techniques used to generate lab results (e.g. CBC panel, biopsy analysis, etc.), how to communicate with pathologists, and how to use pathology to best serve both the patient and physician. Along with this, we offer multiple shadowing opportunities and host year-round histology review sessions for first-year students to complement their academic curriculum and prepare for histological exams.
Pediatric Interest Group (PIG)
Non-Credit Elective: Pediatrics Non-Credit Elective
The Pediatrics Interest Group has an overall goal of exposing students to pediatric medicine. We hope to offer forums for students to learn about pediatric subspecialties, pediatric residencies, ethical issues in pediatric medicine, and interact with pediatric patients. We also collaborate with other student organizations to organize opportunities for volunteering with the local pediatric population. Through our relationship with the RWJ pediatric programs and local alumni, we can offer students shadowing opportunities within a number of subspecialties. Finally, medical students who participate in the pediatrics interest group are eligible to apply for the Pediatrics Non-Credit Elective.

Physical Medicine and Rehabilitation Interest Group (PM&RIG)
The Physical Medicine and Rehabilitation Interest Group focuses on introducing students to the field of Physical Medicine and Rehabilitation. This rapidly growing specialty aims to help students not only explore the intricacies of medicine from a unique perspective, but also become comfortable collaborating with professionals from various specialties in providing complete and robust patient care. Sub-specialties include Sports Medicine, Spinal Cord Injury, Pain, Traumatic Brain Injury, Pediatrics, and Prosthetics and Orthotics.

Preventive Medicine Interest Group (PrevMed)
The Public Health and Preventive Medicine Interest Group aims to educate students at Robert Wood Johnson Medical School about the role of public health in medicine. Events held by the interest group explore topics such as health equity, social determinants of health, epidemiology, environmental and occupational health, and health promotion models. The interest group provides information for students considering careers in public health.

Psychiatry Residents Advancing eXposure to Interested Students (PRAXIS)
Non-Credit Electives: Psychiatry Interest; Film Depictions to Learn Elements Related to Mental Disease (FIDLER)
PRAXIS is a group run by students and residents that strives to give students an opportunity to learn more about the field of psychiatry while promoting mental health at Robert Wood Johnson Medical School. The group will host a lecture series with residents, faculty, and other guest speakers to discuss psychiatry and the career paths available and offers a shadowing program.

Radiology Interest Group (RIG)
The Radiology Interest Group is designed for students interested in learning more about the fields of radiology and interventional radiology. Students will have the chance to hear from and interact with various attendings and residents through a series of lunch lectures. The lectures will address topics such as: the basics of radiology and different imaging modalities, common procedures in interventional radiology, and research and shadowing opportunities for medical students. Additionally, there will be interactive simulation events for those interested in interventional radiology.
**Student Interest Group in Neurology (SIGN)**

Non-Credit Elective: Clinical Neuroscience

The Student Interest Group in Neurology (SIGN) provides a forum for the exploration of interests in neurology, neurosurgery, and psychiatry, and promotes interaction among students, faculty, and residents through scholarly and social functions. Students also have the opportunity to complete the non-credit elective in Clinical Neuroscience through a combination of attendance at SIGN events and the fulfillment of an approved program of doctor shadowing, research, or related volunteer work. SIGN is a national student organization affiliated with the American Academy of Neurology (AAN). All student members of SIGN are eligible and encouraged to apply for free membership to the AAN, which offers scholarships for summer research and travel to the AAN conference.

**Surgical Education Organizations**

**Anesthesiology Interest Group (AIG)**

Anesthesiology Interest Group promotes education, communication, advocacy, research, and networking among students and physicians. We allow medical students from M1-M4 to come together and discuss the specialty. We serve as a forum for those who want to explore the specialty to discuss their interests and for all students to share their experiences and ideas for the group. Our organization provides our medical students with information about anesthesia as a specialty, connects them to anesthesia faculty and residents, and organizes more in-depth lectures/workshops on the skills that we should understand and benefit from in any specialty (i.e. intubations, art lines, epidurals, nerve blocks). We also organize shadowing opportunities and research for the students. Look out for our meetings and come join us to learn about the field of anesthesiology!

**Association of Women Surgeons (AWS)**

The mission of the Robert Wood Johnson Medical School Chapter of the Association of Women Surgeons is to inspire, encourage, and enable aspiring female surgeons to achieve their personal and professional goals. Lectures, panel discussions, and networking events are held throughout the year for students to discuss topics in surgery, such as academic leadership, research, family planning, and pay and promotion equality. Students are invited to participate in research, mentoring, and shadowing with attending and resident surgeons. As a national organization, there are opportunities to publish and present research across the country and find mentors beyond our health care network.

**Cardiothoracic Surgery Interest Group (CTSIG)**

The Cardiothoracic Surgery Interest Group (CTSIG) at RWJMS, serves as a platform for medical students, to explore the field of cardiothoracic (CT) surgery, and to pursue their interests in the field. Through our activities, we aim to provide opportunities for medical students to integrate into the field early on and to network with clinicians in CT surgery. Our goals for this interest group are to provide information about training options, connect students with mentors within and outside of RWJMS, facilitate research and shadowing opportunities, and host hands-on cardiothoracic surgery simulation workshops.
Moreover, in recent years, CT surgery training paradigms have been shifting from the traditional pathway of general surgery residency and CT fellowship, to the new integrated and fast-track residency programs. We hope that our group will provide students the early exposure needed to identify their interest in the field and to participate in pertinent extracurricular experiences that will put students on the path to success in residency applications, to whichever program they chose. To supplement these efforts, we plan to facilitate talks between students and attending physicians, residents, and 4th year students in the process of applying to these residencies. Thereby, students will not only gain a better understanding of what cardiothoracic surgeons do, but also develop the skills needed to be successful in the field.

**Global Surgery Student Alliance (GSSA)**
The Rutgers RWJMS chapter of the Global Surgery Student Alliance (GSSA) serves as an advocacy group for timely, safe, and affordable surgical care for all people across the globe. Surgery often evades the public health discourse, but in 2015, surgical care was acknowledged as an essential component of universal health coverage. The GSSA is a community for students interested in a health systems science and health equity perspective of surgical, obstetrics, and/or anesthesia care.

The group enables students to explore research regarding national surgical system strengthening and to join a network of students and faculty passionate about this unique field. We discuss current occurrences and publications in the field, following the global progress as more and more countries begin to collect data for specific global surgery indicators and develop National Surgical, Obstetrics and Anesthesia Plans. Through its connection with the Rutgers Global Surgery (RGS) group at RWJMS, our GSSA chapter currently focuses domestically in New Jersey and internationally in Colombia, Mexico, Romania, and Peru. The established programs in these countries are Global Surgery Research Units, created through the RGS Latin American Indicator Research Collaboratory.

**Neurosurgery Interest Group**
The Neurosurgery Interest Group offers students the opportunity to hear from speakers involved in the field of Neurosurgery including attending physicians, residents, and fourth-year students in the process of applying into neurosurgery residencies. We try to bring in speakers who can provide valuable advice for Neurosurgery residency applications, present concepts related to what we are learning through the school curriculum, or just share interesting stories and cases about their experiences in the OR. Getting involved in a niche field like neurosurgery can be a difficult task for a first-year student, and this interest group exists to alleviate some of that complexity. We are always looking for opportunities to involve interested students with neurosurgery experiences and research so please don’t hesitate to reach out to us!

**OB/Gyn Interest Group**
The OB/Gyn Interest Group is designed for students who want to learn more about opportunities available in the fields of obstetrics and gynecology. The group helps students gain an understanding of what a career in
OB/Gyn entails by creating a network between students and health care professionals within the field. In addition, the OB/Gyn Interest Group provides a forum for various speakers and promotes advocacy for issues regarding women's health and reproductive care.

**Ophthalmology Interest Group (OIG)**
The mission of the Ophthalmology Interest Group (OIG) is to cultivate student interest and exposure to the field of Ophthalmology. Ophthalmology is the surgical and medical management of all diseases of the eye and orbit. As a specialty, ophthalmology receives minimal coverage in our medical school curriculum and, thus, opportunities for exposure can be limited. OIG aims to fill that void by organizing informative lunch lectures, connecting students to M3s and M4s planning to match in ophthalmology, and identifying mentors for extracurricular opportunities, such as research and shadowing.

**Orthopaedics Interest Group (ORIG)**
The Orthopaedics Interest Group is a student-run organization that seeks to expose first- and second- year medical students to the specialty of orthopaedic surgery. Faculty advisors also strive to support students in becoming competitive orthopaedic surgery residency applicants. Past activities include a Step 1 musculoskeletal review, invitation to the RWJUH Resident Research Symposium and various showcases of orthopaedic subspecialties like spine, trauma, and hand surgery. In the coming year, we are excited to host clinically relevant lectures for students including a “Women in Ortho” panel and a multidisciplinary musculoskeletal careers dinner.

**Otolaryngology Interest Group (ENTIG)**
The otolaryngology interest group (ENTIG) serves as an outlet for students interested in pursuing a medical career in the field of otolaryngology to learn and gain experience in this field. Otolaryngologists, or more commonly referred to as ENTs, are physicians that specialize in diseases pertaining to the ears, nose, and throat. The group helps students pursue their interest in becoming an ENT by providing informative lunch lectures, connecting students to potential research mentors, connecting with current M3s and M4s who are planning on matching into an ENT residency, and more. Lunch lectures typically include an otolaryngologist who comes in to share why they chose ENT, as well as interesting cases they have worked on. ENTIG encourages students to shadow by introducing them to otolaryngologists and to attend tumor boards to see the interdisciplinary nature of treating head and neck cancers.

**Plastic and Reconstructive Surgery Interest Group (PRSIG)**
PRSIG is a student-run group that is committed to providing medical students at Rutgers Robert Wood Johnson Medical School with opportunities to explore and gain experience in the field of plastic and reconstructive surgery. Through lecture series and resident panels, we aim to educate students at Robert Wood Johnson Medical School about the diversity and scope of the field of plastic surgery. PRSIG provides information and updates about conferences, grand rounds, and symposiums to students who want to know more about the field. We also strive to create networks and mentorship opportunities by streamlining the process of linking
interested students with alumni, recent graduates who matched in plastics, and other experts in the field. Additionally, PRSIG collaborates with the Division of Plastic Surgery at Robert Wood Johnson Medical School to provide valuable research experience, shadowing and fellowship opportunities.

**Ultrasound Interest Group (USIG)**

Non-Credit Elective: Ultrasound Interest Group Non-Credit Elective

The Ultrasound Interest Group was formed in the interest of having a multidisciplinary group that would promote the education and use of ultrasound. We hope to explore the use of US across multiple specialties through lectures and hands on experiences. Ultimately, we hope to see US education incorporated into our school’s curriculum to better prepare our students to use this great technology. Also, students who participate in at least 5 different sessions and 1 hands-on workshop over the course of the first 2 years of medical school will receive recognition for having completed the Ultrasound Interest Group Non-Credit Elective.

**Urology Interest Group (UrIG)**

The Urology Interest Group (UrIG) is a student-led organization focusing on providing students with exposure to urology. Applying for a urology residency often requires early preparation, and we believe that UrIG can offer students the right resources for pursuing a career in this unique field. The primary objectives of UrIG are to inform students about urology as a specialty, connect students with extracurricular opportunities in urology such as shadowing and research, and guide students as to how to prepare for a urology residency match. These goals are achieved through speaker events, panel discussions, and networking sessions.

**Valentine Mott (VMott) Surgical Society**

The Valentine Mott Surgical Society is an extension of the professional Valentine Mott Surgical Society at Robert Wood Johnson Medical School and is open to all students. Valentine Mott’s goal is to provide opportunities for students to explore the exciting fields available in surgery through a longitudinal lecture series and various hands-on surgery skill sessions. The Society sponsors monthly specialty seminars, providing opportunities for students to get to know the faculty and residents at RWJUH. Activities include scrub training sessions, surgical shadowing opportunities, and both physician-run and student-run suture sessions.

**Multicultural Organizations**

**American Association of Physicians of Indian Origin (AAPI)**

AAPI is the Robert Wood Johnson Medical School branch of a national organization that seeks to promote the excellence of the American physicians of South Asian origin. We do this by promoting cultural diversity in the medical school and by coordinating community events that reaches out to the South Asian community. For instance, we organize the annual Diversity Show at Robert Wood Johnson Medical School which features dances, music, and cuisines of various cultures. We promote healthy dietary habits, mental health, and HIV education in the South Asian community through our outreach programs.
**Asian Pacific American Medical Students Association (APAMSA)**
The Robert Wood Johnson Medical School-APAMSA chapter is dedicated to ensuring cultural competency and sensitivity to the health care needs of Asians and Asian Americans through greater awareness of the unique health concerns that affect Asian populations. We are also committed to combating health disparities by organizing service activities that benefit local Asian communities. We are part of the larger APAMSA regional and national organizations, which provides our members opportunities to network with other Asian and Asian American physicians and medical students.

**Christian Medical Association (CMA)**
Christian Medical Association (CMA) is a Christian organization formed on campus to foster an environment where Christian students from different churches and denominations can come together for fellowship through various social activities including bible study and community service events. In addition, CMA connects students with faculty and healthcare professionals by providing lectures focusing on faith and healthcare. As a student organization, CMA gladly welcomes all students, irrespective of their religious affiliation or belief system, to participate in our events.

**Global Health Interest Group (GHIG)**
Non-Credit Elective: Global Health Elective
The Global Health Interest Group (GHIG) raises awareness of international health issues through a close collaboration with the Office of Global Health. GHIG runs a "Global Health Elective" which includes lunch lectures and events with speakers who have a diverse array of multidisciplinary perspectives in global health. Topics covered throughout the year will broaden students’ awareness of different domestic and global health issues. In addition, GHIG provides information sessions for students who wish to study abroad during the summer between first and second year or during fourth-year electives. The GHIG coordinators are also members of the steering committee for the Office of Global Health at the medical school.

**Islamic Medical Association of North America (IMANA)**
Robert Wood Johnson Medical School's Muslim Student Organization allows students to learn more about the Islamic faith while providing opportunities to put Islamic values such as community service and mentorship into practice.

**Jewish Medical Student Society (JMSS)**
The goal of JMSS is to maintain a sense of Jewish community at Robert Wood Johnson Medical School. JMSS provides programming and support for Jewish medical students at Robert Wood Johnson Medical School. Events throughout the year include Chanukah and Passover parties, lunch lectures, and Shabbat dinners, and we will also hold events with other faith-based student groups in order to understand the similarities and differences between groups. While we provide a social outlet for Jewish students, we encourage students of all faiths to participate in JMSS events.
Latino Medical Student Association (LMSA)
LMSA is the local Robert Wood Johnson Medical School chapter of Latino Medical Student Association Northeast (LMSA-NE). Its mission is to recruit Latinos into higher education and health-related areas, educate the public and one another about Latino health issues, and promote awareness about social, political, and economic issues as they relate to Latino health and the Latino population.

Sexuality and Gender Alliance (SAGA)
SAGA is a group for LGBTQIA medical students and their allies to organize and discuss LGBT+ issues in medicine and medical education. Our mission is to educate our peers through events and trainings, provide a community for queer medical students, and work with the administration to make the school more inclusive of non-conforming gender and sexual identities. We provide a comprehensive week of Gender and Sexuality Awareness activities (known formally as GSAW), faculty speakers, educational events, and advocacy opportunities each fall semester.

Student National Medical Association (SNMA)
SNMA is committed to supporting current and future underrepresented minority medical students, addressing the needs of under-served communities, and increasing the number of clinically excellent, culturally competent and socially conscious physicians. We aim to do this through the following goals:
- To serve as a credible and accurate source of information relevant to minority issues in the field of medical education.
- To encourage and foster the development of minority faculty in order to increase the presence of minority mentors and biomedical researchers in academic health centers.
- To evaluate and cultivate the necessary measures to eradicate practices in the field of health profession education that compromise the goal of providing quality education to minorities and women.

White Coats For Black Lives (WC4BL)
This chapter represents an extension of the national organization that has been active since 2015. WC4BL strives to bring awareness to the medical student body in eliminating racism in medicine and promoting the health, well-being, and self-determination of people of color. Our goals are to foster dialogue on racism as a public health concern, end racial discrimination in healthcare, and prepare future physicians to be advocates for racial justice. Specifically, we plan to include fundraising events to support our mission and the Black Lives Matter organization. We will monitor and measure the sentiments of the student body (through surveys, feedback portals, and meetings) in regard to administrative and curricula implementation of anti-racism constructs that foster diversity and inclusion at RWJMS. Funding will be sought to afford speakers who are able to address topics of racism in medicine, and to create, promote and launch awareness events and solidarity movement, and support other anti-racism student-group and faculty-led programs.
**Other Organizations**

**Building Lasting Anatomical Skills Together (BLAST)**
BLAST is a program that introduces high school students to the anatomical sciences and medicine through presentations by medical students in the anatomy lab. M1s, M2s and M4s share teaching duties as groups of students rotate through the different body systems. Medical students have the opportunity to maintain their anatomy knowledge, improve their teaching skills, and serve their community by guiding high school students through interactions with the cadaver. Sessions occur between January and March and typically last about 2 hours on a Monday or Friday afternoon.

**Culinary Medicine *INACTIVE***
Non Credit Elective: Culinary Medicine Non-Credit Elective
Join a chef, your classmates, and nutrition major students to cook healthy and quick tasty meals! In the fall, as part of the Patient Centered Medicine course, you will have one introductory class. In the spring, you are invited to apply to this non-credit elective for seven more sessions. Each session is focused on a different nutritional topic. You will work in a group of about three students to prepare and cook meals under guidance from a Chef and work on case studies for nutritional recommendations. This is an opportunity for you to learn skills for yourself as well as to improve the diet of your future patients through application of nutrition education to prevent and treat major health diseases like diabetes and cardiovascular disease. The course does not interfere with exam weeks and is a fun few hours you get to spend relaxing with others while cooking and eating!

**Homeless and Indigent Population Health Outreach Project (HIPHOP)**
Chief Faculty Advisor/Principal Investigator: Dr. Eric Jahn (jahneg@rwjms.rutgers.edu)
Program Coordinator: Susan Giordano (susan.giordano@rwjms.rutgers.edu)
Secretary: Ruby Galvan (galvanru@rwjms.rutgers.edu)
Website: [http://rwjms3.rwjms.rutgers.edu/hiphop/index.html](http://rwjms3.rwjms.rutgers.edu/hiphop/index.html)
HIPHOP is an umbrella organization comprised of the following initiatives: Community Health Initiative (CHI), Promise Clinic, and Local Interdisciplinary Care Collaborative (LINC). Each organization seeks to meet the pressing health needs of the greater New Brunswick area. Through their initiatives, students provide community outreach, health promotion, preventive education, and clinical services to indigent and under-served populations. HIPHOP fosters connections between medical students and the local community to make community service a part of the medical school curriculum and experience.

**HIPHOP Community Health Initiative (HIPHOP-CHI)**
HIPHOP-CHI is a branch of the HIPHOP organization that provides initiatives that are integrated into the medical school curriculum, as well as organizes programs, electives, and opportunities for students to volunteer and learn about the local community.

HIPHOP-CHI initiatives that are integrated into the medical school curriculum include:
Clinic Project: First-year medical students are able to complete their PCM Clinical Site requirements with providers who work with underserved communities

Health Workshops: First-year medical students are required to present a health workshop at a community site (e.g., Open Doors, Naomi's Way) as part of their first-year PCM course

Third-Year Family Medicine Clerkship: Third-year medical students are able to complete workshops at community sites to fulfill the service requirement of their Family Medicine rotation

Some electives and outreach opportunities include:

- Issues in Cultural Competency and Underserved Community Elective (ICCUCE): lectures and panels on cultural competence and awareness of Greater New Brunswick Communities
- Literacy Initiative for Students Teaching Older Spanish Speakers / Children’s Health Elective (LISTOS/CHE): Dual language teaching experience and health literacy education
- Patients At/In-Risk (PAIR): Provides exposure to patient populations that are at/in-risk including pediatric HIV/AIDS patients, children facing developmental challenges, and immigrant families.
- Project Outreach: Offers both short- and long-term volunteering opportunities throughout the community (e.g. Elijah’s Soup Kitchen, teddy bear check-ups, annual 5K fundraiser)
- Students Teaching AIDS To Students (STATS): Educate local high Schools about HIV/AIDS

HIPHOP Local Interdisciplinary Care Collaborative (HIPHOP-LINC)
Faculty Advisor: Dr. Paul Weber (pfw6@rwjms.rutgers.edu)
Faculty Advisor: Dr. Eric Jahn (jahneg@rwjms.rutgers.edu)
Staff Advisor: Susan Giordano (susan.giordano@rwjms.rutgers.edu)

HIPHOP-Local Interdisciplinary Care Collaborative is a student run interdisciplinary initiative, part of the Rutgers Robert Wood Johnson Homeless and Indigent Population Health Outreach Project. The LINC mission is to establish community relationships with the underserved neighborhoods in the greater New Brunswick and Franklin Township area, and to improve the health of these communities through interdisciplinary, student run and sustainable health interventions. This organization provides a platform for medical students to engage with public health policy and research, advocacy and collaboration between RBHS schools and organizations. LINC is currently partnering with the Franklin Township Food Bank to conduct an IRB-approved community needs assessment, with the long-term goal of designing an intervention that best serves this community.

HIPHOP-Promise Clinic
Faculty Advisor: Dr. Karen Lin (kl169@rwjms.rutgers.edu)
Faculty Advisor: Dr. Eric Jahn (jahneg@rwjms.rutgers.edu)
Staff Advisor: Susan Giordano (susan.giordano@rwjms.rutgers.edu)

HIPHOP-Promise Clinic is a student-run clinic composed of a community of medical students, volunteer physicians, and community partners dedicated to providing quality, patient-centered primary care services. It also aims to educate and empower the clients of Elijah’s Promise Soup Kitchen and the uninsured citizens of
New Brunswick, NJ, to live healthier lives. Promise Clinic serves as an environment where medical students and other health professionals can engage in the New Brunswick community through service-learning aimed at teaching the importance of continuity of care, teamwork, advocacy, innovation, and leadership. Promise Clinic students are able to serve both through the roles of student doctor and steering committee member. The Promise Clinic Steering Committee is composed of the following sub-committees: Operations, Education, Finance and Fundraising, Laboratory, Pharmacy, Community Outreach, Quality Improvement, Communications, Specialty Care, and Social Needs.

**Peer Mentoring Program**
Faculty Advisor: Dr. Sonia Garcia Laumbach ([sgarcia@rwjms.rutgers.edu](mailto:sgarcia@rwjms.rutgers.edu))
Faculty Advisor: Dr. Daniel J. Mehan, Jr. ([mehanda@rwjms.rutgers.edu](mailto:mehanda@rwjms.rutgers.edu))
The Peer Mentoring program is a year-long program that begins during orientation to help integrate incoming students into our Robert Wood Johnson Medical School family. All students are placed into groups of 10 to 15 and assigned two peer mentors. These mentors serve as an informational source for students, easing the transition and providing advice on how to tackle the challenges associated with starting medical school.

**Robert Wood Johnson Medical School Ambassadors**
The Robert Wood Johnson Medical School Ambassadors is a student group that acts as a liaison between the student body and prospective students, guests, and special visitors of the school. The Ambassadors facilitate interview day for prospective students, delivering presentations and leading tours. Special events, such as Accepted Students Day, heavily rely on participation and planning by the Ambassadors. The Ambassadors have the opportunity to speak to interested and accepted students about what life is like at Robert Wood Johnson Medical School. As spokespersons of the school, the Ambassadors take a tremendous amount of pride in Robert Wood Johnson Medical School and its students, never failing to celebrate their talents, diversity, and unique interests. The Ambassadors strongly believe that the greatest strength of Robert Wood Johnson Medical School is in its students, and the sense of community fostered amongst them. It is the goal of the Ambassadors to share these strengths with future students and visitors.

**Social Chairs**
The Robert Wood Johnson Medical School Social Chairs are an elected group of students responsible for planning events and programs that facilitate interaction between classmates within each year and between years. These students coordinate activities following exams and blocks. Notable events planned by the Social Chairs in years past include Rutgers Football tailgates, Semi Formals, Medical School Prom, and class trips to destinations such as Six Flags and Atlantic City. The ultimate mission of the Social Chairs is to create a friendly and inclusive environment to promote community among all medical students.

**Student Admissions Committee**
Faculty Advisor: Dr. Carol Terregino ([terregca@rwjms.rutgers.edu](mailto:terregca@rwjms.rutgers.edu))
Student representatives on the Student Admissions Committee participate in discussion and selection of the incoming class with the medical school’s Admissions Committee. First year students are nominated during their Spring Semester and are then selected for the Committee based on a classwide election and interview component. Student Admissions Committee selections are facilitated by the current SGA President.

**Student Curriculum Committee**

The Student Curriculum Committee (SCC) is a subcommittee of the RWJMS Curriculum Committee composed of 3 students from each class year. The Curriculum Committee is composed of both elected and appointed faculty whose job is to develop, review, and design policy related to all four years of our medical school’s curriculum. The role of the SCC is to bring forth the opinions, perspectives, and suggestions of students to the faculty. SCC responsibilities include attending monthly meetings of both the Curriculum Committee and the SCC subcommittee, as well as working with faculty to present course evaluations to the Curriculum Committee. SCC members also select two Course Representatives for each M1 and M2 course to maintain communication between students in the course and the course director. After every exam, both M1 and M2 SCC members lead meetings with all their Course Representatives to gather additional feedback from students.
Student Organization Information Guide

Student organizations are groups approved by the Office of Student Affairs (SA) and Student Government Association (SGA) to receive funding to host co-curricular educational lecture series and student wellness initiatives. Below is important information to help groups with their events. Information is subject to change without notice, so please check the SGA Google Drive (found through AMP) for the latest policies and procedures.

Establishing a New Student Organization
A student who is looking to create a new student group must submit a proposal to the SGA President and Deans of Student Affairs with the following information:

- Name of student(s) leaders submitting proposal
- Name of faculty advisor
- Name of proposed student organization
- 1-3 short paragraphs describing the following:
  - Perceived need for such a group (ex., Has an assessment of this need been done? How is this need not currently met with the existing student group offerings? How will the proposed new group address this need?)
  - Organization’s goals and objectives
  - Proposed activities the group would plan to hold during an academic year

Please refer to the SGA Drive for the following:

- Funding student group events and initiatives
- Payment Process for Goods and Services
- Reserving Rooms for Events
- Room Set-up and Cleanup
- Audio/Visual Media Services
- Visitor Parking
- Student Closet

Travel Approval
A Travel Approval (TA) form must be completed prior to traveling to any event which is outside of the State of New Jersey, or which requires an overnight stay. An approved TA is required whether or not any part of the trip is sponsored by the university. A partial cash advance may be available if the TA is over $250.00 and processed three to four weeks in advance of your trip. In general, it takes five to seven days to process a TA.

In order to process a Travel Advance form, supporting documents such as an event confirmation and agenda, and detailed travel expense budget must be submitted to Student Affairs, who will initiate the approval process.

Travel Expense Reports
A Travel Expense Report must be completed within five working days following your return from a trip in order to be reimbursed for travel-related expenses. In order to process reimbursement for travel related expenses, all original proof of payment (itemized expense receipts, payment confirmation) must be submitted to Student Affairs, who will initiate the approval process.
Reimbursement will be made for the following items:

- Major Transportation: bus, rail, or airplane
- Minor Transportation: this includes mileage at a rate of .546 cents per mile if you choose to drive to your destination and short-range taxi fare when other modes of transportation are not available on-site;
- Meals: breakfast, lunch, and dinner up to a maximum total of $50 per day (all original itemized receipts must be retained); gratuities are permitted at a maximum rate of 15%;
- Program Registration: this may alternatively be submitted on a Request for Check form if payment is required in advance;
- Lodging: cost of hotel or other accommodations.

Please keep in mind that the medical school will not reimburse you without original receipts. For mileage reimbursement, a Google Maps printout with total miles traveled must be submitted. If you have been issued a cash advance for your trip, this amount will be deducted from your reimbursement. If the total dollar amount of your receipts is less than your cash advance, you will be responsible for repaying the remaining difference to the medical school.
STUDENT LIFE
Student-To-Student Advice

The following section is a combination of advice from M2s-M4s who wish to make the transition into medical school a little bit easier and less stressful for you! However, keep in mind that these recommendations are suggestions and do not necessarily apply to every student.

Surviving and Thriving as an M1: One Student’s Advice

Welcome back to school!

Some of you may have spent several years away from school, and the mere idea of being in a classroom taking notes and studying for exams can provoke anxiety. While it can be intimidating to face the unknowns of the medical school lecture halls, it is important to realize that medical school is still school, and that you are “good at school” - that is why you have made it this far.

As I moved on to an even higher level of education, I was nervous about how medical school would compare to college; I was unsure of what to expect. Although the workload was a bit daunting at first, I soon realized that medical school is actually not much different than college (and sometimes, all too similar to high school). There is a professor standing in front of the class, using PowerPoint and lecturing about a topic. When you boil it down to that, medical school seems a lot less intimidating. There are certainly some differences; perhaps more information is presented in class (yes, sometimes it feels like you are drinking from a fire hose), and there may be concepts that you will have to read about in a few textbooks (virtual textbooks of course) before you understand them. However, you are still sitting and listening to a professor present. Therefore, you should not become stressed about starting medical school: you are still in school, just as you have been for 18+ years!

Do not be afraid to adjust your study habits

Throughout college, I preferred to study alone in a cubicle. I also preferred to print the professors’ notes ahead of time so I could write out my notes. Turns out that I was truly a 90s child and had to learn how to adapt to new learning styles quickly when I arrived at RWJMS. One of the best tips is: Do not be afraid to adapt to a new style of learning!

...but don’t think you *have* to change — you do you!

In my college experience, I loved to use flashcards and create study guides for my notes. I also liked to mix up my solo studying with some group sessions - and this ended up working well for me at RWJMS as well. So, here’s another tip: Don’t feel obligated to change something if it works for you! And, in the same vein, do not feel like you have to study the way the others in your class are studying.

So many of your study habits will stay the same (e.g. flashcards, handwriting notes, organizing notes in a binder, etc), but you’ll find yourself doing all these things in a more effective way. For example, instead of using index cards and flipping through physical cards, you might want to try out Brainscape’s virtual flashcard system or one of our favorites, Anki. Instead of handwriting all your notes, you’ll want to take advantage of the Notability
app on your iPad (which is Apple Pencil compatible!). Additionally, if a particular study method does not seem to work for you as you move from one block to the next, it is ok to try something new. Each block is different, and you will have to adjust your study methods, so don’t be afraid of change. Explore which style of learning works best for you so that you can glean the most knowledge from the information presented to you.

Do not hesitate to ask your classmates what they are using to study. We are pass/fail for a reason. RWJMS’s student body is truly extraordinary; we go above and beyond to help each other (posting notes, online textbooks, advice on how to study, etc.). All you have to do is ask! Remember, though, that each person has their own study methods, and you don’t have to try them all to succeed.

Give it time.
With so much new information coming at you, there may be the compulsion to try to learn and fully understand everything that was covered each day so you will be ready for the next day. While a plan like this sounds effective and proactive, you will soon see that this really is not possible (although don’t let us stop you from trying!) You may have time to go through everything, but certain concepts will take more than one day for you to fully understand and remember. It is a trite idea, but the brain-as-a-sponge analogy is actually useful in grasping this concept. If you pour a lot of water on a sponge, only a certain amount will be absorbed. If you let water sit on the sponge for a while, it will slowly continue to absorb more and more.

There are several courses (e.g. anatomy, microbiology, etc), where you will have to do a fair amount of memorization, and it will be important to keep this in mind and resist the urge to get frustrated. During anatomy, I remember going home, learning the muscles and vessels until I felt I had mastered them, and then waking up the next morning remembering only a handful of them. A few days later, after spending time in the anatomy lab and a little more review, I realized to my amazement that I remembered most of what I had set out to learn a few days prior. Give yourself the time to learn and remember the information that is taught, and try to avoid cramming everything the day or two before the exam.

Ignore the white boards!
There will be a day soon after the beginning of school when you will walk into one of the small group rooms in search of a place to study. You will be confronted with what will seem like the most intimidating, fear-mongering, terrifying thing you have ever seen: on the whiteboards, you will see every bit of information you were taught in class. In a myriad of colors and diagrams, you will see not highlights or bullet points, but a regurgitation of every word of lecture up on the board, leaving you to question how in the world you will ever learn it all. My advice is to just ignore it! Every student studies in a unique way, and for some people, writing down every detail works. However, if that is not your study method, just turn your head and move on. There is no need to create extra stress in your life.
On the other hand, if a classmate has drawn out a diagram or notes that you find helpful, feel free to take a picture. In a way, the whiteboards are our collective notebook and everyone has access to that information.

Just keep swimming!
At certain points of your first year you may begin to feel the burden of medical school creeping in. You will be nagged by a feeling that more and more things are piling up on you, and the scary thought that you may not be able to conquer them all. First off, we all feel like this at one point or another. There is too much going on to feel in control all of the time. While it is an uncomfortable feeling, you will learn to get used to it. When you feel like you are starting to go under, I have found that it is helpful to simply keep moving. Keep working, keep learning, and keep moving forward. Maybe you are stalled by a lecture that you completely did not understand. Perhaps you become overwhelmed with all of the pathogens in microbiology that you need to learn. If you decide to keep moving, you will eventually find your way out of the madness. For some people, this means powering through the difficult material until it finally comes together. Other students prefer to set aside what is troubling them and come back to it later, tackling easier material first. As long as you do not get hung up on what is troubling you and instead decide to keep doing something, the challenges will work themselves out. Trust us, we are M2s!

Learn your professor’s style
Each professor, much like those in college, has a different teaching style as well as testing style. It is important to recognize that each M1 professor will have their own methods of teaching. One of the greatest parts of our curriculum is that each block has most of the same lecturers. You will quickly learn what each professor finds important and how they stress that information during lectures (i.e. repetition, charts, bolding, literally saying “memorize this”, etc.). Some will tell you to learn only the material they cover in lecture. Others may require you to do some self-learning from the e-books. It will be to your advantage to learn what is expected of you from each professor. Practice questions are always a good tool to start figuring this out. It is a good idea to start doing practice questions at the very beginning of the block so you can figure out right away how much you know and don’t know. Some professors are very specific in the objectives given out for the lecture. For other professors, you may have to ask for clarifications, in the form of asking questions in class, reaching out to your course representatives, or attending office hours.

We are all in this together
Remember that you and your classmates are all striving towards the same goal. All of us come from successful college careers and therefore may not be the types to readily open up about the challenges we face in our classes. We may fear that we will come off as less intelligent or weak if we complain about how tough we find the material. Here is a little secret: everyone finds medical school tough. If you are really stressing out and need to get it off your chest, do not be afraid to talk to your roommates, your classmates, and your friends. It will help you feel better about your troubles, and it will probably make your friend feel better knowing that you are going through the difficulties of school together. We may be strong, smart, tough medical students, but holding everything inside will eventually take its toll.

You have the weekend to work
There are two whole days per week with no new information presented! Now, this does not mean you should fool around for five days and then try to learn the material in two days. However, do remember that you will have time over the weekend to solidify your understanding of the week's material. Additionally, you will often have several free days to review material before the test. Therefore, if you are someone who feels as though you need to go 150% all the time to master the material right after it is taught, take a step back and remember you
will have time each weekend to study.

With that being said, it is also a good idea to plan your week so that you have a healthy school-life balance. If you feel like you want to take a day off, take time to see friends and family, or just have me time, do it - just make sure you adjust your weekly schedule accordingly. Because honestly, you can’t do school without maintaining a healthy lifestyle!

**Sometimes you just need to push through**
Sometimes, it is important to give yourself a study break before taking on a difficult topic. Other times, however, it is best to try to work through the concept. Read the text carefully, let yourself spend some time examining the issue, and work through it. If you are patient with it, you may find yourself gaining a deeper understanding of the idea than you otherwise would have.

**Look ahead**
Each weekend I found it helpful to look ahead to the week’s schedule to determine which days I would be busy with lectures. This allowed me to pinpoint which days I could use as catch-up days. If I knew ahead of time that I would have an afternoon off or that a class did not start until 10AM, it took off some of the pressure when I had a lot of work to do.

**People are here to help**
An important part of succeeding in medical school is having the willingness to seek help when we need it. Each person encounters difficulties at some point along the road, and the true genius is one who recognizes their own shortfalls and seeks to improve and correct them. If you are having trouble finding a good study method, go to Cognitive Skills. They are dedicated to helping you study efficiently and effectively.

If you are having difficulty with lecture material, ask a friend. From my experience, anyone that you ask will be happy to explain it to you; through explaining the concept to you, your friend solidifies their own understanding of the material. We are all in this together; it is not like college where there may only be a certain number of “passes” given out for each test. Students at this medical school are willing to lend a hand, and everybody’s goal is to have 100% of the students pass each block. So, if you need help, don’t be afraid to seek it out from your peers!

It can also be helpful to seek out professors. Sometimes it feels like a hassle to try and schedule a meeting to go sit down and chat with a professor in the middle of our busy days. However, they are your best resource for understanding complicated points in lecture and practice questions. Don’t hesitate to reach out to them, as they are all very willing to help and very accessible at school and through email.

**Be careful when listening to the M2s**
This may sound hypocritical as we just spent the last few pages sharing our “words of wisdom.”\ While in
certain respects the second years can be great sources of information, be wary of the advice you hear from M2s about how particular classes were, what the professors are like, and what the exams contained.

Everyone has a unique set of strengths, and class X may have been easy for one student but the most difficult for another. You do not want to go through an entire course believing it is easy when it actually requires a lot of studying. Keep in mind that the M2s may have selective memory when it comes to what was stressed on the exams. We may remember a particular concept being tested heavily on the exams only because we got it wrong. Understand that each course has its difficulties, no course is truly easy, and the best way to gauge what will be tested is to find out from the professors themselves.

**Taking exams**
I found it helpful to look at the test as if it were a basketball game. A basketball game is long, composed of four quarters. Ideally, the strategy is to play well for all four quarters, but this is often not the case. The beauty of basketball is that if the team plays poorly for one quarter, it can play well the other three and still win the game. You do not have to be perfect throughout the entire game in order to ultimately be successful.

I looked at the exams the same way. I recognized that there were going to be questions, perhaps even strings of consecutive questions, that are very difficult and that I may get wrong. I taught myself to keep the proper focus, and to remember that I was not going to fail the test by getting three questions in a row wrong. I needed to be confident that, despite a poor stretch of questions, I would be able to “play well enough” during other portions of the “game” to be successful.

**Have a short-term memory (sometimes)**
When you encounter several tough questions in a row, power through them and then forget about them. Learning to erase those tough ones from your mind is a difficult idea, but one that will make your test-taking experiences a lot better. Those may be the questions that bug you after you take the test, but as soon as you fill in those checkboxes and swipe to the next question on the iPad, forget about them! Shift your focus to the next question at hand.

**The three keys to success**
This tip is plain and simple. The three keys to doing well on exams and succeeding in medical school are confidence, composure, and energy.

- There are many times throughout med school when you will question your ability to succeed and become a doctor. It may be after a particularly confusing class, a complicated lab, or a set of tough practice questions. No matter what happens, do not lose confidence! You have done amazing things up to this point, and you should truly believe that there is nothing you cannot conquer. When your confidence falters, it starts a snowball effect; if you question your place in medical school you may lose focus. Remember that you are here because you are meant to be here, and you are capable of accomplishing the task at hand.
- Whether you are confused or frustrated, it is important to keep your composure while taking exams. Keeping yourself calm will allow you to maintain focus and avoid distractions. Do not let a question throw you out of your groove. Realize that there will be some difficult questions and take those in stride. Keeping your emotions in check by anticipating all possible situations will make your test-taking experience much more manageable.
- Over the course of a three-hour exam, your energy level will wax and wane. The test, like medical school itself, is a marathon, not a sprint. It is important to make sure that you are as motivated, energetic, and focused on the last question as you are on the first one. Additionally, you may choose to use a bathroom break to recharge (just remember you only get one bathroom break per exam). One of my classmates told me that she likes to take little 3
minute breaks where she just looks around the room and gears up for the next set of questions. Figure out what works for you to make sure that you keep your energy level up during the lengthy exams.
General Advice for First Years

What do you wish you knew at the start of first year?

- AMP is your best friend. AMP is your go-to for lectures, required classes, class schedule updates, exam dates, etc. Learn how to use AMP ASAP and use it every day.
- In the grand scheme of things, first year isn’t that bad. So, take the time to relax, volunteer, shadow, spend time with your friends, visit people, etc. Remember: it’s all pass/fail!
- It is okay if you have no idea how to study! Everyone has to figure out the same things, so it is normal to be lost in the beginning.
- You can still have a life outside of school!
- Don’t be afraid to change up your study habits. Not all of your undergrad methods are going to work in medical school - but don’t feel like you have to change the way you study if you find it working for you. There is far more information and less time to learn it, so it is important to identify the study strategies most effective for you (and Cognitive Skills is there to help).
- You will make it through, I promise.

Life

- Don’t give up part of what makes you who you are just because you’re in medical school now and “have no more free time”. If you came into medical school playing the piano, leave medical school still playing the piano. You deserve to have a life outside of school.
- Try new things! You never know what you could end up enjoying and there are so many opportunities to take advantage of inside and outside of school.
- Give yourself a break. Free time does become limited in medical school, but there is usually time to plan one major event/activity per weekend. With the exception of the week of the test, you always have time for extracurriculars! They’re fun and add immensely to your experience.
- ... or two. Make sure that you have break time that includes doing nothing and relaxing – especially after each exam. You need to recharge your body and mind.
- Plan vacations (if you can). Anytime you see that you have a day off, try and take some time away. As long as it is not the week or two before the exam, you CAN afford the time, and it will rejuvenate you. Having little things to look forward to can really help you get through the year.
- Get involved in a student activity or two (but don't overdo it!) and get to know as many of your classmates as you can during orientation week. Also get to know some M2s who you can turn to for advice!
- Stay in touch with friends and family — it can be refreshing to talk to people who aren’t in medical school. They will keep you sane and remind you of things beyond the classroom.

Student-Student Advice Spotlight: Gordon Farley, M2:

“Be sure to make time for keeping up with family and friends outside of medical school. These relationships can offer a great sense of perspective and encouragement as you navigate your first year.”
• **Take care of your health**, whether that means eating right, getting sleep, exercising or flossing your teeth regularly! Try to get on a good sleep and exercise schedule early, because it will definitely help relieve stress.

• **Pack your lunch.** Lines at the cafeteria are always long (no matter how early you think you can eat lunch) and delivery takes a lot of planning, plus you can save a lot of money by not eating out every day.

• **Bottom line:** **BALANCE!**

• **Know when to ask for help.** If you’re ever in a funk and need someone to talk to, go talk! Whether it’s a peer mentor, a 2nd year, a PCM facilitator, Student Wellness, etc. you’ll feel much better. The Office of Student Health is also there to help you.

• When you are feeling down and disillusioned, remember this: many classes of medical students have gone through the same rigor that you are going through and have made it out successfully. (You will, too!)

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**Academics**

• **Know what you want.** Some people study 12 hours a day, some barely study an hour. It doesn’t matter which group you fall into as long as you’re where you want to be.

• **TRIAL AND ERROR!** You may have to adjust your study habits depending on the course. Do not try to imitate someone else. Try out different things to figure out what works best for YOU. And do not compare yourself to other people. Everyone studies and learns differently.

• **Stick to a schedule.** Try making yourself a daily and weekly schedule, especially the weeks before exams—and try to stick to it. Managing your time is key!

• **Be smart with your time.** If you choose not to go to class, use that time to review what you could have learned or focus on that subject. This helps you maintain a schedule.

• **Try studying with other classmates** before an exam to make sure you know what your strengths and weaknesses are. Try to find a good study group and meet weekly, if that is your style. But don’t force it, if it’s just not how you learn.

• **Quality over quantity.** Resist the urge to put in hours just for the sake of putting in hours. If you have read the page 10 times and don’t remember anything, stop, take a break, and try again later. Resist the fear that comes along with hearing how much everyone else is studying. Trust yourself.

• **Do not fall behind.** Stay on top of your work weekly and make study schedules for exams to help ease the stress. After exams, it is difficult to regroup and keep up with the material that follows. Plan relaxation time, and then get back on track!

• **Do not overdo it.** The key is to read as little as possible and still master the material. Rather than becoming overwhelmed with all of the possible resources available, try to use one or two sources well.

• **Student-Student Advice Spotlight: Kellianne Costello, M2:**

  “Make sure you keep up with the information as much as you possibly can. It is much easier and way less stressful to study the material when you learn it in class as opposed to cramming it all in the few days before the exam.”
• **Keep things in perspective.** It is not as bad as everyone tries to make it sound. Keep things in perspective and keep a sense of humor. Work together and help each other. Your classmates are your best resources.

• **Do not be afraid to ask for help.** Do not be afraid to go to the Deans of Student Affairs, Cognitive Skills, or M2s with problems or advice. They are very accessible and are more than willing to help!

• **Do practice questions!** Start practice questions right from the start, even if you have not finished reviewing all the material. Questions are helpful in making sure you are focusing your learning on the right topics. It may seem counter-intuitive to start doing practice questions before you feel you fully understand the material, but it is very helpful in highlighting what topics you know and which ones you need more work on.

• **Be an active learner.** Outlining is a good start to learning material but you’ll remember better if you make charts, concept maps, figures, etc. Anything that forces you to integrate and apply the information will be more helpful than passive learning.

• Know that you can speed up downloaded lectures with VLC Media Player and iTunes - and you can double speed right on AMP without having to download the lecture.

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**Topic Related Advice for First Years**

**Foundations of Medicine (Block 1 - BMS, S&F):**

*Biomedical Sciences (BMS)*

- Use the lecture objectives to make sure you understand the key concepts and guide your studying.
- Make flowcharts of pathways.
- Lippincott’s is a great resource if you like learning from textbooks. Use the summary at the end to get the “big picture”. But remember, the textbook is not necessary unless stated as such by the professor - for the most part it is a supplemental resource.
- The professors’ e-books are very useful.
- If you weren’t a science major, try studying with students who were. Even if you were a science major, don’t take it easy. You need to know more specific details than in your undergrad courses.
- Make sure to go over in-lecture questions (often used with Poll Everywhere in class)!
- Make sure to have a strong understanding of any material covered in Jigsaws and CBL, especially if the topic was also covered in lecture.
- This course is very long but be sure to not fall behind! The pace in medical school is fast, and it’s easy to fall behind. Even though it feels like you have plenty of time, try to stay on top of it.
- For those of you that like flashcards, try Anki! It’s fast and easy to use, syncs flashcards across multiple devices, and enforces topics you have more trouble with by repeated exposure.

*Structure and Function*

*Anatomy*
• **DO NOT FALL BEHIND!!!**

• There is so much to learn, so make sure you start memorizing early. It may be helpful to learn in stages – first get the overall picture and then learn the details. It is easier to remember muscles, arteries, etc. when you know what they do and where they are.

• Don’t rush to get out of lab. Being thorough will be very important come exam time. It is not enough to learn the structures from your textbooks only—identify them on the bodies during lab!

• Read the lab and relevant lectures ahead of time and come prepared. If you don’t prepare, you will end up spending much more wasted time in lab and become very exhausted. Knowing what you’re looking for and where to look makes your lab experience that much more fruitful and effective, and just makes you more efficient when studying later.

• Study the anatomy on more cadavers beyond your own. Structures can often appear different in different people (especially to the untrained M1 eye!).

• Don’t wait until the day/night before to go to the Anatomy Lab and study the cadavers - start making a habit of going in once or twice a week on your own (or with a group) to review the structure you learned in lab that week and previously. Slow and steady wins the race when it comes to anatomy.

• Go into the Anatomy Lab with friends and create your own practice practicals. The best way to learn is by quizzing yourself and teaching others. Just remember to use several different cadavers when studying.

• The pre-lab and post-lab videos are extremely helpful - so be sure to watch both of them before each lab and to review for practical exams.

• Remember, you don’t just have a practical exam but a written exam as well. So don’t focus just on identifying the location of each structure. Be sure you can explain what they do and how they relate to one another.

• When reviewing the practice tests, understand why the incorrect answers are incorrect and how the answer choice could be changed to become correct.

• Atlases are invaluable. There are a few different authors – Netter provides more of a complete picture, while Grant breaks everything down into stages and provides explanations. Rohen’s is also helpful to study for practicals and help with dissection. Make sure you preview all three before you purchase your own.

• Use **Essential Anatomy**. It’s a great resource when you’re trying to put all the pieces together. You can isolate specific muscles and see the course it’s artery and nerve take to get there.

• Don’t be afraid to ask faculty for help during lab. They have all been doing this a long time and are happy to help.

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**Student-Student Advice Spotlight: Oluwadamilola Ilesanmi, M2:**

"Specifically, for anatomy, my advice is repetition. Anatomy is a subject that is prime for visual learners and I didn't consider myself to be a visual learner but for anatomy I had to be. So, the best way to study for anatomy is just constantly exposing yourself to the structures. Secondly, do not fall behind. It is so easy to fall behind in anatomy so I suggest try as much as possible not to be a victim, because I was and it took more energy to catch up. When I say "fall behind" I am not talking about 1-2 lectures I am talking about a week or more of either unwatched lecture (people do this) or not even going over the material at least once."
Supplemental texts:
- BRS Anatomy (Board Review Series)
- High Yield Anatomy (Lippincott)
- High Yield Embryology (Lippincott)
- USMLE Road Map Gross Anatomy (Lange)
- Netter Flash Cards - would definitely recommend these because they’re compact but thorough and informative

Websites (we cannot guarantee the material on the sites, they are simply sites others have found helpful in the past)
- University of Michigan – the site provides tables, practice quizzes, and lab videos. [www.med.umich.edu/lrc/coursepages/m1/anatomy2010/html/](http://www.med.umich.edu/lrc/coursepages/m1/anatomy2010/html/)
- Medical Mnemonics – a collection of mnemonics [www.medicalmnemonics.com](http://www.medicalmnemonics.com)
- SUNY Downstate - the site provides great practical practice questions [http://act.downstate.edu/courseware/haonline/quiz.htm](http://act.downstate.edu/courseware/haonline/quiz.htm)

Maintaining Homeostasis  (Physiology, GI)

*Physiology - Cardio, PulmRenal, EndoRepro*

- The most important part of physiology is understanding the big picture. After learning all the specific details, make sure you can go back and see the whole scenario and how everything fits together (try talking this out with a group). Make sure to understand the basics and be able to apply them to clinical cases.
- Try making flow charts that show how each component of a system connects with each other. Now change one of those factors and show how each component changes as a result to maintain homeostasis.
- Be sure to do the practice questions that Dr. Zachow recommends (Guyton & Hall and BRS Costanzo) and especially the ones that he creates. Also, note that Dr. Zachow’s e-books are invaluable for his courses. He is great one-on-one if you have questions - just stop by during office hours or email him for an appointment.

- Try your best to not fall behind. It is helpful to stay on pace with the material and attend lecture so that you can partake in Dr. Zachow’s many interactive cases during lecture.
- Visit Cognitive Skills if you are having any trouble early. This is one course that many students have trouble with but if you keep up with the material, most students do well.
- Don’t miss Dr. Zachow’s EKG session!
- Don’t be intimidated by Dr.
Zachow’s arrows. You’ll get used to them and start to like them, I promise.

- Acid-base is very important. It comes up often in lots of courses. Be sure to learn and not just memorize this.

**GI**

- For GI, Lippincott’s can be a useful resource for studying pathways. Make use of the study room white boards to draw up the big picture flow-charts for each lecture. Try to connect these charts as the course progresses. And don’t forget to focus on the big picture!
- Dr. Kaul will provide you with a Metabolic Map that helps brings together the different pathways into 1 big picture. Study your lectures with this map side-by-side; it’s an invaluable tool!
- Dr. Kaul will give you all of the resources you will need and more. Try not to feel overwhelmed and focus on your study method and stick with that (e-books vs lecture, etc).
- This course is very similar to BMS and Anatomy where there will be a lot of memorization. Start memorizing early and try not to save it for the last few days before the exam - flashcards/Anki are especially helpful for the vitamins/minerals.
- **Supplemental texts:**
  - Costanzo, Physiology (Elsevier Science): Many students found this text incredibly helpful!
  - BRS Physiology (Costanzo) (Lippincott)
  - Abelow, Understanding Acid-Base (Lippincott)
  - West, Respiratory Physiology (Lippincott)

**Disease & Defense (Immuno, Micro):**

**Immunology and Microbiology**

- *How the Immune System Works* by L. Sompayrac is a very useful tool for Immunology. Read it BEFORE getting deep into the Immunology block.
- Utilize the practice questions provided on AMP but don’t feel disheartened if you get questions wrong on material we haven’t learned. The course changes over the years, but the practice questions remain in order to give us the largest sample set of questions.
- Start studying Microbiology early, as it is all rote memorization. Try to make up stories for each microorganism to help you memorize them all. The First Aid book also has very helpful mnemonics. Sketchy Micro is a resource many students find helpful as a way to memorize the microorganisms.
- Make your own study guides/charts of all the microorganisms. If you can, try to make charts that let you see all the pathogens on one page so you can compare them at once. This helps with memorization.
- Don’t forget to read the fun facts. Easy extra credit points for the exam.
- Be engaged during Micro Lab - while it may seem like a long time, you’ll be surprised how techniques and methods you use in lab help solidify lecture material - and you’ll also be tested on lab material.
- **Supplemental texts:**
  - How the Immune System Works (Sompayrac)
  - Clinical Microbiology Made Ridiculously Simple
  - Microbiology (Lippincott)
*Sketchy Medical* - the single most useful resource you will have for Micro - just do it.

**Histology**

- Histology is a thread integrated into all your courses starting in Anatomy and ending during Immuno.
- Use the online program Histology ImageReview. It is AMAZING! The version of this program on the computers in the Cyber Café contains quiz questions, so utilize those questions when preparing for exams.
- The text and images of Histology ImageReview, as well as Basic Histology by Junqueira et al., can be found in the Access/Medicine database. [http://www.libraries.rutgers.edu/rwj](http://www.libraries.rutgers.edu/rwj)
- Prepare for and attend practice exams as if it were the real exam. You are often not permitted to take photos of the slides so you are unable to study the material later.
- Be prepared for Lab and actually review the images during the allotted time - you're with a group and a knowledgeable instructor so you may as well learn and study the material now so you can save time later.
- Don't forget about the Histology related lectures - there are *always* questions from these on the written exam.
General Advice for Second Years

What do you wish you knew coming into second year?

- It flies by even quicker than M1. And as awkward as you felt on offsite visits last year, this coming year you will actually become comfortable with interviewing. Learn from your mistakes in the hospital! People will give you so much leeway, so take it and don't be afraid if you are wrong.
- You're going to need to learn another way to study, again.
- **Make studying for Step 1 your top priority!**
- Many people told me that second year would be brutal. In my experience, second year was not very different from first year at all. I enjoyed first year, but I think I enjoyed second year even more. Everyone is different, so just keep an open mind about what your second-year experience will be.

Life

- Relax and enjoy yourselves. It will seem overwhelming at times. Take a deep breath and remember that this is the worst of it. You just need to get through this year in one piece. Give yourself some time to refocus.
- Don’t give up your passions for school until you begin studying for the boards. Maintain a healthy lifestyle, exercise often and continue doing the things you like to do!
- Make sure you do something fun over winter break. Take that break and enjoy it. You won’t get a chance later in the year, and then it will be a marathon starting in January to get through the rest of the school year and then boards.
- Make time for friends and family—they are what will keep you sane.
- You can’t plan for life, so stay flexible. You will be busier than M1, but you can and should still find time to do the things you love and see the people you care about in your life.
- Most importantly, enjoy the year! It's quite literally the most you will EVER know about pathology in a broad sense of clinical presentations.
- Find a way to make things fun and remind yourself often (even when cramming) that you are doing your best and you are in an enviable position to a lot of other people!

Academics

M2 Courses

- By now you have your own method, stick with it if it works; modify it if it doesn't.
- You need to hit the ground running—neurology hits you hard and fast. Many students like the Blumenfield book with clinical cases.
- Cardiopulm: Lilly’s Pathology of Heart Disease is **absolutely essential**.
- Don’t blow off class! Know and learn the material in your classes REALLY well so that when you actually start to study for the boards in the spring, it becomes a matter of memorizing, not understanding.
- Everyone studies differently, but if you like to study with other people, test each other with questions. Testing each other is the best method to make sure you're learning, studying the material correctly and making up for the lack of practice questions.

Pharmacology

- Don't overlook the drugs. Going over the drugs provides you with a great opportunity to see if you understand the pathophysiology and why the drug works!
• Buy Pharmacology flashcards (i.e. BRS) and study them as you learn the drugs throughout the year. This way you won't be too overwhelmed with pharm for the boards.
• For Pharmacology, it helps to make charts as they help organize the material into an understandable manner. Do the old questions that they provide but don't rely on them solely; use them as a study guide to see the main points they emphasize.

Step One
• Don’t get bogged down! The endgame is the boards! But the key to doing well on the boards is to review things thoroughly throughout the school year. It's by far the most spread out your studying will be.
• Focus on really understanding and learning the material, especially pathology and medicine, because those subjects tend to be very interdisciplinary and encompass a lot of material. If you make sure you really understand the process that went wrong to produce disease/condition X, you are reinforcing material you learned first year!
• Get a copy of First Aid ASAP. Read it and take notes in it as you go through the year so that you will be familiar with it when you study for the boards. Use the index to choose which review book you want to use for each subject.
• Buy Goljan or Pathoma early on and read the corresponding chapters at the beginning of each block. Both are good resources to supplement pathology. Start annotating these from the beginning of the year.
• KNOW THE FIRST FEW CHAPTERS OF GOLJAN (Chapters 1-8) LIKE THE BACK OF YOUR HAND!
• Do the Robbins Review of Pathology (the Q&A book) for great pathology questions.
• Learn all the relevant pathology to a course during that course—regardless of whether it's covered in lecture—so you don't have to learn anything new during boards studying.
• In the past, students have bought the BRS versions of Pathology and Medicine and added notes in the margin as the course proceeded so that at the end, they only needed to study from one source.
• Read your clinical pathophysiology notes over and over and over.
• Don’t let psych sit on the back burner too long.
• Use Kaplan or UWorld question banks throughout the year, or at least the start of the second semester. Some students like to start with Kaplan's qbank early on and save UWorld for hardcore board studying. Doing these questions will not only get you familiar with board-style questions but will also be your guide as to what the important material is (i.e. will fill in the gaps and focus your studies).
• Make sure you allow yourself enough time to get through UWorld. When you start, it's going to take you at least twice as long to review the questions as it did for you to do them, so make sure that you account for that in your study schedule.
• Don’t let other people's insanity about Step 1 influence you and how you study. At some point, you’ll know which people you should just avoid for a bit; they are really worked up over the whole process, and they really want company.

Other
• The more you prepare for PathTalk, the more you'll get out of it. It will be very boring and useless if you didn't do any of the reading (or Pathoma or Goljan).
• Go to all of your small groups for path so that you can use your two skips at the end. You'll thank yourself for that break when you really need one.
• Really learn how to evaluate lab values.
• Pay close attention to the specialty sessions you will have in the fall.
• Read that gray book and be very systematic when you do your physical exam. A good way to study is to ask yourself: what techniques will I do on the patient's back? List them in your mind and visualize yourself doing them. Then look at the book and see if you missed any tests
Things to Do in Piscataway, New Brunswick, and Beyond

Piscataway:
- Outdoor/Recreation
  - Johnson Park - (River Rd) - petting zoo, picnic groves, lit tennis courts, baseball/softball fields, soccer fields, playgrounds, animal haven, ponds, and bike/walkway.
  - Trail running at Rutgers ecological preserve or running along the canal by the Raritan River (can be accessed from Johnson Park)
  - St. George Annual Greek Festival (in May)
- Entertainment
  - Stelton Lanes Bowling
  - Regal Cinemas
  - Rutgers Cinema - Livingston Campus (Tickets $5-$8)
- Dining
  - Midori Sushi $$ (Sushi)
  - Four Seasons Thai Cuisine $$ (Thai)
  - Brick House Tavern + Tap $$ (American)
  - Tequila N Tacos Mexican Sports Bar & Grill, $$ (Mexican)
  - Rice and Roll $ (Indian)
  - Art of Salad $ (Salad/American)

New Brunswick:
- Arts/Theater
  - Zimmerli Art Museum (College Ave Campus)
  - George Street Playhouse
  - State Theatre
- Outdoor/Recreation
  - Rutgers Gardens
  - Buccleuch Park (ice skating in the winter)
- Entertainment
  - Karaoke at Roosterspin on Thursdays
  - Stress Factory Comedy Club
  - Loved Music at Tavern on George
  - New Brunswick Train Station (Trains directly to Penn Station)
- Dining
○ Hidden Grounds $ (Coffee)
○ Tacoria $ (Mexican/Latin)
○ Mamoun’s Falafel $ (Mediterranean/Middle Eastern)
○ Deltas $$ (Brunch)
○ Stuff Yer Face $$ (American/Bar)
○ Destination Dogs $$ (Gourmet Hot Dogs/New American)
○ Old Man Rafferty’s $$ (American)
○ Hub City Brewhouse $$ (American/Sports Bar)
○ INC $$$ (American Bar and Kitchen)
○ Kasai $$$ (Sushi/Asian Fusion)

**Highland Park**

- Things to Do
  - Farmer’s Market - Fridays
- Dining
  - Dish Cafe $ (Brunch/Diner)
  - Penstock Coffee Roasters $ (Coffee)
  - Pithari $$ (Greek)
  - Okie Pokii $$ (Japanese/Poke)

**Edison/Metuchen**

- Things to Do
  - AMC Dine-In Theaters
  - Menlo Park Mall
  - Rebounderz Indoor Trampoline Arena
  - Canvas and Grapes (Paint Night)
  - TopGolf
- Dining
  - Skylark Diner $$ (Diner)
  - Hatch 44 $$ (Brunch)
  - Metuchen Inn $$$ (American)

**Day Trips**

- Princeton Art Museum - Princeton University
- Apple Picking at Terhune Orchards - Princeton
- Grounds for Sculpture - Hamilton Township
○ Colonial Park - Franklin - Grounds include a beautiful rose garden and 144-acre arboretum. Also has picnic tables, lit tennis courts, fishing, paddle boats, playgrounds, putting course, and horseback riding!

○ Jersey Shore
  ▪ Long Beach Island
  ▪ Belmar
  ▪ Asbury Park
  ▪ Cape May

○ Six Flags Great Adventure (1 Six Flags Blvd Jackson, 732-928-1821)

○ Wawayanda State Park (885 Warwick Turnpike Hewitt): take Wawayanda Mountain to Pinwheel Vista for great views of the Ramapo Mountains

○ Palisades Interstate Park (Bergen County): take Giant Stairs/Long Path Loop from State Line Lookout for a challenging hike across giant boulders

○ Paterson Great Falls National Historic Park (McBride Ave Extension, Paterson)

○ New Jersey Pinelands (15 Springfield Rd, Pemberton Township)

Full Day/Weekend Trips

- Hoboken
- New York City
- Philadelphia, PA
- Longwood Gardens
- Montauk (Long Island, NY)
- Atlantic City
- Washington, DC
- Ocean City/Cape May
- Boston, MA
- Hunter Mountain
- Pocono Mountain
**Transportation**

*Rutgers*

**Rutgers University Buses**

(848) 932-7744

[https://rutgers.transloc.com/](https://rutgers.transloc.com/)

Rutgers’ five campuses are connected by a bus service. Bus schedules may be obtained from the Busch Student Center or accessed on-line.

The Rutgers University Department of Transportation Services (RUDOTS) offers shuttle service connecting the Rutgers Biomedical & Health Sciences Campus in Piscataway and the area by Robert Wood Johnson Medical School in downtown New Brunswick (via the Clinical Academic Building (CAB) at 125 Paterson Street).

The shuttle will operate Monday through Friday starting at **4:45 AM until 11:00 PM**. In the mornings from 4:45 AM until 8:30 AM and in the evenings from 5:30 PM until 8:00 PM there will be two shuttles in service; departing every 15 minutes. Between 8:30 AM to 5:30 PM and from 8:00 PM until 11 PM, there will be only one shuttle in service departing every 30 minutes. There is no service on weekends and on certain holiday/holiday periods.

Pick up and drop off in Piscataway will be located in Parking Lot C between the Research Tower & Center for Advanced Biotechnology Buildings. Pick up and drop off in New Brunswick will be at the bus stop located across the street from the entrance to the CAB; on Paterson Street-PRIOR to the entrance to the Paterson Street Parking Deck.

More information is available on the Rutgers transportation website [http://rudots.rutgers.edu/](http://rudots.rutgers.edu/). In addition, buses may be tracked in real-time, online at: [https://rutgers.transloc.com/](https://rutgers.transloc.com/)

**Rail**

*Amtrak*

(800) 872-7245

[www.amtrak.com](http://www.amtrak.com)

*New Jersey Transit*

Edison: Plainfield Ave., 1 mile west of Rt. 27
New Brunswick: Intersection of Easton Ave. and Route 27

(800) 772-2222

[www.njtransit.com](http://www.njtransit.com)
The train can take you to NYC in under an hour or to Philly in about 1.5 hours. Trains leave at least once an hour, often more frequently. The latest schedules are available in the stations. Parking is often easier in Edison, plus you save a little more by taking the train from a stop closer to New York. NJ Transit buses provide both local service as well as service to Newark or New York.

Advice:
Use the train and explore the cities around us!

Air
Newark Liberty International Airport (EWR)
(973) 961-6000
http://www.newarkairport.com
The NJ Transit train from New Brunswick/Edison can take you straight to the airport. Double check to make sure that your train will stop at Newark Airport.

Bus
Greyhound
(800) 231-2222
www.greyhound.com
Peter Pan Buses
(800) 343-9999
www.peterpanbus.com

Suburban Transit/Coach USA
750 Somerset Street
New Brunswick, NJ 08901
(800) 222-0492
Fax: (732) 249-1024 (charter service)
Fax: (732) 545-7015 (commuter service)
www.suburbantransit.com
Suburban transit provides local bus service within Central New Jersey as well as to New York City and Atlantic City.

Taxi
Victory Cabs
(732) 545-6666
All Brunswick Taxi
(732) 545-0900

Yellow Cabs
(732) 246-2222

Township Taxi
(732) 565-0100

Uber & Lyft are readily available in the New Brunswick/Piscataway area.

Car
Piscataway and the surrounding area are all driving towns/cities. Beware of the potholes during the winter! You may run into issues parking in New Brunswick. Check out the Joyce Kilmer lot for free parking with your Rutgers Parking Hangtag.
Fitness Facilities (Rutgers)
Website: recreation.rutgers.edu
Email: recreation@rci.rutgers.edu

Robert Wood Johnson Medical School students can become members at a discounted annual rate of $307.20, 4 months for $103.40, and a monthly rate of $25.60. Membership includes all of the Rutgers New Brunswick/Piscataway facilities (parking is separate). New this year free: unlimited fitness classes for all our members!

Rutgers Recreation operates 7 indoor facilities on the College Avenue and Busch campuses. They include two large recreation centers, a tennis facility, a free-standing fitness center, a rock climbing gym (College Ave. Gym), and a golf practice center. In addition, the department manages two parks and an outdoor challenge course. The centers are open year-round, though hours vary. Schedules listing the hours of operation for the coming week are available at the check-in desks each Friday. To gain access to the facilities, you must present a valid Rutgers ID and Rutgers Recreation membership card at the entrance. Students may bring guests by purchasing a guest pass at the door.

Note: A Fit Check Sticker applied to your membership card (for no additional fee) must be obtained in order to use the aerobic machines at any Rutgers Gym. A brief health and fitness self-evaluation is required to obtain a fit check card. Please stop by the front check-in desk at Sonny Werblin to set up a Fit Check appointment. Fit Checks are good for 3 years.

For weekly gym hours of all gyms available, go to: http://www1.recreation.rutgers.edu/Facilities/Default.asp, then select the pull-down menus to select a facility of interest.

Sonny Werblin Recreation Center
(Corner of Frelinghuysen and Bartholomew Roads)
656 Bartholomew Road, Piscataway, NJ 08854
Phone: 732-445-0462 (administration)
Phone: 732-445-0460 (front desk)
The 150,000-square-foot fitness center at Werblin is a bright inviting space where hundreds come each day to use the rowing machines, stationary bikes, treadmills, Stairmasters, selectorized equipment, Nordic Tracks, and free weights.
Full fitness center, two patio pools
Racquetball courts, Steam rooms
Squash courts, Picnic area
Indoor golf practice range, Pro Shop
Basketball courts, Locker rooms
Indoor and outdoor volleyball courts, Recreational classes
Olympic-sized pool

Rutgers Fitness Center- "Easton Ave. Gym"
(Corner of Easton Avenue and Somerset Street)
30 Easton Ave, New Brunswick, NJ 08903
Rutgers Fitness at University Center on Easton Avenue is a modern gym with two floors of weight and aerobic equipment. It has a full line of weight equipment, free weights, stationary bikes, treadmills, Arc Trainers, Stairmasters, rowing machines, and Nordic Tracks. It also has a lounge, locker rooms, and cable service to make your workout pleasant.

**College Avenue Gym**
130 College Ave, New Brunswick, NJ 08903
Phone: 732-932-8204 (administration)
Phone: 732-932-7171 (front desk)
The fitness center, located on the lower level of the College Avenue Gym, is for everyone – yet it truly accommodates the serious lifter who requires heavy weights and extensive equipment. It has a full line of free weight equipment, including dumbbells weighing up to 160 lbs. You will also find Cybex VR2 and Hammer Strength equipment. This center accommodates the cardio enthusiast with Quintin treadmills, Precors, Stairmasters, Lifecycles, and rowing machines. Treadmill and Precor reservations are available. Rock gym, Two pools, Laserobics, Volleyball courts, Two newly renovated basketball courts, Dance studio, Fitness center

**Livingston Fitness Center**
62 Road 3, Piscataway, NJ 08854 Phone: 732-445-2398
The newly renovated fitness center at the Livingston Recreation Center features select resistance equipment (Nautilus and Free Motion machines), free weights, and high-end cardio equipment. The Livingston facility also has indoor and outdoor basketball courts, outdoor tennis courts, and beach volleyball. Livingston also has a gymnastic facility, which students may use through the adult gymnastics classes.

**Busch Tennis Center**
Bevier Road, Piscataway, NJ 08855
Phone: 732-445-3204
Dedicated exclusively to tennis. The tennis bubble is located behind the BAMM residence halls on Bevier Road. The three tennis courts provide the tennis enthusiast with an opportunity to play rain or shine. Programs at the tennis center include open recreation, classes, and intramurals. Programs for the public are also available-call for details. The Tennis Center is generally open from 4 PM to 11 PM weekdays and Noon to 9 PM Sundays. However, be sure to call (732) 455-3204 ahead of time or check the weekly schedule because hours may vary or special events may be taking place.

**Cook/Douglass Recreation Center**
50 Biel Rd
New Brunswick, NJ 08901
Information Desk: 848-932-8600
Arguably the best outdoor basketball courts. Another Rutgers facility with 25m pool with 8 lanes, racquetball courts, tennis courts, roller hockey rink, and more!
Fitness Facilities (Unaffiliated)

**Planet Fitness**
1135 Easton Ave, Somerset, NJ 08873
Phone: 732-253-5319

6761 Hadley Rd, South Plainfield, NJ 07080
Phone: 908-205-8535

**LA Fitness**
200 New World Way, South Plainfield, NJ 07080
Phone: 908-755-3104

536 Milltown Rd, North Brunswick NJ 08902
Phone: 732-342-7440

341 NJ-18, East Brunswick, NJ 08816
Phone: 732-353-3081

**Retro Fitness**
80 Kingsbridge Rd, Piscataway Township, NJ 08854
Phone: 732-457-9100

**Crunch Fitness**
960 Easton Ave, Somerset, NJ 08873
Phone: 732-325-0203

2421 US 1, North Brunswick, NJ 08902
732-839-0606
ADMINISTRATION
Administration Contacts

**Rutgers Biomedical and Health Sciences (RBHS) Administration**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor of Rutgers Biomedical and Health Sciences</td>
<td>Brian Strom, MD, MPH</td>
<td>Phone: (732) 235-7200</td>
<td>New Brunswick 89 French St. CHINJ Suite 4101</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email: <a href="mailto:chancellor@rbhs.rutgers.edu">chancellor@rbhs.rutgers.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

For a current and complete list of members of the RBHS administration, visit [http://rbhs.rutgers.edu](http://rbhs.rutgers.edu).

**Robert Wood Johnson Medical School Administration**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean (Interim)</td>
<td>Robert L. Johnson, MD, FAAP, Dean, Rutgers New Jersey Medical School</td>
<td>Phone: (732) 235-6300 Fax: (732) 235-6315</td>
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<tr>
<td>Executive Vice Dean</td>
<td>Thomas R. Hecker, PhD</td>
<td><a href="mailto:thomas.hecker@rutgers.edu">thomas.hecker@rutgers.edu</a></td>
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<tr>
<td>Executive Director of Strategic Initiatives and Administration</td>
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<td><a href="mailto:rhonda.smith@rutgers.edu">rhonda.smith@rutgers.edu</a></td>
<td>New Brunswick CAB 1030</td>
</tr>
<tr>
<td>Associate Dean for Finance and Business Development</td>
<td>To Be Announced</td>
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<td>New Brunswick CAB 1400</td>
</tr>
<tr>
<td>Associate Dean for Inclusion and Diversity</td>
<td>Patricia Whitley-Williams, MD</td>
<td><a href="mailto:whitlepn@rwjms.rutgers.edu">whitlepn@rwjms.rutgers.edu</a></td>
<td>New Brunswick MEB 306</td>
</tr>
<tr>
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<td><a href="mailto:brazeacm@rutgers.edu">brazeacm@rutgers.edu</a></td>
<td>183 South Orange Avenue Newark</td>
</tr>
<tr>
<td>Executive Director of Operations</td>
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<td>New Brunswick CAB 1030</td>
</tr>
<tr>
<td>Position</td>
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</tr>
<tr>
<td>Chief of Staff, Office of the Dean and Executive Director, Public Affairs</td>
<td>Patricia M. Hansen, MA</td>
<td><a href="mailto:hansenmp@rwjms.rutgers.edu">hansenmp@rwjms.rutgers.edu</a> Phone: (732) 235-6307 Fax: (732) 235-9570</td>
<td>New Brunswick 317 George Street Suite 215</td>
</tr>
<tr>
<td>Director, Office of Information Technology</td>
<td>Maged Mohamed, MBA</td>
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<td>Piscataway Room NB02</td>
</tr>
</tbody>
</table>

Note: For a current and complete list of members of the Robert Wood Johnson Medical School administration, please visit: [http://rwjms.rutgers.edu/about_rwjms/admin_listing.html](http://rwjms.rutgers.edu/about_rwjms/admin_listing.html)

### Education

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<th>Position</th>
<th>Name</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Senior Associate Dean for Education and Academic Affairs; Associate Dean for Admissions</td>
<td>Carol A. Terregino, MD</td>
<td><a href="mailto:terregca@rwjms.rutgers.edu">terregca@rwjms.rutgers.edu</a> Phone: (732) 235-4577</td>
<td>Piscataway TC-116</td>
</tr>
<tr>
<td>Associate Dean for the Regional Medical Campus at Monmouth Medical Center</td>
<td>Joseph Jaeger, DrPh, MPH</td>
<td>Phone: (732) 923-6790</td>
<td>Monmouth Med. Ctr. 300 Second Ave., Long Branch, NJ</td>
</tr>
<tr>
<td>Associate Dean for Graduate Medical Education</td>
<td>Michael Kelly, MD</td>
<td><a href="mailto:kellymj@rwjms.rutgers.edu">kellymj@rwjms.rutgers.edu</a> Phone: (732) 235-3380</td>
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</tr>
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<td>Associate Dean for Education</td>
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</tr>
<tr>
<td>Assistant Dean for Regional Medical Campus at Somerset</td>
<td>Joyce Afran, MD</td>
<td><a href="mailto:afranjo@rwjms.rutgers.edu">afranjo@rwjms.rutgers.edu</a> Phone: (732) 235-4200</td>
<td>Piscataway KTW N-106</td>
</tr>
<tr>
<td>Position</td>
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</tr>
<tr>
<td>Assistant Dean for Clinical Learning Environment</td>
<td>Dayla Chefitz, MD</td>
<td><a href="mailto:chefitda@rutgers.edu">chefitda@rutgers.edu</a> Phone: (732) 235-7883 Fax: (732) 235-9340</td>
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</tr>
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</tr>
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<td>Chair of Curriculum Committee</td>
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</tr>
<tr>
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<td>Piscataway R-109</td>
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<tr>
<td>Registrar</td>
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<td><a href="mailto:lovepreet.cheema@rutgers.edu">lovepreet.cheema@rutgers.edu</a> Phone: (732) 235-4565 Fax: (732) 235-5078</td>
<td>Piscataway TC-111</td>
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### Student Affairs

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<th>Position</th>
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<tr>
<td>Assistant Dean for Student Affairs</td>
<td>Sonia Garcia Laumbach, MD</td>
<td><a href="mailto:sgarcia@rwjms.rutgers.edu">sgarcia@rwjms.rutgers.edu</a> Phone: (732) 235-4060 Fax: (732) 235-5078 Phone: (732) 235-6470 (NB) Fax: (732) 235-6953 (NB)</td>
<td>Piscataway TC-113, New Brunswick MEB 246</td>
</tr>
<tr>
<td>Assistant Dean for Student Affairs</td>
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<td>Piscataway TC-113, New Brunswick MEB 246</td>
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<td>Piscataway TC-113, New Brunswick MEB 246</td>
</tr>
<tr>
<td>Director of Student</td>
<td>Cynthia Ferrer-Cespedes, MPH</td>
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### Research

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<tr>
<th>Position</th>
<th>Name</th>
<th>Contact</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Associate Dean for Research</td>
<td>Céline Gélinas, PhD</td>
<td><a href="mailto:gelinace@rwjms.rutgers.edu">gelinace@rwjms.rutgers.edu</a> Phone: 732 235-5371 Fax: 732 235-5534</td>
<td>Piscataway R-102</td>
</tr>
<tr>
<td>Chair, Department of Biochemistry and Molecular Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Associate Dean for Clinical and Translational Research</td>
<td>Sally Radovick, MD</td>
<td><a href="mailto:sr1123@rutgers.edu">sr1123@rutgers.edu</a> Phone: (732) 235-9524 Fax: (732) 235-5002</td>
<td>New Brunswick 89 French St, Room 4212</td>
</tr>
<tr>
<td>Chair, Department of Pediatrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Dean for Medical Scientist Training and Director of MD/PhD Program</td>
<td>James H. Millonig, PhD</td>
<td><a href="mailto:millonig@cabm.rutgers.edu">millonig@cabm.rutgers.edu</a> Phone: (732) 235-3391 Fax: (732) 235-5562</td>
<td>Piscataway R-102</td>
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</table>

### Rutgers School of Graduate Studies

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Senior Associate Dean for Rutgers School of Graduate Studies at RWJMS</td>
<td>James H Millonig, PhD</td>
<td><a href="mailto:millonig@cabm.rutgers.edu">millonig@cabm.rutgers.edu</a> Phone: (732) 235-3391 Fax: (732) 235-5562</td>
<td>Piscataway R-102</td>
</tr>
<tr>
<td>Assistant Dean of Graduate Academic and Student Affairs</td>
<td>Janet Alder, PhD</td>
<td><a href="mailto:alderja@rwjms.rutgers.edu">alderja@rwjms.rutgers.edu</a> Phone: (732) 235-5392 Fax: (732) 235-4990</td>
<td>Piscataway/ Research Building Room 357A</td>
</tr>
<tr>
<td>Assistant Dean of Graduate Academic and Student Affairs</td>
<td>Smita Thakker-Varia, PhD</td>
<td><a href="mailto:varia@rwjms.rutgers.edu">varia@rwjms.rutgers.edu</a> Phone: (732) 235-5393 Fax: (732) 235-4720</td>
<td>Piscataway R-102</td>
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### Patient Care

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Senior Associate Dean for Safety, Quality and Clinical Affairs</td>
<td>Vicki L. Craig, MD, FCCM, CPHQ</td>
<td><a href="mailto:craigvl@rwjms.rutgers.edu">craigvl@rwjms.rutgers.edu</a> Phone: (732) 235-6300</td>
<td>New Brunswick CAB 1402</td>
</tr>
<tr>
<td>Senior Associate Dean for Women’s Health</td>
<td>Mark V. Sauer, MD</td>
<td><a href="mailto:marksauer@rutgers.edu">marksauer@rutgers.edu</a> Phone: (732) 235-6600</td>
<td>New Brunswick CAB 2150</td>
</tr>
<tr>
<td>Associate Dean for Women’s Health</td>
<td>Gloria A. Bachmann, MD</td>
<td><a href="mailto:bachmaga@rwjms.rutgers.edu">bachmaga@rwjms.rutgers.edu</a> Phone: (732) 235-7633 Fax: (732) 235-8302</td>
<td>New Brunswick CAB 2104</td>
</tr>
<tr>
<td>Associate Dean for Cardiovascular Research Director of the Cardiovascular Institute of New Jersey</td>
<td>John B. Kostis, MD</td>
<td><a href="mailto:kostis@rwjms.rutgers.edu">kostis@rwjms.rutgers.edu</a> Phone: (732) 235-7685 Fax: (732) 235-7039</td>
<td>New Brunswick CAB 5200</td>
</tr>
<tr>
<td>Assistant Dean of Safety, Quality and Clinical Affairs</td>
<td>Sheraz Siddiqui, MD</td>
<td><a href="mailto:siddqsh@rutgers.edu">siddqsh@rutgers.edu</a> Phone: (732) 828-3000</td>
<td>1 Robert Wood Johnson Place New Brunswick</td>
</tr>
<tr>
<td>Medical Director of Clinical Information Systems</td>
<td>Frank A. Sonnenberg, MD</td>
<td><a href="mailto:sonnenbe@rwjms.rutgers.edu">sonnenbe@rwjms.rutgers.edu</a> Phone: (732) 235-6305 Fax: (732) 235-5393</td>
<td>New Brunswick CAB 5100A</td>
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### Community and Global Health

<table>
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<tr>
<th>Position</th>
<th>Name</th>
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<th>Location</th>
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<tbody>
<tr>
<td>Senior Associate Dean for Community Health</td>
<td>Eric G. Jahn, MD</td>
<td><a href="mailto:jahneg@rwjms.rutgers.edu">jahneg@rwjms.rutgers.edu</a> Phone: (732) 235-6948 Fax: (732) 235-7242</td>
<td>New Brunswick CAB 1405</td>
</tr>
<tr>
<td>Associate Dean for</td>
<td>Javier I. Escobar, MD</td>
<td><a href="mailto:escobaja@rwjms.rutgers.edu">escobaja@rwjms.rutgers.edu</a></td>
<td>New Brunswick</td>
</tr>
</tbody>
</table>
Department Chairs, Institute Directors, and Faculty

A full listing of Robert Wood Johnson Medical School faculty members can be found on individual department websites, which are accessible at [http://rwjms.rutgers.edu/departments_institutes/index.html](http://rwjms.rutgers.edu/departments_institutes/index.html)
Administration Offices

Office of Academic Affairs
Research Tower, Room 132, Piscataway
Phone: (732) 235-8130

- Carol A. Terregino, MD, Senior Associate Dean for Education and Academic Affairs (terregca@rwjms.rutgers.edu)
- Frecia S. Tapia, M.A., Chief of Staff, Office of Education and Academic Affairs (frecia.tapia@rutgers.edu)
- Ruthe Geardino, Program Support Specialist, (ruthe.geardino@rwjms.rutgers.edu) (Research Tower, 134)

The goal for this office is to develop innovative programs to recruit and retain faculty in their various academic roles and to promote resilience, vitality, professional accomplishment and personal satisfaction. This office oversees all activities related to faculty professional development at the medical school and its academic affiliates.

Office of Admissions
TC-109, Piscataway
(732) 235-4576 or 4577
Fax: (732) 235-5078
http://rwjms.rutgers.edu/education/medical_education/admissions/apply.html
- Carol Terregino, MD, Associate Dean for Admissions (terregca@rwjms.rutgers.edu)
- Liesel Copeland, PhD, Assistant Dean for Medical Education and Admissions (liesel.copeland@rutgers.edu)
- Mary Beth Green, Program Coordinator (mg1373@rwjms.rutgers.edu)

The Admissions Office believes that students play an important role in attracting high quality applicants to Robert Wood Johnson Medical School. Students can lend a hand by participating in the Student Admissions Representative Program in which current students provide tours and information for prospective students. Students can also be elected to be members of the admissions committee in their second year. Please contact the Admissions Office if you would like to participate.

Office of Alumni Affairs
317 George Street, Second Floor Suite 215, New Brunswick NJ
(732) 235-6310
The Office of Alumni Affairs coordinates the activities of more than 6,000 Robert Wood Johnson Medical School alumni and the Alumni Association. The association sponsors student-alumni events like Career Night in March and the Alumni Breakfast during orientation in August, along with other student events and programs throughout the year. In addition, alumni support students by raising funds for scholarships.

The alumni office manages a mentorship program between medical school students and alumni. The Alumni Mentorship Database is a list of 400 alumni who identified ways they would like to help students including shadowing, research opportunities, speaking at lectures, and navigating residencies and away rotations.

Alumni look forward to getting to know and interacting with medical students through mentorship, events, and programs.

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**Cashier's Office**

V-02, Piscataway  
Phone: (732) 235-4754  
Fax: (732) 235-4028  
Email: billingandcollections@sa.rutgers.edu

We are available to provide assistance with questions about your term bills, payments and due date, refunds, housing and dining charges, financial and compliance holds, etc.

**Directions:** Go through the long hallway towards the Research Tower. Keep going past the elevators. Go through glass doors that lead to the ATM machines. Go down the stairwell. Go all the way down the long corridor. The Cashier’s Office is the second to last room on your right.

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**Office of the Executive Vice Dean**

New Brunswick, CAB 1400  
Phone: (732) 235-5377  
Fax: (732) 235-6319  
Thomas Hecker, PhD, Executive Vice Dean (trh79@rwjms.rutgers.edu)  
Patricia Hansen, MA, Chief of Staff (hansenmp@rwjms.rutgers.edu)
The Office of the Executive Vice Dean has overall responsibility for finance, operations, and planning at the medical school, including financial affairs, facilities and space management, capital planning, communication, public affairs, information technology, compliance and emergency preparedness. In addition, specifically for students, the office supports the following: information technology, academic resource center, teaching labs, space and physical environment, and security.

**Office for Finance and Business Development**

- To Be Announced, Associate Dean for Finance and Business Development
- John Drudy, MBA, CRA, Director of Financial Operations (drudyjj@rwjms.rutgers.edu)

The Office for Finance and Business Development has responsibility for the finances of the medical school.

**Office of Communication & Public Affairs**

317 George Street, Second Floor, Suite 215, New Brunswick
Phone: (732) 235-6307
Fax: (732) 235-9570
http://rwjms.rutgers.edu/news_publications/index.html

- Patricia M. Hansen, MA, Chief of Staff, Office of the Dean, and Executive Director of Public Affairs (hansenmp@rwjms.rutgers.edu)
- Jennifer Forbes, Associate Director, Public Relations (mullenjf@rwjms.rutgers.edu)
- William Hamilton, III, Manager, Multimedia and A/V Services (hamiltwj@rwjms.rutgers.edu)
- Beth-Ann Kerber, Associate Director, Marketing (kerberbe@rwjms.rutgers.edu)
- Jillian Prior, Assistant Director, Alumni Affairs (jp1362@rutgers.edu)
- Marie Kleeman, Resource Coordinator (kleemame@rwjms.rutgers.edu)
- Lauren S. Marshall, Marketing and Communications Coordinator (lsm115@rwjms.rutgers.edu)

The Office of Communications & Public Affairs at Robert Wood Johnson Medical School is responsible for promoting the missions of the school, and the academic, clinical and scientific achievements of its faculty, students and staff, as well as ensuring the Robert Wood Johnson Medical School brand is properly represented. The department supports broad internal and external communication and marketing initiatives of the school. It oversees all media relations, print, digital and video publications and manages all school-wide events, including the White Coat Ceremony, Match Day, Graduation Banquet, and Convocation. School events are listed at: rwjms.rutgers.edu/news_publications/news_events/index.html. The department encourages faculty, students and staff to submit news and announcements that may be shared with local media or included in the dean’s
Weekly View email, the school’s homepage (rwjms.rutgers.edu), or Robert Wood Johnson Medicine magazine.

Announcements may also be posted to the school’s social media accounts including Facebook, Instagram, Twitter, Snapchat and YouTube. The school and its alumni association also are represented on LinkedIn. To submit an event or announcement for consideration for a news release, or for inclusion in school and university publications, please email: jenn.forbes@rwjms.rutgers.edu.

Office of Community Health

Clinical Academic Building, Suite 1400, New Brunswick
Phone: (732) 235-7622
Fax: (732) 235-7242
http://rwjms.rutgers.edu/community_health/index.html

- Eric Jahn, MD, Senior Associate Dean for Community Health (jahneg@rwjms.rutgers.edu)
- Susan Giordano, Program Director, Homeless and Indigent Population Health Outreach Project (HIPHOP) (susan.giordano@rwjms.rutgers.edu) (732) 235-4198

Robert Wood Johnson Medical School has a clearly stated commitment to community service and the improvement of community health as one of the four core missions of the school. The Office of Community Health has responsibility for the development, implementation and oversight of many of the school’s community health initiatives including:

Eric B. Chandler Health Center, a federally qualified community health center that is operated by the medical school in collaboration with the Eric B. Chandler Community Board, Inc. The center provides care to more than 15,000 patients who generate approximately 60,000 encounters per year.

The health center is also a site for the Community Interpreter Project.

The Healthier New Brunswick Initiative (HNI) is an ongoing collaborative effort of Robert Wood Johnson Medical School, New Brunswick Tomorrow, the City of New Brunswick, Johnson and Johnson, and many other community-based partners. This community initiative seeks to develop and implement projects that will help to improve the health and healthcare of New Brunswick residents.

Medical students at Robert Wood Johnson Medical School engage in a variety of community health activities including the Homeless and Indigent Population Health Outreach Project (HIPHOP), an umbrella program with three initiatives; Community Health Initiative (CHI), the Promise Clinic and Local Interdisciplinary Care Collaborative (LINC). Many of the institutes, centers and departments throughout the medical school support the school’s commitment to community health and are deeply involved in community health activities.

Office of the Dean
CAB 1400, New Brunswick
Robert L. Johnson, MD, FAAP, Interim Dean, Rutgers Robert Wood Johnson Medical School and Dean, Rutgers New Jersey Medical School

Thomas Hecker, PhD, Executive Vice Dean (trh79@rwjms.rutgers.edu)

Office of Disability Services
65 Bergen Street, Suite 1441, Newark, NJ 07107
Phone: 973-972-5396
Fax: 973-972-7596
https://ods.rbhs.rutgers.edu/

Cindy Poore-Pariseau, PhD, Director of Disability Services (cp803@rbhs.rutgers.edu)
Jenna Rose, MA, Coordinator of Disability Services (jer298@rbhs.rutgers.edu)

The Office of Disability Services is committed to providing equal educational opportunities for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and with the Americans with Disabilities Acts, as amended in 2008.

Office of Education
TC-116, Piscataway
Phone: (732) 235-4576
http://rwjms.rutgers.edu/education/directory.html

Carol A. Terregino, MD, Senior Associate Dean for Education and Academic Affairs (terregca@rwjms.rutgers.edu) Office: Research Tower - 132, Piscataway
Frecia Tapia, MA, Chief of Staff for Education and Academic Affairs (frecia.tapia@rutgers.edu) Office: Research Tower - 132, Piscataway (732) 235-2808
Archana Pradhan, MD, MPH, Associate Dean for Clinical Education (pradhaar@rwjms.rutgers.edu)
Joyce Afran, MD, Assistant Dean for Regional Medical Campus at Somerset (afranjo@rwjms.rutgers.edu)
Paul Weber, MD, Associate Dean for Continuing Medical Education, Room N-104, 732-235-4833, pfw6@rwjms.rutgers.edu
Sioban Corbett, MD, M1 and M2 Curriculum Director (corbetsi@rwjms.rutgers.edu)
Meigra Myers Chin, MD, Chair of Curriculum Committee (chinmm@rwjms.rutgers.edu)
Diana Glendinning, PhD, Vice-Chair of Curriculum Committee (glendids@rwjms.rutgers.edu)
Colleen Donovan, MD, Director of Simulation (donovac1@rwjms.rutgers.edu)
The Office of Education works closely with the Curriculum Committee and its subcommittees. Members of the Student Curriculum Committee have monthly meetings in the Office of Education to discuss issues of concern to students, such as the current curriculum and proposed changes to courses, clerkships, electives and scheduling. The office works with students and faculty to enhance courses and evaluate the academic program.

Office of Faculty and Staff Affairs
1 World’s Fair Drive, Somerset
Phone: (732) 235-2110
Fax: (732) 235-5215

Rhonda M. Smith, PhD, Associate Dean for Faculty and Staff Affairs (mccathrm@rwjms.rutgers.edu)
Carol A. Terregino, MD, Senior Associate Dean for Education and Academic Affairs (terregca@rwjms.rutgers.edu) Office: Research Tower - 132, Piscataway
Ruthe Geardino, 675 Hoes Lane West, Room 134, (ruthe.geardino@rwjms.rutgers.edu)

The office serves as support for the Dean’s Committee on Appointments and Promotions, maintains faculty records, oversees the process of faculty evaluation, serves as liaison between the department chairs, faculty and their staffs and the University’s Office of Academic Affairs with regard to faculty issues. Additionally, this office oversees staff human resource transactions, provides council on reclassifications, equity reviews and in-range adjustments. The office works closely with the Staff Council on initiatives to improve the morale of staff members of the medical school, including employee of the month, wellness and social outings.

Office of Faculty Development
Medical Education Building, 4th Floor, New Brunswick
Phone: (732) 235-8130
Fax: (732) 235-5215
In an effort to recognize and support faculty in their multiple roles, the Office of Faculty Development provides programs, services, and resources, which enhance professional development of faculty and executive level staff throughout their careers.

Office of Student Financial Aid
675 Hoes Lane West, Room C-103, Piscataway
Phone: (732) 235-4689
Fax: (732) 235-3264
Email: RBHS_PISC@ofa.rutgers.edu
https://financialaid.rutgers.edu/

- Andrea D’Angelo, Associate Campus Director of Financial Aid
- Rekha Shriram, Student Financial Aid Counselor
- Brian Snyder, Student Financial Aid Counselor
- Jamie Hudson, Staff Assistant/Federal Work Study Coordinator

The Office of Financial Aid provides counseling and assistance in applying for federal, state and institutional financial aid programs. Information on debt management, budget planning and loan repayment is also available to students during the academic year. The Office of Financial Aid offers information on scholarship searches, office policies, and procedures and access to online student loan information.

Office of Global Health
Room 214, Institute for Health,
112 Paterson Street,
New Brunswick, NJ, 08901
Phone: 848 932 0233
Fax: 732 932 2006
http://rwjms.rutgers.edu/global_health/

- Javier Escobar, MD, Associate Dean for Global Health (escobaja@rwjms.rutgers.edu)
- Karen W. Lin, MD, MS, Assistant Dean for Global Health (karen.weiru.lin@rutgers.edu)
- Angela Gitau, MD, Post-Doctoral Fellow (angela.gitau@rutgers.edu)
- Christina Rozario, MS, Admin (rozaricm@rwjms.rutgers.edu)

Acknowledging that we are in a global age and that international collaborations are essential to medical education, the Office of Global Health at Robert Wood Johnson Medical School was created to stimulate the
interest of our students and faculty in this area. The response has been quite enthusiastic, and each year, 30-40 of our medical students travel to another country for a practical experience in Global Health. Students go abroad either during the summer after completing their first year of medical school (summer fellowship in global health) or during the early spring of third or fourth years (global health elective).

These rotations typically last 4 weeks.

The major goals of these global health experiences are:

- To enhance medical students’ awareness on global issues related to health
- To encourage medical students to immerse themselves in the culture and health system of other countries
- To stimulate students to learn other languages relevant to their future clinical experiences

With this in mind, we send groups of medical students to academic institutions in different parts of the world with whom we (Rutgers-RWJMS) have established long-standing collaborations. Existing programs are highly structured and students are closely supervised. Programs offer didactic sessions related to the culture, the health care system and provide exposure to the prototypic health care issues. During these rotations, students stay with host families or in well-supervised housing to enhance the experience and add additional security and safety.

At RWJMS we have a group of dedicated faculty members with global expertise available to mentor and guide the students. Our integration with Rutgers University has further strengthened our global programs through close collaborations with the Rutgers Global Office as well as Rutgers’ faculty involved in international activities.

Our office of global health will meet individually with students and based on their interest and preferences, we will recommend specific sites we know well and with whom we have ongoing educational or research collaborations. We will also provide guidance related to housing as well as linguistic, cultural and safety issues.

**Office of Information Technology**

Piscataway Rooms NB 24 (North Basement of the Kessler Building)
- Maged Mohamed, MBA, Director, (mohamemm@rwjms.rutgers.edu)
- Keith Wheeler, Assistant Director, (wheeleke@rwjms.rutgers.edu)
- Veronica Rosel, Manager, Tech Support Operations, (smithve@rwjms.rutgers.edu)

Technical support is provided for students on the Robert Wood Johnson Medical School campuses through appointments. You can schedule an appointment with one of our technical support personnel by visiting our website online. [http://rwjms.rutgers.edu/oit/for-students](http://rwjms.rutgers.edu/oit/for-students)

**Wireless Access:** Wireless connection to your laptop and mobile devices can be setup after you have registered
for wireless access. You will be able to log into RU Wireless, RU Wireless Secure, and RU Health Sciences (preferred network) WiFi with your Net ID & password.

**Note:** Wireless access to RUHealthSciences is established at the iPad deployments at the beginning of each school year. In addition to RUHealthSciences, you can also connect to RU Wireless and RU Secure Wireless. Connections are established with your NetID credentials. RUHealthSciences is the preferred network connection for wireless.

**Email:** To access email go to: [https://connect.rutgers.edu](https://connect.rutgers.edu)

Visit [https://oit.rutgers.edu/connect/getting-started/getting-started](https://oit.rutgers.edu/connect/getting-started/getting-started) for more information on how to use Office 365 features.

**Antivirus Software:** For personal equipment that is not owned by Rutgers, we are recommending the use of Avira (for Macintosh) and Immunet (for Windows). Both are available for free. For details on downloading and installing this antivirus software, please visit: [https://oit.rutgers.edu/av/](https://oit.rutgers.edu/av/)

**Academic Management Platform (AMP):** The Academic Management Platform (AMP) was developed at Robert Wood Johnson Medical School and is designed to support the specific needs of a medical school curriculum. All incoming students will have access to their blocks and courses via AMP and be able to view all lecture materials and resources. Should there be any issues or concerns, please email rwjappsupport@rwjms.rutgers.edu.

**Printing:** Students utilize Follow Me Printing and can print black and white or color from their laptops using the following link [http://webprint.rbhs.rutgers.edu](http://webprint.rbhs.rutgers.edu) and logging in with NetID and password or from the computer lab. You can then pick up your job at any enabled device by swiping your Rutgers ID to release the job throughout the Robert Wood Johnson Medical School buildings. Students also have the ability to copy and scan. An initial quota is assigned at the beginning of the year and extra funds can be added through the web.

**OIT Policies:** The latest policy can be found online at [OIT](https://oit.rutgers.edu).

Computer Resources Policies: OIT supports technologies for various aspects of the education mission. From time to time, resources are made available for presentations, programs, podcasts and more. Provisioning of these resources is made available to support the needs of the student body and not for individual students. Under no circumstance will "loaners" be provided for computers or other devices that are listed as required items for incoming or existing students. This policy will be strictly enforced.

**Remote Technology Resources for Students:** Remote learning and the use of remote technology has become a part of life at RWJMS as a result of the COVID-19 pandemic. To learn more about virtual access to computer labs, learning management systems, free Microsoft Office, and more, please visit [https://it.rutgers.edu/remote-student-resources/](https://it.rutgers.edu/remote-student-resources/)
The Office of Multicultural Affairs and Special Academic Programs is committed to assisting Robert Wood Johnson Medical School in preparing students to become competent, compassionate, and culturally sensitive physicians in our diverse society. OMA sponsors and supports educational and cultural programs to enhance awareness of and sensitivity to race, gender, religion, ethnicity, and culture, and to promote culturally competent health care, as well as respect for all human beings. Programs include lecture series on complementary and alternative medicine; global health; lesbian, gay, bisexual and transgender health issues; disability awareness; women's health; spirituality and healthcare; as well as celebrations for Asian, African American and Latin heritage months.

Under the direction of the Office of Education, the Office of Multicultural Affairs and Special Academic Programs works to provide a comprehensive approach to student recruitment and medical education by offering several high school and undergraduate pipeline pre-medical programs. Our overall mission is to increase diversity in the health professions with the ultimate goal of eliminating healthcare disparities through our educational programs, community outreach, and healthcare promotion and awareness activities.

The Office of Research is committed to excellence in basic, translational, and clinical research, and to facilitating a supportive environment where scientists and clinicians work collaboratively to pursue innovative research,
advance scientific knowledge and translate discoveries to improve diagnosis, treat disease and improve health. Robert Wood Johnson Medical School also offers exceptional research training opportunities for medical students, graduate students and fellows. The Distinction in Research (DIR) Program (http://rwjms.rutgers.edu/education/medical_education/distinction/research.html), the Robert Wood Johnson Medical School Summer Research Program (http://rwjms.rutgers.edu/research/mst/summer.html), and the Students Interested in Research (SIR) electives are administered by the Office of Research.

The Senior Associate Dean for Research and the Senior Associate Dean for Clinical and Translational Research provide leadership for initiatives, programs, events and committees to advance the research enterprise at the medical school, and provide resources to educate the medical school community about securing external funding for research. The office provides links to online resources to find funding opportunities (https://researchportal.rutgers.edu/find-funding) including COVID-related funding opportunities, a proposal support repository with grant toolkits to facilitate preparation of grant applications (https://researchportal.rutgers.edu/proposal-development) and submission (https://researchportal.rutgers.edu), through the Office of Research and Sponsored Programs (https://orsp.rutgers.edu). Also available is information on Core Facilities and Shared Instrumentation available at Rutgers (https://researchcores.rutgers.edu/home), including the Clinical Research Center (CRC, http://rwjms.rutgers.edu/research/crc/index.html), and on required compliance such as for laboratory safety and trainings, animal and human subject research (https://researchportal.rutgers.edu/compliance).

Office of the Registrar

TC-111, Piscataway
Phone: (732) 235-4565
Fax: (732) 235-5078
http://rwjms.rutgers.edu/education/directory.html

- Lovepreet Cheema, Registrar (lc1011@rwjms.rutgers.edu)
- Maria Perry, Administrative Coordinator (perrymq@rwjms.rutgers.edu)

Our primary mission is the maintenance, management and accountability of all student educational and academic records. The Office of the Registrar processes any name or address changes as well as provides proof of enrollment to third parties. Your academic file containing grades, instructors’ official comments and other official academic records and correspondence is maintained by the Registrar’s Office and is available for your review. We do this with the strong support of Student Affairs, the Office of Education, Financial Aid and our dedicated Faculty.

The Registrar's Office reserves certain days of the week for particular requests. Requests for the relevant document(s) will only be processed according to the schedule below:

| SCHEDULED PROCESSES: | M | Tu | W | Th | F |
The Office of Student Affairs provides students with a full array of programs and resources which foster both personal and professional growth. From the White Coat Ceremony at Orientation, to the Convocation Ceremony at Graduation, Student Affairs offers individual career counseling with the SA Deans as well as career advising meetings with each class. They monitor students’ academic progress, assess issues which may be impacting performance, and develop appropriate action plans for achieving academic success (Flexible Curriculum,
In collaboration with the Student Government Association, the Office sponsors the College Advising Program (CAP) initiatives of fostering professional mentorship with students and faculty along with student wellness events. Student Affairs also supports the Student Government Association along with over 50 diverse student groups.

Kessler Teaching Laboratories Office/Stockroom

Piscataway N-223 (Teaching Labs Office)
Piscataway N-227 (Stockroom)
Piscataway N-222 (Research Teaching Specialists)

- Kathy-Ann Mitchell, Manager, Educational Services and Support- Kessler Teaching Laboratories (kathy.mitchell@rutgers.edu) (732) 235-4510
- George Schroeder, Senior Audiovisual Technologist (schroegf@rwjms.rutgers.edu) (732) 235-4991
- Regina Felder-Gibbions, Research Teaching Specialist (felderrs@rwjms.rutgers.edu) (732) 235-4934

The Daniel I. Kessler Teaching Laboratories accommodate the instructional modalities for the basic science portion of the medical curriculum, providing an integrated educational resource for medical students. Space is allocated to a series of multidisciplinary small group rooms equipped for seminars, laboratories, demonstrations and audiovisual education. Each small group room is equipped with state-of-the-art audiovisual equipment including LCD projectors, monitors and cameras for feedback during clinical sessions. The Simulator room is provided for medical student simulated scenario training. The teaching labs stockroom is your source for audio/visual assistance for any of the small group rooms, educational supplies, and lab coat exchange.

The operation of this equipment in the small group rooms is only accessible via authorized teaching lab staff. Each of these rooms is also equipped with white boards. All small group rooms and anatomy labs are open from 6:00 am to 6:00 pm for student use for independent study or scheduled classes. Students can access these rooms after hours via their ID cards. A centrally located educational computer lounge provides students access to computer-assisted self-instruction, word processing, email, and wireless Internet access.

The Upper Student Lounge (USL) is a designated area for RWJMS Medical Students only. The USL space includes couches, board games, foosball, a piano, Keurig, and a ping pong table. We welcome our medical students to utilize the USL to socialize and relax.
FACILITIES
General Facilities and Supplies

Computing
Additional information regarding computing technology not listed below can be found at: http://oit.rutgers.edu/integration/

Email
Please refer to the Acceptable Use Policy for Computing and Information Technology Resources and the Rights and Responsibilities for the Use of the University-Accessed Electronic Information Systems. It is the policy of the university that communication to students should be done using email whenever possible. Other forms of conveyance should be used only when necessary. Faculty and members of the administration will use email to distribute class outlines and other important notices. ROBERT WOOD JOHNSON MEDICAL SCHOOL STUDENTS MUST CHECK THEIR EMAIL DAILY. All Rutgers university students are required to obtain a NetID and official email address. When emailing faculty, administrators, and offices within the medical school, students must only use their @rwjms.rutgers.edu emails.

Printing
OIT Technology utilizes a printing environment using Sharp devices throughout the Piscataway Research Tower and Kessler buildings. Students can print to any of the Sharp devices with a technology called Find Me Printing, paying via Papercut. Students will swipe their University Identification Badge or manually enter their NetID and password and release their jobs at any of the Sharp devices. Devices are equipped with copier and scanner functions and will allow users to send directly to an email address. All students are issued an initial balance of $50.00. Technical support will be available to assist students in setting up their ID cards for printing.

Technology Requirements
Robert Wood Johnson Medical School–Office of Information Technology (OIT) is intricately involved in the educational process of our medical students. OIT works closely with the Office of Education to enhance the student learning experience. The listing of technology requirements can be found at http://rwjms.rutgers.edu/mobility/. All incoming students will be issued an iPad, which will be fully configured during orientation week. To prepare for the configuration, please set up an iTunes account prior to orientation week. It is critical that you have an Apple ID/iTunes account for setup and installation by the first day of Orientation. https://www.apple.com/support/appleid/. Additionally, you will need your Rutgers NetID credentials (username and password) to configure email and wireless on your device.
Wireless Access
The medical school is equipped with wireless Internet service. For support, a Field Service Engineer (Technical Support) will be available in the ARC or computer lounge area weekdays from 8:00 - 10:00 am and noon - 1:00 pm. Technical Support is located in NB 24 (basement) of the Kessler Teaching Wing. Note: If the wireless connection is down for an extended period of time, please contact the SGA President. For more information, visit: [http://rwjms.rutgers.edu/education/current_students/education_resources/technology.html](http://rwjms.rutgers.edu/education/current_students/education_resources/technology.html)

Computer Labs
AST Computer Labs – 2nd floor hallway connecting Great Hall to Research Tower (L201 & 202) (732) 235-4436
L201 has computers available for use during normal working hours: Monday-Thursday 7 am - midnight, Friday 7 am - 8 pm, Saturday noon - 4 pm, and Sunday 1 pm - midnight. L202 has computers and printers (black and white; color; posters). It is open Monday-Thursday 7 am midnight, Friday 7 am-8 pm, Saturday noon-4 pm, and Sunday 1 pm-midnight. Poster printing is available during regular business hours only. Please do not eat or drink while using any of the computers. Report computer or printer problems to the Computer Lab work-study student. If you have computing problems, call the Technology Services Center at (732) 743-3200.

ARC Computers
The ARC has several computer workstations where students can access numerous electronic health sciences databases such as MEDLINE, link to full text journal articles, search online library catalogs and other Web resources, and use interactive CD programs.

Sky Café – East Corridor of Kessler Teaching Labs
Not actually a café, these “open access” computers and printers are available for student use 24 hours a-day. They are located in the hallway behind the stockroom. Printer jobs are released by card swipe.

Campus Dining

Rutgers Student Center, Busch Campus
At 604 Bartholomew Road, this student center is about a ten-minute walk from the medical school and has the following establishments: Panera, Gerlanda’s Pizza and Deli, Moe’s Southwest Grill, and Szechwan Ichiban. For more information (such as hours) visit: [getinvolved.rutgers.edu](http://getinvolved.rutgers.edu) and follow the link to Busch Student Center.

New Brunswick Campus
Rutgers has several dining options on the New Brunswick Campus that can be found at: [https://newbrunswick.rutgers.edu/campus-life/campus-dining](https://newbrunswick.rutgers.edu/campus-life/campus-dining)

Vending Machines
Vending machines with beverages (including coffee) and snacks are located in the Old Student Lounge. One microwave is located in the cafeteria, just outside Woody's café, and two are located on the second floor on the West side of the building. The second-floor microwaves are available for use 24-hours-a-day.

**Supplies**

**Dissection Kits**
You will be issued a dissecting kit. It contains eight instruments and is to be returned at the conclusion of your gross anatomy studies. You should keep the kit secure in your locker. Do not leave it in the anatomy labs.

**Laboratory Gloves**
You will receive one box of gloves during orientation. Additional gloves must be purchased on your own or from the supply room. Note that laboratory gloves are only to be disposed in the labs. Students should not walk through the halls with dirty gloves on, nor should gloves be disposed in the bathroom.

**Skull Boxes**
Skull boxes will be issued through the lockers with one skull to be shared between 2 adjoining lockers and used for the Gross Anatomy head and neck dissection during the academic year. They must be returned according to the established policy. The skull box is to be returned complete after use for gross anatomy studies. You are responsible for the contents and return of the skull box.

**ID Cards**
All students are issued an identification card, which gives you access to the building, privileges at the Media Library, and financial aid checks from the Cashier’s Office. ID CARDS SHOULD BE WORN AT ALL TIMES when on school property. This mandate is for security purposes; individuals without identification should be reported to Security from the nearest house phone. This is especially important at night and on weekends when there are fewer people in the building.

**Lost your ID?**
- Complete a replacement form obtained from Student Affairs
- Pay $20 at the Cashier’s Office and obtain a receipt
- Go to the following locations with receipt in order to obtain the actual ID card (Link: http://iamipo.rutgers.edu/locations.php or the Public Safety ID Card Office listed below)

**Stolen ID?**
Your ID will be replaced free of charge in cases of a name change or damage from regular wear and tear. Stolen IDs will be replaced free of charge if the individual provides a police report.
Medical Supplies
Eager to buy your medical school equipment? AMSA will be selling medical supply packets at the beginning of the school year. It is suggested that students wait for these occasions to purchase supplies due to the high quality offered. During first year, you will use stethoscopes, sphygmomanometers, reflex hammer, otoscope, and ophthalmoscope during the PCM course. Second year students may purchase pen lights and other diagnostic equipment during an organized sale at the beginning of the spring semester.

Other Resources

Lockers
Each student is assigned a locker at the beginning of first and second year. It is advised that you keep your locker locked at all times, as the school will not take responsibility for any lost items due to theft or other reasons. You may not switch lockers. You must use the assigned combination lock, and it may not be removed from your locker.

Mailboxes
Every student is assigned a mailbox across from the administration offices. Many professors and the administration use the mailboxes to distribute class outlines and notices. STUDENTS MUST CHECK THEIR MAILBOXES DAILY.

Free interoffice and Rutgers intercampus mail is available through the Office of Student Affairs. A FedEx pick-up box is located just outside the entrance to the school.

Phones
There is a phone outside the Stockroom, which can be used for emergency calls to Public Safety (dial 911) and/or non-emergency calls to Public Safety for the escort service or other problems (dial 848-932-7211).

Parking
Rutgers utilizes license plate recognition technology that captures and reads a vehicle license plate to confirm that the vehicle is registered and has permission to park on campus. You will not receive a physical hangtag or decal. Vehicle license plates must be unobstructed, affixed to the bumper, and displayed in view from the driving aisle of a parking space.
For additional policies: http://rudots.rutgers.edu/
To register your vehicle: https://rudots.nupark.com/portal/
To pay traffic citations: https://rudots.nupark.com/portal/citations

Piscataway Campus Parking
There are four lots available for parking: lots A, B, C, and “the gravel.” Do not park in the guaranteed, reserved or visitor parking spaces with your student parking permit. Visitor permits are available to purchase online at Public Safety. Visit http://rudots.rutgers.edu for parking passes.

Parking registration for Robert Wood Johnson Medical School students is under the category Zone H. To see a detailed list of available locations for Zone H registrants please visit: http://rudots.rutgers.edu/zoneh.shtml.

If there is a compelling reason you need to leave your vehicle overnight (i.e. your car has broken down and waiting to get it towed, you need to leave your car because you are carpooling on a school-related business) in any of the Zone H parking lots, please refer to this link: http://rudots.rutgers.edu/zoneh.shtml for a complete list of lots your permits are valid and times you can park. If you need to leave your vehicle on campus for school-based travel, please email info_dots@ipo.rutgers.edu with the following information: make, model, license plate, lot number and length of time you will leave vehicle.

New Brunswick Campus and Hospital Parking
With Zone H registration, currently, you may park on the small surface lot at the intersection of Joyce Kilmer Avenue and Paterson Street opposite the RWJ Wellness Center parking garage entrance. This lot is used by many Rutgers employees, so the lot fills up early. If unable to park in this surface lot, all students must park in Piscataway, Lots A, B or C as stated above, and take the RBHS shuttle to New Brunswick. The shuttle stops in front of the Research Tower (in the loop in front of CABM) and on Paterson St., across from the main entrance of the Clinical Academic Building (CAB). All students have access to the Rutgers bus system. Bus schedules are available by downloading the free Rutgers app at http://rutgers.transloc.com/. Students will NOT have their parking validated at the CAB building.

Be careful to always park only in designated lots and spaces. You should NOT park on the diagonal line in any lot. These designated areas are considered a safety zone for emergency vehicles to travel around the lot. If you park in the safety zone, you will receive a parking ticket.

Advice:
- Battery dead? Locked out of your car? If you are on any of the campus lots, call campus police at 848-932-7211 and they will come open your car door/jumpstart your car, for free! Take that, AAA!
- Other places you can park with Zone H registration: Werblin Rec Center, Alex Library faculty lot
- Many students park in the Joyce Kilmer lot when attending happy hours. If that’s your plan, get there early!
**Refrigerator Policy (SGA)**

All students may use the refrigerators located in the New Student Lounge (entrance opposite Woody's main entrance). Please be respectful of other peoples' food - if it's not yours, don't take it.

**Weekly Cleaning**
- Weekly purge: Every Sunday at 5 pm, all items will be thrown out and shelves will be wiped down. Note: All food items *without* post-its with date and request to not discard, will be thrown out. This includes food containers and lunch boxes.
- Every student organization will be designated a week to do the cleaning by the SGA VP of Multicultural Affairs.
- If a student group does not clean out the fridge on their designated Sunday, the student leaders will need to meet with a member of SGA in order to discuss consequences.
- Cleaning schedule will be clearly posted on the refrigerator door in the beginning of the semester and will be sent out in SGA’s weekly email.
- If the cleanliness of the refrigerators is not maintained, the refrigerators will be removed.

**Public Safety**

Rutgers Division of Administration and Public Safety (APS)
55 Commercial Avenue
New Brunswick, NJ 08901
Phone: (848) 932-4800 or 911 (emergency) Phone: (732) 932-7211 (non-emergency)
[http://publicsafety.rutgers.edu/](http://publicsafety.rutgers.edu/)

A security guard patrols RWJMS M-Th from 6:00pm until 12:00am. Please have your university ID card available as proof that you have access to the study areas after hours.

The Division of Administration and Public Safety (APS) is committed to further improving the quality of safety on campus while providing administrative and business support services to multiple departments. Our goal is to work in partnership with students, faculty and staff to provide a safe, enjoyable, and fulfilling university experience.

**White Coats**

Each student will be issued a short white coat during Orientation to be worn during all patient interactions at the hospital, doctor’s offices, and clinical correlations throughout the year. It is also expected that students dress appropriately and wear their white coats during the clinical classes, including PCM, in which patients or simulated patients are present.
Advice:

- Any time you wear your white coat, you should be in **at least business casual attire**.
- No jeans, shorts, or sweatpants are to be worn with the white coat (*unless specifically stated*).
Education, Research, and Clinical Facilities

Piscataway

Research Tower, Multidisciplinary Teaching Labs and Kessler Teaching Laboratories
Manager, Educational Administration
Kathy Ann Mitchell (Kathy.mitchell@rutgers.edu)
Daniel I. Kessler Teaching Laboratories Rm 222
675 Hoes Lane West, Piscataway, NJ

The Daniel I. Kessler Teaching Laboratories accommodate the instructional modalities for the basic science portion of the medical curriculum. The Teaching Labs provide an integrated educational resource for 1st and 2nd year medical students. Space is allocated to a series of multidisciplinary small group rooms equipped for seminars, laboratories, demonstrations, and audiovisual education. The Simulator room is provided for medical student simulated scenario training. Each small group room is equipped with state-of-the-art audiovisual equipment including LCD projectors, monitors, and cameras for feedback during clinical sessions.

The operation of this equipment is only accessible via authorized teaching lab staff. Each of these rooms is also equipped with white boards. All small group rooms and anatomy labs will be open from 6 am to 6 pm for student use for independent study or scheduled classes. Students can access these rooms after 6 pm via use of your ID cards.

In addition, there are study carrels located in three areas:
1. Central Planes: located in between the C1-6 and C7-12 teaching labs
2. North Plane: located in between the N1-6 and N7-12 teaching labs
3. Periphery: located around the Main Lecture Hall

These are quiet study areas equipped with outlets for electronics. Study carrels are available 24 hours a day.

Study Locations in Kessler Teaching Laboratories
Different student areas have their own benefits and drawbacks. Some students prefer one spot, while others change where they study frequently. Find what works for you!

Teaching Labs (Small Group Rooms)
Volume: Up to you! Keep in mind the dividing walls are not sound proof, so respect your neighbors.

These rooms are meant for group study and are great for those who like space to write out and draw notes, as the walls are lined with white boards. Those who enjoy small group study sessions also tend to use these rooms. Be sure to check the class schedules posted in the hallway walls to ensure you won’t be interrupted by a class!

Periphery
Volume: Whispers only. No phone calls, no actual conversations.
This area provides you with your own cubicle and quiet study space, without being as intense as the planes. It can sometimes become a little more conversational as students enter and exit the Main Lecture Hall. Students may not claim cubicles, but we should be respectful of those who prefer a specific cubicle throughout the year.

**Central Planes**
Volume: Silence. Minimal chatter sometimes occurs, but it is usually met with dirty looks.

This is a really quiet space with cubicles for those who like to get in the zone with no distractions. Students may not claim cubicles, but we should be respectful of those who prefer a specific cubicle throughout the year.

**North Planes**
Volume: Absolute silence! It is a little more strict in the North Planes than the Central Planes.

Are you looking for a very, very quiet space? This is almost identical to the Central Planes (two rows of cubicles), but those who study here adhere much more strictly to the silence rule.

**Student Relaxation and Recreation Areas**

**Old Student Lounge (OSL)**
Volume: Conversational
Meant for socializing, this area has ping pong tables and a piano. Medical students and PA students often eat lunch here, but tables are always open for studying as well if you like a little noise when you study.

**New Student Lounge**
Volume: Conversational

The New Student Lounge is a designated area for RWJMS Medical Students only. It is located across from Woody’s Cafe, and includes couches, a refrigerator, microwave, Kuerig and TV. Great place to store your lunch, grab a cup of coffee or enjoy lunch or snack with fellow medical students.

**Upstairs Student Lounge (USL)**
Volume: Conversational

The USL is a designated area for medical students only. The lounge is located in the North Kessler Teaching Labs and includes couches, board games, foosball, a piano, Keurig, and a ping pong table. We welcome our medical students to utilize the USL to socialize and relax.

**The Sunrise Lounge**
Volume: Conversational
This is on the East side of the Kessler Teaching Labs, between the North and Central Planes. This is an open lounge area that has multiple computers, a printer and couches that students can use for studying and socializing.

**The Sunset Lounge**  
Volume: Conversational

This is on the West side of Kessler Teaching Labs, between the North and Central Planes. This is an open lounge area that has multiple large round tables, window tables and seating, and a microwave. This is a great quiet place to hang out with friends and watch the sunset.

**Great Hall Balcony Lounge**  
Volume: Conversational

Above the Great Hall you will find a nice open balcony area that includes large round tables and cushioned benches that make it a great place for relaxing and hanging out with friends. Students use this as an open study space and a hang out area.

**The Great Hall**

The Great Hall is our multipurpose room that can be reserved and be transformed to host wide ranging events from poster presentations, dinner receptions, and holiday dance parties. It is a central gathering space day and night that has chairs and tables for students to use for eating, studying and hanging out.

**Center for Advanced Biotechnology and Medicine**

679 Hoes Lane West, Piscataway, NJ 08854  
Phone: (732) 235-5310  
Website: [http://www2.cabm.rutgers.edu/](http://www2.cabm.rutgers.edu/)

The Center for Advanced Biotechnology and Medicine (CABM) is designated by the New Jersey Commission on Science and Technology as one of the state’s advanced technology centers. CABM’s constituencies include the pharmaceutical and biotechnology industries, the National Institutes of Health, the National Science Foundation and other foundations that support science and technology.

The mission of CABM is the advancement of knowledge in the life sciences for the improvement of human health. Although the center’s main aim is basic scientific research, additional goals are to create collaborative research and educational relationships with industry and to expand and enhance graduate and postdoctoral training programs. Launched in 1985, CABM now encompasses four major divisions of operation:
1. Core Facility, which conducts basic research in the areas of structural biology, molecular genetics, cell and developmental biology, and molecular pharmacology;
2. Network Laboratories, which provides high-technology research, development, and information services to university and industry users on a fee-for-service basis;
3. Satellite Facilities, which comprise a clinical research center and fermentation facility for the production of cell and cell products;
4. Educational Programs, including lectures, seminars, symposia, short courses, fellowships, and visiting scientist programs.

CABM’s 100,000 square foot basic research facility is located between the Robert Wood Johnson Medical School Research Tower and Rutgers’ Waksman Institute on the Busch Campus; it houses state-of-the-art laboratories for more than 250 scientists and students.

Environmental and Occupational Health Sciences Institute
170 Frelinghuysen Rd.
Piscataway, NJ 08854
Phone: (848) 445-0202
Website: http://www.eohsi.rutgers.edu

The Environmental and Occupational Health Sciences Institute (EOHSI) was established in 1986 to address the urgent need created by today’s rapidly changing technology to understand the impact of the environment on human health.

EOHSI faculty members are engaged in research, education and public service programs in the areas of environmental health, toxicology, occupational health, public policy and health education. EOHSI’s singular interdisciplinary approach fosters cooperative research on environmental health problems, whose complexity requires the interaction among experts from many fields. With the award of a National Institute of Environmental Health Sciences (NIEHS) center grant in 1988, EOHSI became the site of New Jersey’s first National Institute of Health (NIH) Center of Excellence.

School of Public Health
683 Hoes Lane West
Piscataway, NJ 08854
Phone: (732) 235-4646
Website: http://sph.rutgers.edu/

The Rutgers School of Public Health (SPH) is comprised of three campuses: Newark, Piscataway/New Brunswick, and Stratford/Camden, each with its own distinguishing features.

Established in 1998 as a statewide school of public health, SPH is built on a strong foundation of graduate public
health education that began in 1983. The school is fully accredited by the Council on Education for Public Health as the nation’s first collaborative school of public health.

SPH offers the MPH, MS in Biostatistics, MS in Pharmaceutical Biostatistics, PhD and DrPH degree programs, and several dual-degree and certificate programs. Concentrations offered on the Piscataway/New Brunswick campus include Biostatistics, Environmental and Occupational Health, Epidemiology, Health Education and Behavioral Science, and Health Systems and Policy.

Medical students interested in a dual degree with the School of Public Health should consider arranging to sample classes (RWJMS students may take up to two Public Health courses free of charge to consider participation in the MD/MPH).

**University Behavioral Health Care**

671 Hoes Lane West, Piscataway, NJ 08854  
Phone: (800) 969-5300  
Website: [http://ubhc.rutgers.edu/](http://ubhc.rutgers.edu/)

University Behavioral Health Care (UBHC) is adjacent to the Robert Wood Johnson Medical School Medical Research Tower with community-based outpatient offices at numerous sites throughout New Jersey. UBHC is a comprehensive mental and behavioral health center, as well as an addiction service delivery system, offering clinical, education and prevention services. These services include crisis intervention; outpatient care; day treatment; partial hospitalization programs; psychiatric inpatient units; transitional housing; and follow-up care.

University Behavioral Health Care is a state-designated Children’s Crisis Intervention Service (CCIS), serving youth from the central NJ region. The Child/Adolescent Inpatient Unit has 34 beds, while the Adult Inpatient Unit has 24 beds. State residents are served by the Institute for Alzheimer’s Disease and Related Disorders.

University Behavioral Health Care serves as a primary teaching facility for undergraduate and postgraduate medical students as well as graduates in psychology, social work and nursing. UBHC is dedicated to being a leader in providing and promoting effective, efficient, compassionate and accessible care. As an organization committed to quality through continuous improvement and evaluation of outcomes, UBHC is accredited with commendation by the Joint Commission on Accreditation of Healthcare Organizations and licensed as a special hospital by the State of New Jersey.
Rutgers Cancer Institute of New Jersey
195 Albany Street, New Brunswick, NJ 08901
Phone: (732) 235-2465
Website: http://www.cinj.org

Rutgers Cancer Institute of New Jersey is the state’s only National Cancer Institute-designated Comprehensive Cancer Center and one of only 45 such centers nationwide dedicated to improving the detection, treatment and care of patients with cancer, and serving as an educational resource for cancer prevention. The Cancer Institute’s physician-scientists, many of whom are faculty members of RWJMS, deliver advanced comprehensive care for adults and children, and engage in translational research, transforming their laboratory discoveries into clinical practice. The Cancer Institute manages more than 100,000 patient visits per year. Its statewide hospital network is a mechanism to provide education and outreach regarding cancer prevention, detection and treatment throughout New Jersey while rapidly disseminating discoveries from the laboratories into clinical practice and provide new treatment options to the community.

Cardiovascular Institute of New Jersey (CVI)
125 Paterson Street, Suite 4100
New Brunswick, NJ 08901
Phone: (732) 235-7685
Website: http://rwjms.rutgers.edu/cvinj/

The Cardiovascular Institute carries out research in the broad field of cardiovascular diseases. It focuses on myocardial infarction, stroke and heart failure from three points of view: translational research on new medications and devices; large controlled clinical trials on existing drugs and devices; and epidemiology and prevention. Individual research projects are funded by the NIH, philanthropic foundations and industry. Publications in high impact journals such as New England Journal of Medicine, JAMA, Journal of the American College of Cardiology, Stroke, etc. have received national attention. Involvement in research projects at the CVI require commitment of at least one year.

Child Health Institute of New Jersey
89 French Street, New Brunswick, NJ 08901
Phone: (732) 235-9523
Website: http://rwjms.rutgers.edu/chinj/

The Child Health Institute of New Jersey is a comprehensive biomedical research center dedicated to improving child health through the study of the mechanisms underlying children’s diseases. The ground-breaking research
of the institute’s scientists is integrated with the clinical approach of pediatric physicians to improve prevention and therapeutic techniques and of childhood illness. There are four major areas of research at the Child Health Institute: inflammatory, immune, and infectious diseases of childhood; neurodevelopment and autism; pediatric cancers and stem cells; childhood obesity and metabolism.

The Institute is the cornerstone of the Children’s Academic Health Campus in New Brunswick, which combines the research initiatives with Rutgers Robert Wood Johnson Medical School’s Department of Pediatrics and Pediatric Clinical Research Center, the Bristol-Myers Squibb Children’s Hospital at Robert Wood Johnson University Hospital, and the PSE&G Children’s Specialized Hospital. Together, they form a unique partnership of world-class institutions representing an exciting opportunity for the translation of research findings into improved pediatric care.

Clinical Research Center
1 Robert Wood Johnson Place
New Brunswick, NJ 08903

The Clinical Research Center (CRC) is located on the campus of Robert Wood Johnson University Hospital in New Brunswick; the center includes sophisticated inpatient, outpatient and one-day-stay facilities for clinical investigations and a large, modern basic research laboratory. The CRC performs research studies in such diverse areas as AIDS, dermatology, sleep disorders, cancer, hypertension and neuropharmacology. Clinical electives in clinical research and clinical pharmacology are offered to medical students as well as research experiences in the basic laboratory. This interdisciplinary research effort includes nursing, pharmacy, and biostatistics, and is an excellent educational experience for the student considering a career in clinical research, clinical pharmacology, or the pharmaceutical industry.

Clinical Academic Building (CAB)
125 Paterson St, New Brunswick, NJ 08901
Phone: (732) 235-6200 or 6201

The Clinical Academic Building (CAB), located on the New Brunswick campus, is a state-of-the-art facility supporting the outpatient and ambulatory education activities of Rutgers Health, the multispecialty practice of the university. Through its system of more than 500 physicians, the group provides affordable, high-quality primary care with a full spectrum of specialized services to residents throughout central New Jersey. Ambulatory services comprise outpatient programs in medicine (including primary care and specialized disciplines), pediatrics, obstetrics and gynecology, neurology, neurosurgery, surgery, pain management and psychiatry. The CAB also contains special student classrooms, research laboratories, a sophisticated education center and an outpatient clinical laboratory. Finally, the facility provides space for support programs, including academic offices and a conference center.
Eric B. Chandler Health Center  
277 George Street, New Brunswick, NJ 08901  
Phone: (732) 235-6700  
http://rwjms.rutgers.edu/patient_care/chandler/services.html

The Eric B. Chandler Health Center is a comprehensive, family-oriented community health center dedicated to the provision of high-quality ambulatory care to the medically underserved residents of the greater New Brunswick community. The center, which opened in 1988, moved to new, modern facilities in central New Brunswick in 1995. It is operated by Robert Wood Johnson Medical School in conjunction with a community board. The primary care services include: general internal medicine; pediatrics; obstetrics and gynecology; dentistry; HIV counseling, testing, early intervention and treatment; laboratory; clinical social services; community outreach; case coordination; and health education. Services are provided by a multidisciplinary team of healthcare providers including physicians, nurse practitioners, nurses, social workers, and health educators. Services are provided on an appointment and urgent care basis and without regard for ability to pay.

The center actively participates with Robert Wood Johnson Medical School and Rutgers University in the training of residents, medical students and other health professionals. Emphasis is placed on the psychosocial aspects of illness and the development of basic concepts and understanding of cultural diversity, family dynamics, social and community issues, health education techniques, and principles of prevention and community health. The intent is to instill a sense of social responsibility and to sensitize health professionals in training to the special needs of various segments of the population, including the chronically ill, cultural and ethnic minorities, the elderly and the disabled.

This is also the location of HIPHOP Promise Clinic, a student-run weekly free clinic.

Medical Education Building  
One Robert Wood Johnson Place,  
New Brunswick, NJ 08903  

The Medical Education Building (MEB) is physically connected to Robert Wood Johnson University Hospital in New Brunswick. The building houses many of the school's clinical education programs, including faculty offices, research laboratories, classrooms and a vivarium. In addition, it contains space for didactic instruction modalities for third-and fourth-year medical students and residency training programs. Included are a 200-seat auditorium, two 75-seat seminar rooms, conference and discussion facilities, a student lounge, and on-call rooms.

The Medical Education Building also contains a major library facility, which operates in conjunction with Rutgers George F. Smith Library of the Health Sciences and the Library of Science and Medicine of Rutgers University. This library serves students, house staff, faculty, and community physicians.
Hospitals

For a full list of hospitals that are affiliated with Robert Wood Johnson Medical School, please visit http://rwjms.rutgers.edu/patient_care/affiliated_hospitals.html

Robert Wood Johnson University Hospital
One Robert Wood Johnson Place
New Brunswick, NJ 08903
Phone: (732) 828-3000
Website: http://www.rwjuh.edu

Robert Wood Johnson University Hospital - Somerset
110 Rehill Ave. Somerville, NJ 08876
Phone: (908) 685-2200
Website: http://www.smchealthwise.com

Robert Wood Johnson University Hospital (RWJUH), one of the nation’s leading academic medical centers, is the teaching hospital for Robert Wood Johnson Medical School and is part of RWJBarnabas Health. Robert Wood Johnson University Hospital is committed to its four-fold mission of providing the finest patient care, researching cures for diseases, educating tomorrow’s health care professionals and reaching out to the communities we serve. The hospital is the major tertiary care referral facility in central New Jersey and has been designated as a Level I Trauma Center with a Helipad. Tertiary care referral services include end-stage renal disease, cardiodynamics and pulmonary medicine, open-heart surgery, the Regional Hemophilia Program, pediatric intensive care and the Laurie Neurodevelopmental Institute.

As part of a leading academic health center, Robert Wood Johnson University Hospital captures the latest advances in medicine and brings these innovations to its patients. RWJUH offers a full range of healthcare services, from primary and preventative care to specialty and subspecialty diagnosis and treatment and participates in more than 40 managed-care plans. The hospital of choice for patients from all over New Jersey, every department emphasizes a personalized approach. As a sophisticated academic medical center, RWJUH treats the most severely ill patients referred from community hospitals around the state and from around the country.

Some of the additional comprehensive services include:
- Heart Center of New Jersey (including the Advanced Heart Failure and Transplant Cardiology Program)
- Maternity Center, Center for Nurse Midwifery, and Special Care Nursery
- Special Procedures Suite for sophisticated interventional radiology procedures
• Center for Kidney and Pancreas Transplantation
• Rutgers Cancer Institute of New Jersey
• Bristol-Myers Squibb Children’s Hospital
• Vascular Center of New Jersey
• Women’s Wellness & Healthcare Connection
• Clinical Neurosciences Center
• Level I Trauma Center for Central New Jersey
• Same-Day Surgery Suite
• Thoracic Center of New Jersey
• Center for Digestive Diseases

**CentraState Medical Center**
901 West Main Street
Freehold, NJ 07728
Phone: (732) 431-2000
Website: [http://www.centrastate.com](http://www.centrastate.com)
Drive around back and park in the outpatient lot.

**Capital Health Regional Medical Center**
750 Brunswick Ave.
Trenton, NJ 08638
Phone: (609) 394-6000
Website: [http://www.capitalhealth.org](http://www.capitalhealth.org)
Park in the visitors’ parking lot on Fuld Street.

**Hunterdon Medical Center**
2100 Wescott Dr., Flemington, NJ 08822
Phone: (908) 788-6100
Website: [http://www.hunterdonhealthcare.org](http://www.hunterdonhealthcare.org)

**JFK Medical Center**
65 James St., Edison, NJ 08818
Phone: (732) 321-7000
Website: [http://www.jfkmc.org/](http://www.jfkmc.org/)

JFK Medical Center is a 535-bed facility in Edison. Services provided include:
• Out-and inpatient rehabilitation
• New Jersey Neuroscience Institute
• JFK Health and Fitness Center
• Center for Head Injuries
• Pediatric rehabilitation
• Breast Center at JFK
• Center for Behavioral Health
• Specialized rehabilitation for women
• Cardiac catheterization
• Comprehensive Diagnostic Imaging Center

Monmouth Medical Center
300 Second Avenue
Long Branch, NJ 07740
(732) 222-5200

With a commitment to learning, advancing, and improving the quality of care for patients, Monmouth Medical Center, an RWJBarnabas Health facility, is one of the largest academic medical centers in New Jersey and is a teaching affiliate of Rutgers Robert Wood Johnson Medical School in New Brunswick. This affiliation has allowed us to meet our goal of educating current and future health care providers in a state-of-the-art environment.

Third- and fourth-year students perform some clerkships at Monmouth.

Robert Wood Johnson University Hospital – Rahway
865 Stone St.
Rahway, NJ 07065
Phone: (732) 381-4200
Website: http://www.rwjuhr.com/

Robert Wood Johnson University Hospital at Rahway is a 297-bed facility providing the following services:
• Cardiac care
• Rehabilitation and chest pain emergency treatment
• Pediatric same-day surgery
• MRI
• Oncology
• Diagnostic imaging
• Diabetes Self-Management Center
• Women’s and maternal services
Saint Peter's University Hospital
254 Easton Ave.
New Brunswick, NJ 08901
Phone: 732-745-8600
http://www.saintpetershcs.com/saintpetersuh/

Located in New Brunswick, NJ, Saint Peter's University Hospital has been serving the health care needs of central New Jersey for more than a century. From our simple beginnings in 1907, Saint Peter's has grown to become a technologically advanced, 478-bed teaching hospital that provides a broad array of services to the community. Saint Peter's University Hospital, a member of the Saint Peter's Healthcare System, is a non-profit, acute care facility sponsored by the Roman Catholic Diocese of Metuchen, NJ. Saint Peter’s is a state-designated children's hospital and a regional perinatal center, and is a major clinical affiliate of Rutgers Biomedical and Health Sciences and an affiliate of The Children’s Hospital of Philadelphia.

Saint Peter's brings the latest medical practices and highly skilled professionals to the bedside. Saint Peter’s brings the latest medical practices and highly skilled professionals to the bedside. We employ more than 3,600 healthcare professionals and support personnel, and more than 1,000 doctors and dentists are on staff at our hospital. We treat more than 23,000 inpatients and more than 245,000 outpatients yearly.

SPUH is one of the hospital sites where third- and fourth year medical students can complete their required clerkships.

Princeton Medical Center
1 Plainsboro Road, Plainsboro, NJ 08536
Phone: (609) 853-7000
Website: http://www.princetonhcs.org

Penn Medicine Princeton Medical Center is an acute care, teaching hospital with 231 single-patient rooms and a 34-bed Emergency Department that serves as a teaching affiliate of Robert Wood Johnson Medical School.

Residents in medicine and surgery spend half of their training time at the University Medical Center providing care and participating in a team effort to make available the latest medical knowledge and techniques. The hospital provides a wide range of medical and surgical services on an inpatient, outpatient, and emergency basis. On an annual basis there are more than 15,000 admissions to the hospital and 40,000 patient visits to the Emergency Department.

Third-year medical students can complete their Medicine and Surgery clerkships, and fourth-year medical students can complete their Surgery or Medicine SubInternship at UMCP.
Rutgers University Behavioral Health Care
671 Hoes Lane West
Piscataway, NJ 08854
Phone: (800) 969-5300
Website: http://ubhc.rutgers.edu/

Rutgers University Behavioral Health Care (UBHC) sends students to a variety of institutions throughout New Jersey for the study of psychiatry.
Libraries

All RWJMS students have full access, borrowing and electronic (on-site and remote), to the vast resources of the Rutgers University Libraries. Study spaces are available in all of our libraries.

Upper Student Lounge (USL) – Kessler Teaching Wing, N207
Kessler Teaching Laboratories,
675 Hoes Lane West, Piscataway, NJ
http://rwjms.rutgers.edu/education/current_students/education_resources/arc.html
(732) 235-4510

Students enjoy 24/7 Rutgers ID swipecard access to the Upper Student Lounge. The lounge houses three small study rooms and a collection of required and recommended textbooks for M1 and M2 courses and a wide selection of board review, USMLE prep workbooks, and other study tools. These resources are available for in-room use and short loan periods using the honor system.

The collection is managed by Kathy-Ann Mitchell (kathy.mitchell@rutgers.edu) of the Office of Education in coordination with the Robert Wood Johnson Library of the Health Sciences (victoria.wagner@rutgers.edu). For more information about this collection and other library resources and services available to Robert Wood Johnson medical students, please refer to the section on Robert Wood Johnson Library below.

Robert Wood Johnson Library of the Health Sciences
Medical Education Building, Room 101
1 Robert Wood Johnson Place, New Brunswick
http://libraries.rutgers.edu/rwj
(732) 235-7604
rwj-ref@libraries.rutgers.edu
Facebook: https://www.facebook.com/RutgersHSL/
Instagram: https://www.instagram.com/rutgershsl/

The Robert Wood Johnson Library of the Health Sciences, located in the heart of the clinical campus in New Brunswick, serves medical students and faculty across all four years, those in graduate medical education programs, and a broad range of faculty in the basic and clinical sciences.

The library's homepage contains links to an extensive collection of electronic resources, including medical e-textbooks, e-journals in the health sciences, health science databases, video & image collections, and point-of-care tools. A netID is required to authenticate and access these resources and services when off-campus.
A full range of library services and research support is provided by the staff to aid students in obtaining information. Library hours and announcements are posted on the library's website. The library offers access to numerous databases including PubMed, ClinicalKey, UpToDate, DynaMed Plus, Web of Science, Scopus, and PsycINFO. Instructional classes in searching databases, using citation management tools, and other resources are offered on a regular basis or schedule an appointment for a day and time that is convenient.

The library has twenty computers with internet access for patron use. From the library’s homepage, connect to bibliographic and full-text databases, e-journals, books, and research guides. There is also access to presentation programs, word processing, and spreadsheet applications. A scanner is available for use in the library to email or save scanned documents on a USB drive.

To borrow materials, register the barcode found on their Rutgers ID card at the circulation desk. Material that is not owned by the Rutgers Libraries can be requested through interlibrary loan. Books from any Rutgers library and those requested through interlibrary loan can be delivered to the RWJ Library for pickup. Article requests are delivered in PDF format to the patron’s library account.

**Library of Science and Medicine (LSM)**

165 Bevier Road, Piscataway
Phone: (848) 445-3854 (Circulation); (848) 445-2895 (Reference)
http://www.libraries.rutgers.edu/lsm

The LSM is just across the quad from the medical school and is a good place to study. The 3rd floor is a designated quiet area with tables and carrels available. Librarians from Robert Wood Johnson Library use LSM Room 300B as a service point to accommodate group and individual consultations, literature review support, citation management training, answering reference questions and other support. Contact the RWJ Librarians to set up an appointment at LSM: rwj-ref@libraries.rutgers.edu. LSM has a wide selection of journals and medical books, and books from other Rutgers libraries or requested as interlibrary loans may be delivered to LSM for pickup. LSM has 30 computers available for student use.

**Rutgers University Libraries**

www.libraries.rutgers.edu

Library hours vary according to the Rutgers academic calendar. Check the library webpage for exact hours and services available, or https://www.libraries.rutgers.edu/hours. It is advisable to bring your student ID when going to these libraries, as you may need it to enter the library.
Alexander Library
169 College Avenue, New Brunswick
Phone: (848) 932-7851 (Circulation); (848) 932-7509 (Reference)
http://www.libraries.rutgers.edu/alexander

Alexander, fondly called “Alex” by students, offers a quiet study space with many tables and carrels for graduate students only.

Douglass Library
8 Chapel Drive, New Brunswick
Phone: (848) 932-9411 (Circulation); (848) 932-5020 (Reference)
http://www.libraries.rutgers.edu/douglass

Kilmer Library
75 Avenue E, Piscataway
Phone: (848) 445-3613 (Circulation); (848) 445-3614 (Reference)
http://www.libraries.rutgers.edu/kilmer
STUDENT HEALTH AND WELLNESS
Student Wellness Program

Robert Wood Johnson Medical School provides free and confidential mental health services for students. The Student Wellness Program assists students in adjusting to the stressors and pressures of medical school. Services include individual, couple and family counseling, medication management, crisis intervention, and prevention-oriented groups and workshops. A diverse staff of mental health professionals who are independent of the medical school provide these services. Participating clinicians do not evaluate students academically or play any role affecting a student’s status in school.

Piscataway/New Brunswick Campus
Student Wellness Program
M/F, 8:30 am - 5 pm
T/W/Th, 8:30 am – 8 pm
Crisis Care available 24 hours/day, 7 days/week 24-hour Piscataway hotline number: 800-327-3678

Barbara Randall, LCSW, CEAP, CADC, AP EAP/SWP
Director
randalbb@ubhc.rutgers.edu

Rutgers Health
242 Old New Brunswick Road, Suite #330 The Walton Building
Piscataway, New Jersey 08854
(732) 235-5933

or (By Special Arrangement Only)
671 Hoes Lane West, Room # TBD
Piscataway, New Jersey 08854
(732) 235-5933

Counselors:
James Walker, Jr, Ed.D, & Denise Williams, Ed.D.
Joanne Ducrepin-Jerome, MA, LMFT, & Sarah Ben Younes Millot, LCSW
Student Health Services

Student Health Services
Family Medicine at Monument Square
317 George Street, First Floor
New Brunswick, NJ 08901

All students have access to the Student Health Services at Family Medicine at Monument Square (FMMS). The director of the Student Health Services is Komal Bhatt MD, MBBS. Support for this service is included in student fees, so basic primary health care is provided to students at no additional charge. All visits are charged to your insurance. The Student Health Services is also responsible for maintaining immunization and health records for all students.

See [http://rwjms.rutgers.edu/education/current_students/student_support/health_services.html](http://rwjms.rutgers.edu/education/current_students/student_support/health_services.html) for more information.

**Access to Student Health Services**

Location: 317 George Street, first floor, in downtown New Brunswick. There is a parking deck behind the building accessed from New Street. Parking is $1/hour for all patients after validation at the front-desk. Access to Student Health Services is by appointment during regular hours of operation (M/T/F 8:00 am - 5:00 pm; T/W/Th 8:00 am – 8:00 pm). Walk-in appointments are accepted throughout the regular hours based on physician availability.

**To schedule an appointment**

Call Student Health Services at (732) 235-5160 and speak with Jennine Boruta, LPN, to obtain an appointment.

Please let her know the reason for the appointment, as she will then be able to appropriately schedule the appointment depending on the urgency of the situation. If you are sick, she may need to review the issues with Dr. Bhatt or a nurse and will then call you back. They will generally schedule sick appointments on the same day or within 24 hours. Emergencies will be handled on a case-by-case basis. They provide physician coverage for emergencies 24-hours a day, 7-days a week. Care is provided on-site or in the hospital emergency room. To access emergency care and after hours, call (732) 235-8993 for instructions. All life-threatening emergencies should be handled through 911.

**On the day of the appointment:**

Bring your insurance card and your student ID to the office. Be prepared to arrive a few minutes early for your first appointment to complete the check-in process. Make sure they have your local phone number and address, as often the only address they have in their system is the one you provided to the school during the admissions process. They would prefer to send any lab reports to you, and not have them sent accidentally to your parents’
address! Present to the Front Desk and identify yourself as a medical student and remain in the waiting room to be called into the office.

**What's Covered?**

*Unlimited visits and consultations with physicians at FMMS, including:*

- Women’s health services
- Routine physical examinations
- Preventive care and chronic medical issues- physicals, hypertension, diabetes, etc.
- Acute care-injuries (Sports medicine physicians on staff at FMMS)
- Minor surgery
- In-office testing: Saline and KOH, rapid pregnancy test, strep testing, and urine dipstick
- Contraception counseling, and certain contraception procedures
- Immunization review and administration of selected vaccines
- PPD testing and influenza vaccines are covered services. Non-travel vaccinations are covered by health plan. All immunizations are billed to your insurance.
- Transmittal of health records to other physician and graduate or professional school, with the student’s written permission (HIPPA authorization)
- Follow-up management of exposures to blood borne pathogens

**What’s Not Covered?**

- Allergy desensitization: administration and cost of desensitization materials (allergy serum)
- Laboratory testing of students requiring or requesting such services. A charge will be made for all laboratory work performed through a contract laboratory (including all titers). Health plans require that you receive your laboratory testing from a designated laboratory affiliated with your insurance company. The invoice for these labs will come directly from the contract laboratory.
- Diagnostic X-rays
- Dental care
- Ophthalmologic services and appliances
- Audiological services and appliances
- Physical exams for employment
- Health care rendered by those not affiliated with FMMS
- Health care for spouses or dependents
- Supplies and durable medical equipment- crutches, splints, etc.
- Costs associated with hospitalization, including room and board, specialty care, supplies, and diagnostic testing fees
- Travel immunizations (however we proved the immunizations and bill it to your insurance)

**Billing**

If billed in error for any services, or if you have any questions about billing, please notify: Jennine Boruta at
Student Health Services (732) 235-5160.

Do not let billing problems linger, as they can affect your credit. To access the Rutgers University arranged plan underwritten by UnitedHealthcare, please go to www.universityhealthplans.com.

Contact
Komal Bhatt, MD, Medical Director Phone: (732) 235-8993
Fax: (732) 246-7317

Jennine Boruta, Program Assistant Phone: (732) 235-5160
jb1481@rwjms.rutgers.edu

Away Elective Paperwork

Please do not wait until the last minute to have this paperwork completed! Do remember to fill out your section of the paperwork prior to dropping it off at Student Health or email it to Jennine Boruta. The form will be completed within a week. Please leave a phone number where you can be reached and let us know whether you prefer to pick up the paperwork, have it emailed or faxed. If you have not met or are not sure you have met the requirements outlined by the institution where you will perform the rotation, please make an appointment to see Dr. Bhatt.

*Please note hours of operation and medical services rendered may be affected by COVID-19 pandemic currently. Please contact us for most accurate information.
Student Health Insurance

University Health Plans
United Healthcare Policy #2015-527-1
Phone: (800) 437-6448
http://www.universityhealthplans.com

All students are required to be covered by health insurance. For those who do not have their own coverage and are not covered on their parent’s or spouse’s policy, University-sponsored insurance is available. The Rutgers University Student Health Insurance Plan is serviced by University Health Plans and underwritten by UnitedHealthcare Insurance Company (UHC). For an additional premium, students’ spouses and dependents may also be covered by the University Healthcare plan. Coverage can be continued while on leave of absence. For further information, consult the plan benefits by going to http://www.universityhealthplans.com and proceeding to information for Rutgers, The State University of New Jersey.

In order to comply with the New Jersey mandate, all full-time graduate and undergraduate students must have health insurance coverage. RBHS initially charges all Full-Time students for the Student Health Insurance Plan $2,247 during fall semester. The coverage period is from August 15, 2020 to August 14, 2021. Students who have other health insurance coverage may opt out by submitting the online waiver form. RBHS Full-Time students are required to submit an online waiver form prior to the posted deadline each academic year. The fall waiver deadline is September 30, 2020. Students who do not respond by the deadline will be automatically enrolled in the fall plan and will be responsible for paying the premium. Students who do not pay the assessed premium and who have not properly waived coverage will have a hold placed on their account until it is paid in full.

Waiver & Enrollment Instructions

The deadline to submit the online waiver form during the fall is September 30, 2020. To submit the online waiver, select “Waiver Form” on the left of the Rutgers page of the University Health Plans website. When your waiver form has been successfully submitted, you will see a waiver confirmation number and receive a confirmation email to your University email address shortly thereafter. If you do not receive the confirmation email, your form may not have been submitted and you should contact University Health Plans at 1-800-437-6448 for assistance. Students may also elect to add eligible dependents to their plan by going to www.universityhealthplans.com and proceeding to information for Rutgers, The State University of New Jersey.

Optional Dental and Vision Plans

Rutgers is pleased to offer our students and their dependents a Dental and Vision insurance plan that is NOT required insurance. Information on these voluntary plans can be found by linking to www.universityhealthplans.com and selecting Rutgers, The State University of New Jersey and following the prompts to DeltaCare Dental Plan or VSP Vision Care Plan. The dental plan enrollment deadline is July 20, 2020.
The vision plan enrollment deadline is August 15, 2020.

Questions?
If you have questions about benefits or claims, please contact United Healthcare Student Resources at 1-866-599-4427, customerservice@uhcsr.com or claims@uhcsr.com.

If you have questions about the waiver/enrollment process, dependents, and or optional plans, please contact University Health Plans at 800-437-6448 or via email info@univhealthplans.com.
Travel Insurance

Medical Access Abroad

Since accessing medical and emergency assistance can be difficult and expensive while traveling abroad, Rutgers requires all students traveling internationally to purchase international health insurance. Students enrolled in the Rutgers Study Abroad program are automatically enrolled in international medical coverage. Other students who are planning to travel overseas and who are not enrolled in Study Abroad must contact the Department of Risk Management & Insurance to enroll in international medical coverage. To enroll, you must contact the Risk Management and Insurance office. Instructions can be found on their website or by clicking here. Students can pay with a check made payable to Rutgers, The State University of New Jersey. Alternatively, departments can issue a Journal Entry as a form of payment. The enrollment roster and the payment must be received by Risk Management at least two weeks prior to the trip departure.

- Covers injury or illness up to $200,000
- There is a $0 deductible for each injury or illness claimed
- Nonessential services (e.g. dental cleaning, acne treatments, check-ups, etc.) are not covered
- THIS TRAVEL POLICY CANNOT BE USED TO WAIVE THE STUDENT HEALTH INSURANCE PLAN

For detailed information, refer to the international health insurance program brochure on the Risk Management and Insurance website here. Please contact the Department of Risk Management & Insurance with any questions about enrollment or coverage.
Long-Term Disability Insurance

Robert Wood Johnson Medical School, in conjunction with the American Medical Association (AMA) sponsored Med Plus Advantage Program and Standard Insurance Company, will continue to provide disability income insurance tailored for our full time students. This plan is designed to meet the particular needs and concerns of individuals who have chosen to dedicate themselves to the health professions. You are making a major investment in your future careers, which can be placed at risk by the physical as well as financial effects of illness and disability.

The Liaison Committee on Medical Education (LCME), the accrediting agency of two of our Medical Schools, requires us to have disability coverage for our medical students. Because of the clinical emphasis of the third- and fourth-year medical curricula and the investment already made to reach that level, the University's disability insurance plan will continue to be mandatory for all third- and fourth-year medical students. First- and second-year medical students and other full-time medical school students will have the option to purchase a similar plan.

As a 3rd or 4th year medical student, you have disability income insurance through the AMA-sponsored Med Plus Advantage Program. The MPA program provides custom-tailored benefits to help meet the needs of medical students and residents.

Your coverage includes:

- $1,000/month Yrs. 1&2, $1,500/month Yrs. 3+
- 90-Day Elimination Period
- 12 month/30 Day Pre-existing Condition
- Lifetime Maximum Benefit
- $2,000-$2,500 monthly benefit available during residency on guaranteed issue basis
- 24 Month M&N and D/A Limit: mental & nervous and drug & alcohol disabilities limited to 24 months of benefits per occurrence
- $3,000 Income Offset
- Assisted Living Benefit (ALB)
- $5,000 Lump Sum after 12 months of permanent and total disability
- 5-Year Student Definition: unable to perform duties of a student in good standing
- School Loan Provision: up to $225,000 at the end of 12 months of permanent & total disability
- Annual Premiums for coverage period (7/1/2020-6/30/2021):
  - Years 1&2 (Voluntary): $52.44
  - Years 3+ (Mandatory): $78.60
Coverage Certificates and Member ID cards for Students are available on MyMedPlusAdvantage at www.medplusadvantage.com by entering 644211.

Being a part of the Med Plus Advantage program gives you access to exclusive benefits including their NEW International Medical Insurance. Specifically tailored to the needs of students and residents, the MPA Global Explorer Plan features:

- Responsive medical management 24/7/365 for emergencies anywhere in the world
- Access to a global network of more than 17,000 highly qualified providers
- International and multilingual customer service centers
- Online service at your fingertips anytime, anywhere through MyIMG

For more information and to purchase International Medical Insurance, visit http://www.medplustravel.com/
If you are the victim of sexual violence...

If you are the victim of sexual or dating violence, or know someone who is, there are different options to get assistance. Whether it happened on- or off-campus, help is available immediately and for continued needs. There are many resources to help; you do not have to face this alone. Rutgers Biomedical and Health Sciences is committed to helping you find the assistance that is right for you. If after reading through this information, you need further clarification or want to talk about options with a confidential support person, please contact the Office for Violence Prevention and Victim Assistance (VPVA) at 973-972-4636.

There are many options to consider following an incident, including receiving necessary medical treatment, reporting to the University or police, and/or finding emotional support.

Need medical assistance? Contact Student Health Services for help with medical attention that can include testing for STIs, discussing the need for preventative medication, and assessing injuries or trauma.

Student Health Services can be reached at:
- New Brunswick/Piscataway Campus: 732-235-5160

Evidence collection from a specialized forensic nurse examiner is also an option for you. Examinations usually can be done up to five days after the assault. Choosing evidence collection does not mean you need to follow up with a formal report or a prosecution; you can make the decision to report if and when you are ready. For further information on evidence collection, read more here.

Want to report? You have the choice to speak either to confidential or non-confidential resources. Confidential resources like health services or VPVA are not required to share any information you provide to them. Non-confidential resources, such as faculty and staff, will report relevant information to the Title IX Coordinator as part of University policy. If you have shared with someone who is required to report, your wishes on moving forward in the reporting and investigation process will still be considered by the Title IX office.

Students also can report directly to the University and/or to the police. If you want to proceed with filing a report with RUPD or the police department where the incident occurred, contact 911 or the local law enforcement number. A victim has the right to ask for an RBHS advocate to accompany them for support during the filing of a report.

Public Safety can be reached at:
- Newark Campus: 973-972-4491
- New Brunswick/Piscataway Campus: 732-932-7211
- Blackwood Campus: 856-256-4922
Sexual or dating violence is a violation of University policy and can be addressed through a formal University process. An incident can be reported directly to the Title IX Coordinator or through the online reporting form below. Title IX can also work with students to provide measures to keep victim/survivors feeling safe, including class and housing accommodations.

Reporting an incident to Title IX can be done by:

- Completing the online reporting form: [http://compliance.rutgers.edu/title-ix/reporting/](http://compliance.rutgers.edu/title-ix/reporting/)
- Contacting Susan Hamilton, RBHS Title IX Coordinator: 973-972-5374

Want support? Experiencing violence can be a confusing and traumatic event. There are different on-campus resources that students can access to help them navigate their concerns.

**VPVA** is a resource that provides support to victims/survivors through immediate or continuing counseling, emotional assistance via phone, information and referral, advocacy for any part of the process, and options for accommodations. Services from VPVA are free, confidential, and available to all RBHS students who experienced sexual or dating violence at any stage of their life.

**Violence Prevention & Victim Assistance can be reached at:**

- All RBHS locations: 973-972-4636

In addition, a student can access counseling services through the student wellness program to assist with the emotional impact of the trauma or to address existing mental health concerns that the incident may have exacerbated.

**Student Wellness/Counseling programs can be reached at:**

- New Brunswick/Piscataway Campus: 732-235-5933
- Emergencies after hours: 800-327-3678

Looking off-campus? In addition to on-campus services, students also can access off-campus services. A victim/survivor should make the decision that makes them the most comfortable. New Jersey has sexual and dating violence programs in each county that offer an array of services. Such services often include 24-hour hotlines, counseling, and accompaniments to legal proceedings.

**To find a program located in your area, please reach out to:**

- New Jersey Coalition Against Sexual Assault: 800-601-7200
- New Jersey Coalition to End Domestic Violence: 800-572-7233

The State of New Jersey protects all students and provides students certain rights following an incident of sexual violence. We encourage you to learn more about your student rights by visiting the New Jersey [Campus Sexual Assault Bill of Rights webpage](http://compliance.rutgers.edu/title-ix/reporting/).

PLEASE NOTE: Occasionally, revisions are made in the Academic Rules and Regulations and these revised rules supersede all others, and are applicable to all classes immediately.

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   E. Notification of Lack of SAP
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   G. Documentation
   H. Dismissal and Withdrawal
   I. Dissemination

I. ACADEMIC STANDING COMMITTEE
A. The Academic Standing Committee is charged with monitoring the academic status of all students, and of
   formulating and applying the Academic Rules and Regulations. Actions of the Academic Standing Committee may
   include, but are not limited to, the following:
      1. Recommendation of students for promotion
      2. Recommendation of students for award of the M.D. degree
      3. Review of annual Registrar’s report of affirmation of degree requirement completion
      4. Approval of Leaves of Absence for students in academic difficulty
      5. Consideration of appeals of non-passing grades and remediation decisions by courses, clerkships,
         selects, and electives
      6. Approval of reduced course load for students in academic difficulty
      7. Placement of students on Academic Warning
      8. Placement of students on Academic Suspension
      9. Dismissal of students
      10. Establish Standards for Satisfactory Academic Progress and consider related appeals

Academic Standing Committee meetings shall be governed by the rules contained in “Robert’s Rules of Order” in
all cases to which these rules are applicable and in which they are consistent with the Rutgers Robert Wood
Johnson Medical School Bylaws.
The Rutgers Robert Wood Johnson Medical School Academic Standing Committee should keep in mind conflicts of interest or the appearance of a conflict of interest, and the committee must take appropriate action when a conflict of interest arises. A conflict of interest might occur when a faculty or staff member has a relationship that may conflict with, or prevent, a person from carrying out duties or exercising good judgment in an independent way, with matters that involve committee activities. Not all relationships pose a conflict of interest or automatically exclude a person from serving. It is the responsibility of the committee member to communicate the potential conflict to the committee chair. It is the responsibility of the committee chair to communicate their own potential conflicts of interest to the Senior Associate Dean for Education.

Conflicts of interest may include, but are not necessarily limited to:

- A close relationship with a student, such as, but not solely, a familial relationship
- A current or former patient who is a student
- A close relationship, including a familial relationship, with another committee member
- A personal, professional, or business relationship with a student or student's family
- Association with a curricular element that is involved in an appeal to the Academic Standing Committee
- Cases where a conflict of interest, or potential conflict of interest, has been previously identified

If a committee member believes that there may be a conflict of interest or the appearance of a conflict of interest for reasons other than those defined above, the committee member should err on the side of disclosure. When there is a potential conflict of interest as defined above, the faculty member will discuss this with the chair of the committee to determine if recusal is warranted. The chair of the committee will then determine if a true conflict exists. If a potential conflict of interest exists for the chair of the committee, the chair will communicate this to the Senior Associate Dean for Education, who will determine if recusal is warranted. In cases where recusal of the committee chair is warranted, the Senior Associate Dean for Education will serve as committee chair or delegate another committee member to temporarily perform the responsibilities of the chair. Committee minutes should reflect recusals as appropriate.

II. REQUIREMENTS FOR PROMOTION AND GRADUATION

A. Candidates for the degree of Doctor of Medicine must exhibit the requisite attitudes, skills, knowledge and professional behavior to complete the prescribed course of study, and must meet "The Essential Functions for Admission and Matriculation" cited in the catalog of Rutgers Robert Wood Johnson Medical School. In addition, a candidate must also possess personal qualifications and attributes deemed necessary to perform the duties of a medical professional. Specifically, all candidates are expected to exhibit unimpaired judgment and behavior consistent with the responsibilities of a medical professional. Thus, in addition to the usual academic evaluations for each course, the student evaluation will also take into consideration the following:

- Professional demeanor
- Professional conduct
- Concern for the welfare and dignity of patients
- Concern for the rights of others
- Responsibility to duty
• Trustworthiness
• Honesty
• Ethical conduct
• Aberrant behavior
• General or specific conduct meriting concern

B. Entrance into the second year requires successful completion of the first year curriculum and compliance with the reporting requirements for the Independent Project. Entrance into the clinical years requires successful completion of the second year curriculum and compliance with the reporting requirements for the Independent Project. Students may enroll in a Subinternship, Emergency Medicine clerkship or Critical Care selective in their first 12 mos of their clinical years as long as they have met the pre-requisites for the course. Students must have taken the USMLE Step 1 Exam within one year of completion of the M2 curriculum. Students who fail to satisfy these requirements may not be permitted to register for the next academic year.

C. Students for whom greater than 2.5 years have elapsed since the completion of the second year Patient Centered Medicine course must satisfy the following requirements prior to entry into the third year:
   1. Students must take a four week "practice clerkship" in Medicine or Family Medicine, at least 50% of which shall be in an inpatient setting, immediately prior to entry into the third year curriculum. The activities of the "practice clerkship" will conform to a standard clerkship except that no written exam will be given, no credit will be given, and no grade will be entered on the transcript. The student will, however, be given evaluative feedback. This requirement may be waived for students by a dean of Student Affairs in consultation with the PhD Program in cases where the M.D./Ph.D. student has had regular clinical experiences during the Ph.D. phase.
   2. Students must take Introduction to the Clerkship Experience prior to taking the first clerkship or elective for credit.
   3. For M.D./Ph.D. students, all work for the Ph.D. (including thesis defense and revisions) must be completed prior to starting the "practice clerkship," if a "practice clerkship" is required, or the first clerkship for credit, if a “practice clerkship” is not required.

D. All students must pass the Summative Clinical Skills Assessment, complete the Clinical Procedures Requirement, and complete the Independent Scholarly Project.

E. Successful completion of twenty-one weeks of electives (three of which must be in an ambulatory outpatient specialty) are required for graduation with the following exception: due to complications created by the COVID-19 pandemic, students in the Class of 2021 will only be required to complete 12 weeks of electives and will have no ambulatory week requirement. Under special circumstances and at the discretion of the Academic Standing Committee, up to four weeks of electives may be waived.
   1. Students who are in the M.D./Ph.D. program and have completed all course and research requirements for the Ph.D. (as certified by the thesis advisor) will be allowed to substitute the Ph.D. training for up to 16 weeks of electives.
2. Students who are in the M.D./M.P.H. program or the M.D./M.B.A. program and have completed all requirements for the M.P.H. or M.B.A. (as certified by the program director) will be allowed to substitute previously taken health care related courses, as approved by a Dean of Student Affairs, for up to 12 weeks of electives.

3. Students who are in the M.D./M.S.C.T.S. program and have completed all requirements for the M.S.C.T.S. (as certified by the program director) will be allowed to substitute health care related courses for up to 12 weeks of elective credit as approved by a Dean of Student Affairs.

4. Students engaged in Student Scholar activity (approved by a Dean of Student Affairs) after completion of the pre-clerkship curriculum may receive up to 8 weeks of elective credit. In order to receive credit, students must submit an approved Individually Designed Elective form to the Office of the Registrar prior to beginning this activity.

5. Students who complete masters or doctoral programs at other universities while enrolled at Rutgers Robert Wood Johnson Medical School may receive up to 12 weeks of elective credit for work done toward a masters degree and 16 weeks of elective credit for work done toward a doctoral degree with approval of a Dean of Student Affairs. These credits will be awarded for health care related courses as determined by a Dean of Student Affairs.

F. All students must successfully complete the full third and fourth year curricula and pass the United States Medical Licensing Exam Step 2 Clinical Knowledge and Step 2 Clinical Skills prior to being awarded the M.D. degree. **Note:** students in the Class of 2021 will not be required to pass the Step 2 Clinical Skills Exam as the exam was indefinitely suspended for a significant, critical period of time during their training.

G. In certain cases, the M.D. degree may be awarded after the university commencement, once the student successfully completes all requirements

III. LIMITS ON LENGTH OF THE ACADEMIC PROGRAM

A. Unless otherwise approved by the Academic Standing Committee, the maximum allowable time limits for components of the overall academic program are as follows:

1. Pre-clerkship studies: 3 years
2. Clinical studies: 3 years
3. Pre-clerkship plus Clinical studies: 6 years
4. Leaves of absence: total accumulated leaves of absence (medical and/or non-medical, whether granted or assigned administratively) may not exceed 2 years
5. Pursuit of Ph.D.: 4 years
6. Pursuit of other approved academic programs (e.g. J.D., M.B.A., M.P.H., M.S.C.T.S., Student Scholar) or research activities: 3 years (unless extended for one additional year by approval of a Dean of Student Affairs)
B. The overall maximum allowable time from matriculation to completion of requirements for the M.D. degree is 10 consecutive calendar years.

IV. GRADING
As used in these Academic Rules and Regulations, pre-clerkship Curriculum is defined as courses of the first and second year curricula. Clerkship curriculum is defined as courses of the third and fourth year curricula. The core requirements of the clinical years are defined as the clerkships in: Medicine, Surgery, Pediatrics, OB/Gyn, Family Medicine, Psychiatry, Neurology, and Emergency Medicine; Sub-Internship; Critical Care Selectives and Boot Camp Selectives.

A. Grading System:
1. Pre-clerkship Curriculum
   - Pass: P
   - Conditional Pass: CP
   - Fail: F
   - Audit: AUD
   - Withdrawal: W
   - Withdrawal (in Academic Difficulty): WF
   - Advanced Standing: ADV
   - Not for Credit: NC

2. Clerkship Curriculum
   - Honors: 4
   - High Pass: 3
   - Pass: 2
   - Conditional Pass: 1
   - Fail: 0
   - COVID Pass: CVP
   - COVID Fail: CVF
   - COVID Conditional Pass: CCP
   - Audit: AUD
   - Withdrawal: W
   - Withdrawal (in Academic Difficulty): WF
   - Advanced Standing: ADV
   - Not for Credit: NC

For the 2020-2021 AY, all core requirements will be graded on a COVID Pass/COVID Fail basis.
All one and two week courses are graded on a Pass/Fail basis. All electives of longer than two weeks are graded on a 5-point scale (Honors, High Pass, Pass, Conditional Pass, Fail). These are the only grades submitted to the Registrar’s Office. In addition, departments may submit a written appraisal of each student at the end of each course.

B. Withdrawals: (see also section IX.D)
Withdrawal from a course in progress is indicated on the transcript by W when a student is in satisfactory academic standing in that course and by WF when a student is in academic difficulty in that course.

C. Incomplete:
“Incomplete” is not a grade, but a notation that a grade cannot be determined because the student has been unable to complete all or part of the course due to extenuating circumstances (e.g., illness, death in family, etc.). Extenuating circumstances must be validated by a Dean of Student Affairs before the course director may grant an “Incomplete.” This notation is not to be used to denote unsatisfactory performance.
The scheduling of any make up of Incomplete requirements must be approved by the Office for Student Affairs. A notation of “Incomplete” will be replaced by a grade when a student has made up the missing material and/or taken the necessary examination(s) as approved by the course, clerkship or elective director. For students entering the second-year curriculum, this must be done prior to one week before the start of any second-year course or block. For students entering the clinical curriculum, this must be done prior to one week before the start of the student’s first clerkship. Any notations of “Incomplete” remaining beyond these time limits will be converted to a grade of Fail. Incompletes in core clerkships must be completed no later than four months after the completion of the last core clerkship or by graduation, whichever date is earlier, except as approved by a Dean of Student Affairs. Any notations of “Incomplete” remaining at that time will be converted to a grade of Fail/COVID Fail.

D. Auditing Classes:
A student may elect to audit a course upon approval of a Dean of Student Affairs. The name of an auditing student appears on the class roster provided by the registrar. Tuition is charged for an audited course. Audited courses will appear in the student’s official record. There will be no credit recorded for the audited course.

E. Extramural Courses:
Courses taken outside the institution prior to matriculation at Rutgers Robert Wood Johnson Medical School may be approved for credit by the individual department. Extramural courses taken by Rutgers Robert Wood Johnson Medical School students following their matriculation at Rutgers Robert Wood Johnson Medical School will be accepted for credit only under one of the two following circumstances:
   1. The extramural course has been approved for remediating a course failure.
   2. The extramural course is an approved elective.
V. PROCEDURES FOR APPEALS OF NON-PASSING GRADES
For non-passing grades and remediation program appeals to the committee, the ASC chair will convene an ad hoc committee of at least 3 members of the ASC committee who: a. are not involved in the student’s previous appeals, b. do not have appointments in the department in which the course or clerkship resides, and c. have no association with the curricular year of the course or clerkship.

VI. PROCEDURES FOR RE-EXAMS FOR FIRST AND SECOND YEAR CURRICULA
A. A grade of Conditional Pass (CP) will require remediation.

B. Re-examinations, after a grade of Fail or Conditional Pass has been filed with the Registrar, may be given at the discretion of the block or course director involved, except as restricted by the Academic Rules and Regulations. Regulations concerning re-examinations will be issued in writing by the block or course director at the start of the relevant course or block. Based on a student’s performance, a block or course director may decide that the student will not be permitted to take a re-examination, but must repeat the entire block or course. When a re-examination is not offered, a block grade of CP will be converted to a grade of Fail by the block or course director.

C. Based on a student’s performance, the student may choose to not take a re-exam and request a summer remediation program.

D. The schedule for re-examinations for both first and second year students will be approved by the Office of Student Affairs in consultation with the appropriate block or course director to ensure coordination of re-examination procedures.

E. Only one re-examination is permitted in each course. Petitions for exceptions must be supported by both the student and the block or course director, and require specific approval of the Academic Standing Committee.

F. All re-examinations are to be given on the premises of the Rutgers Robert Wood Johnson Medical School, unless otherwise approved by a dean of student affairs and the relevant course or block director.

G. Students failing a course taken at the Rutgers Robert Wood Johnson Medical School for the second time will not be allowed a re-examination and will be subject to dismissal. This rule applies also to those students who did not take a re-examination after the first failure.

VII. PROCEDURES FOR REMEDIATING OR REPEATING COURSES AFTER FAILED RE-EXAMS IN THE FIRST AND SECOND YEAR CURRICULA
A. When a course or block does not permit a re-examination, or when a student foregoes a re-examination with the approval of the Office for Student Affairs or when a student has failed a re-examination, a block grade of CP
or F will remain and additional remediation will be required. A summer program of remediation may be offered at the discretion of the block or course director involved, except as restricted by the Academic Rules and Regulations. If no summer remediation program is permissible, then a block grade of CP will be converted to a grade of Fail by the block director. If a summer remediation program is offered, the specifics of that remediation will be determined by the relevant course or block director. Upon completion of the required remediation, a student’s final grade must be recorded as either Pass or Fail.

B. After the re-examination period, any student for whom remediation is required in more than two courses will not be permitted to undergo any summer program of remediation and will be required to repeat the courses in their entirety.

C. After the summer remediation period, failures may be remediated by repeating the course/block at Rutgers Robert Wood Johnson Medical School during the next academic year.

D. Students receiving multiple non-passing grades in the first and second year curricula may, after review by the Academic Standing Committee, be required to repeat some or all of the appropriate courses, whether passed previously or not.

E. If a student has failed a block after taking it for a second time at Rutgers Robert Wood Johnson Medical School, the student will not be permitted to remediate and will be considered for dismissal.

F. If the failed course or block is no longer offered at Rutgers Robert Wood Johnson Medical School, the Academic Standing Committee shall determine which courses or blocks must be taken in the subsequent academic year to satisfy the requirements of the curriculum. Failure of any such course or block will be considered as a failure of the same course for a second time and the student may be subject to dismissal.

VIII. PROCEDURES FOR REMEDIATION IN THE THIRD AND FOURTH YEAR CURRICULA
Remediation of grades of Pass or higher is not permitted.

A. REQUIRED COURSES
1. A grade of Conditional Pass/COVID Conditional Pass will require remediation. The specifics of the remediation will be determined by the relevant clerkship director. Remediation may include clinical duties, an examination, both clinical duties and an exam, or other specific remedial programs. The duration of such remediation may not exceed 75% of the length of the course or clerkship; students whose clinical deficiencies require a longer remedial period will be given a grade of Fail/COVID Fail. Upon completion of the required remediation, a student’s final grade must be recorded as either Pass/COVID Pass or Fail/COVID Fail.
2. After a grade of Fail/COVID Fail has been filed with the Registrar, the student must repeat the clerkship in its entirety except as restricted by the Academic Rules & Regulations.
3. Remediation of a course will be scheduled at a time approved by the course director and a Dean of Student Affairs. Remediation of third year core clerkships must be completed no later than four months after completion
of the last third year core clerkship or by graduation, whichever date is earlier, except as approved by a Dean of Student Affairs. Remediation of a third-year core clerkship must be completed prior to engaging in a sub-internship in the same specialty. Remediation of the third-year Internal Medicine and third-year Surgery Clerkships must be completed prior to engaging in the Emergency Medicine Clerkship or the Critical Care Selectives. Remediation of the third-year Pediatrics Clerkship must also be completed prior to engaging in the Pediatric Critical Care Selective. Exceptions to the above require permission of a Dean of Student Affairs in consultation with the relevant fourth year course director.

4. All re-examinations are to be given on the premises of the Rutgers Robert Wood Johnson Medical School, unless otherwise approved by a dean of student affairs and the relevant clerkship, elective, or selective director.

5. A student who has received multiple non-passing grades in clerkships may, after review by the Academic Standing Committee, be denied the opportunity to remediate these grades by re-examination or additional clinical experience. Such students may be required to repeat some or all of the clerkships, whether passed previously or not.

6. Students who have failed a clerkship for a second time will be subject to dismissal.

B. ELECTIVES

1. A grade of Conditional Pass will require remediation. The specifics of the remediation will be determined by the relevant course director. Remediation may include clinical duties, an examination, both clinical duties and an exam, or other specific remedial programs. The duration of such remediation may not exceed 75% of the duration of the elective taken; students whose clinical deficiencies require a longer remedial period should be given a grade of Fail. Upon completion of the required remediation, a student’s final grade must be changed to either Pass or Fail.

2. A grade of Fail requires remediation. Remedial work, ordinarily, will be done in the same division as that of the failed course, but may be done in a different division if approved by the student’s advisor, chair of the department in question, and a Dean of Student Affairs.

3. Remediation must be scheduled as soon as possible, at a time mutually agreed upon by the course director, the Office of Student Affairs, and the student. Students must remediate all failures before graduation.

4. Grades of Conditional Pass and Fail on away electives will require remediation. Remedial work, ordinarily, will be done in the same division as that of the failed course, but may be done in a different division if approved by the student’s advisor, chair of the department in question, and a Dean of Student Affairs.

IX. PROCEDURES REGARDING STUDENTS IN ACADEMIC DIFFICULTY AND OTHER MATTERS OF ACADEMIC STANDING

A. Academic Difficulty:

For the purposes of the Academic Rules and Regulations, academic difficulty is defined as having an un-remediated course failure or being in clear danger of failing a block or course (as certified by the block or course director) or receiving a grade less than Pass while on Academic Warning.
B. Transcript entries after remediation:

1. If a student is taking a block or course for the first time, a grade of Fail/COVID Fail or Conditional Pass/COVID Conditional Pass may be changed to Pass/COVID Pass by the block or course director upon satisfactory completion of a re-examination or of limited course work. Only students who receive a grade of Fail/COVID Fail or Conditional Pass/COVID Conditional Pass may be permitted to improve their grades. The original and the improved grade will both appear on the transcript.

2. When a student has failed a block or course and is permitted to satisfy the requirement by repeating a block or course, an additional transcript entry will be reported without alteration of the original grade.

C. A notation of “Incomplete” will be replaced by a grade by making up the missing material and or taking the necessary exam(s) as approved by the block, clerkship or elective director. For students entering the second year curriculum, this must be done one week before the start of any second year course or block. Incompletes in core clerkships must be completed no later than four months after the completion of the last core clerkship or by graduation, whichever date is earlier, except as approved by a Dean of Student Affairs. Any notations of “Incomplete” remaining at that time will be converted to a grade of Fail/COVID Fail.

D. Policy on Withdrawal from Blocks, Courses, Clerkships, or Electives:

1. Withdrawal will be recorded in one of two ways:
   a. Withdrawal when a student is not in academic difficulty in that block, course, clerkship or elective will be indicated as W.
   b. Withdrawal from a block, course, clerkship or elective in which a student is currently in academic difficulty will be indicated on the transcript as WF.

2. Before receiving permission to withdraw from a block, course, clerkship or elective, the academic status of the student will be reviewed by a Dean of Student Affairs in consultation with the block, course, clerkship or elective director. Permission to withdraw must be approved by both a Dean of Student Affairs and the Chair of the Academic Standing Committee. In the event of a disagreement, an ad hoc committee of at least four members of the Academic Standing Committee plus the Chair may be convened to resolve the matter.

3. Limitations on Withdrawal:
   a. Students whose academic performance as determined by the block, course, clerkship or elective director is sufficiently poor as to preclude passing the course will not be permitted to withdraw.
   b. A student will be permitted to withdraw only once from any given block, course, clerkship or elective.
   c. A student who has previously failed a block or course will not be permitted to withdraw in academic difficulty when repeating that block or course.
4. A student who has withdrawn from a block or course may not substitute a summer remedial course in place of completing that course at Rutgers Robert Wood Johnson Medical School.

5. A student who withdraws from a block, course, clerkship or elective when in academic difficulty, and fails it the next time it is taken, is entitled to the usual remediation procedures (re-examination/summer course). If remediation is unsuccessful, the student will be subject to dismissal.

E. Professionalism and Behavior:
1. When problems are noted in a student's behavior indicating that the student lacks the personal qualifications and attributes deemed necessary to perform the duties of a medical professional as referred to in Section II, action will be initiated by an Office of Education Dean. Such action may include referral to the Academic Standing Committee.
2. The Academic Standing Committee will review the academic record of any student for whom two or more Professionalism Conduct Forms have been submitted. Such review may result in placement on Academic Warning or Academic Suspension, or consideration for dismissal.
3. If a student's record is being reviewed for reasons other than professionalism and behavior, any endorsed professionalism form for the student may be part of that review.

F. The Academic Standing Committee will review the academic record of any student who has received within one academic year (irrespective of re-examination or other remediation):
1. One or more initial grades of Fail in pre-clerkship blocks or courses.
2. Two or more grades of WF in pre-clerkship blocks or courses.
3. One or more initial grades of CP/CCP, Fail/CVF and/or WF in a clinical course.
4. Failure of the Summative Clinical Skills Assessment.

Such students may be placed on Academic Warning, and may be required to alter their subsequent proposed academic schedule.

G. Students on reduced academic loads must receive grades of Pass or better. Therefore, for students on reduced schedules, any grade of CP/CCP, F/CVF or WF will serve as grounds for review, and may result in placement on Academic Warning and/or consideration for dismissal by the Academic Standing Committee.

H. Any student repeating a previously failed block or course, or repeating a block or course to fulfill a requirement of the Academic Standing Committee or the Dean, must achieve a grade of Pass or better; failure to do so may result in placement on Academic Warning or Academic Suspension, and/or consideration for dismissal.

I. Limitations on number of failing grades for students taking a full academic load:
Consideration for dismissal from the medical school will result under the following conditions (For purposes of calculation, grades of WF and initial grades of CP/CCP are equivalent to one another and equal to one-half of an initial grade of Fail/CVF. In addition, a CP/CCP which converts to a Fail/CVF is equivalent to an initial grade of Fail/CVF):

1. Two or more initial grades of Fail, three or more initial grades of CP, or one initial grade of Fail and one initial grade of CP are received (irrespective of remediation) in blocks of the first year curriculum.
2. Two or more initial grades of Fail, three or more initial grades of CP, or one initial grade of Fail and one initial grade of CP are received (irrespective of remediation) in blocks of the second year curriculum.
3. A total of two or more initial grades of Fail have been received (irrespective of remediation) in blocks of the first and second year curricula combined.
4. Two initial grades of Fail/COVID Fail, one initial grade of Fail/COVID Fail and one initial grade of CP/CCP, or three or more initial grades of CP/CCP are received (irrespective of remediation) in the clinical curriculum.

J. Review of students who have a change in status or adverse action while in a dual degree program:
Any student who has a change in status or an adverse action while in a dual degree program will be reviewed by the Academic Standing Committee. Such review may result in placement on Academic Warning or Academic Suspension, or consideration for dismissal.

X. APPEARANCE BEFORE ACADEMIC STANDING COMMITTEE
A. A student may request to appear in person before the Academic Standing Committee to discuss matters of their academic standing that are within the jurisdiction of the committee. Such requests for appearances should be made in writing to a Dean of Student Affairs. Similarly, the Academic Standing Committee can request that a student make a personal appearance before it.

B. When a student appears before the Academic Standing Committee, they may be accompanied by a maximum of three individuals affiliated with Rutgers Robert Wood Johnson Medical School.

XI. REQUIREMENTS OF UNITED STATES MEDICAL LICENSING EXAM (USMLE)
A. Students must take the USMLE Step 1 Exam within one year of completing their M2 curriculum.
B. If the Step 1 Exam is failed, the student will be required to stop the rotation they are taking at the time, and they will receive no credit for work completed in the rotation.
C. Students who do not pass the USMLE Step 1 on the first attempt are allowed only one additional attempt within one calendar year following the first taking to successfully pass Step 1. Students may not take the USMLE Step 1 more than two times.
D. In addition to all other requirements, all students must pass Step 2 Clinical Knowledge (CK) and Step 2 Clinical Skills (CS) of the USMLE to be eligible to graduate (Note: students in the Class of 2021 will not be required to pass the Step 2 Clinical Skills Exam as the exam was indefinitely suspended for a significant, critical period of time during their training). All students must take the Step 2 CK and Step 2 CS (if required) exams by November 1st of the academic year of anticipated graduation, unless otherwise approved by a Dean of Student Affairs. Students who do not pass the USMLE Step 2 CK or CS (if required) exams on the first attempt are allowed...
two additional attempts within two calendar years following the first taking of the exam. Students are permitted a total of three attempts to pass the USMLE Step 2 CK exam and a total of three attempts to pass the USMLE Step 2 CS exam (if required).

E. Failure to adhere to any of the conditions stipulated in this section will result in a review of the student’s academic record by the Academic Standing Committee.

XII. LEAVE OF ABSENCE PROCEDURES
Students who have been granted a Leave of Absence shall notify the Office for Student Affairs, in writing, of their intention to return, no later than 6 weeks before their intended return. A shorter notice requires approval by a Dean of Student Affairs. Maximum cumulative medical and/or personal leave is two years. If after the maximum permissible period of a leave of absence the student does not return, it will result in an administrative withdrawal of the student from the medical school. Students who are on an approved Leave of Absence may, by approval of a Dean of Student Affairs, maintain their enrollment in the medical school.

A. Non-Medical:
1. The student must submit a letter to a Dean of Student Affairs requesting a Leave of Absence and explaining the reasons for the request.
2. Requests for a Leave of Absence by students in good academic standing will be acted upon by a Dean of Student Affairs. Appeals of the Dean’s decision may be made to the Academic Standing Committee.
3. Requests for a Leave of Absence by students in academic difficulty will be forwarded by a Dean of Student Affairs to the Chair of the Academic Standing Committee for consideration and action.
4. Conditions which must be met before the student is permitted to return may be attached to the Leave of Absence by either a Dean of Student Affairs or the Chair of the Academic Standing Committee.

B. Medical:
1. Requests for a medical Leave of Absence should be made in writing to a Dean of Student Affairs, and must include a letter from the student’s licensed health care professional and, at the discretion of the Office for Student Affairs, a health care professional designated by the school, documenting the need for a medical leave.
2. Upon return from a medical Leave of Absence, a letter from the student’s licensed health care professional and, at the discretion of the Office for Student Affairs, a health care professional designated by the medical school certifying readiness of the student to return to school is required 6 weeks prior to the intended return.
3. If after the maximum permissible period of a leave of absence the student is not found fit to return, it will result in an administrative withdrawal of the student from the medical school.

XIII. ACADEMIC WARNING
Academic Warning is a condition that reflects the concern of the Academic Standing Committee about the academic performance of a student. A student on Academic Warning will remain enrolled in medical school and will be permitted to register for blocks or courses. A student on Academic Warning will be notified by the Academic Standing Committee that he or she has been judged by that committee to be encountering academic
problems. If such difficulty persists, the student may be considered for dismissal as set forth in XV.A.4. The duration and conditions for removal from Academic Warning must be stipulated in writing by the Academic Standing Committee.

XIV. ACADEMIC SUSPENSION
Upon consideration of a student for dismissal, the Academic Standing Committee may decide to place a student on academic suspension. A student on academic suspension will not be enrolled in medical school. The duration and conditions for removal from suspension must be stipulated in writing by the Academic Standing Committee. The designation of suspension will be recorded on the transcript.

XV. DISMISSAL
A. Reasons for Dismissal:
Reasons for dismissal include, but are not limited to, the following:
1. Failure of the same block or course taken twice at Rutgers Robert Wood Johnson Medical School. In this instance a re-exam will not be allowed.
2. Failure of Step 1 of the USMLE two times, or failure to take or pass the Step 1 within the required time periods as described in Section XI.
3. Failure of USMLE Step 2 CK or Step 2 CS (if required) three times, or failure to take and pass Step 2 CK and/or Step 2 CS (if required) within the required time period described in Section XI.
4. Exceeding the limitation on number of failed blocks or courses as described in Sections IX. G., H., I., or having other persistent academic difficulty.
5. Behavior which results in two or more Professionalism Conduct forms.
6. Absence of the personal qualifications and attributes deemed necessary to perform the duties of a medical professional.
7. Inability to complete the academic programs within the established time limits set forth in Section III, including inability to complete the M.D. degree within ten years.
8. Failure to satisfy the conditions for removal from Academic Warning or Academic Suspension.
9. Deliberate falsification of admissions information or other official records.
10. Inability to complete the curriculum.
11. Adverse action while in a dual degree program.

B. Procedures for Dismissal:
1. The student is provided at least two weeks notice of a scheduled dismissal hearing and is given an opportunity to appear before the Academic Standing Committee to discuss reason(s) for dismissal.
2. The Academic Standing Committee makes a decision for or against dismissal after consideration of all presented materials.
3. If the decision is made to dismiss a student, a letter is forwarded to the Dean of Rutgers Robert Wood Johnson Medical School and to the student. The effective date of dismissal is two weeks after the date of this letter, unless an appeal to the Dean is pending.
4. A student may appeal the decision of the Academic Standing Committee to the Dean. Students wishing to appeal must contact the Dean’s Office within two weeks of the date of the committee’s letter notifying the student of the committee’s decision to dismiss the student.

5. The Dean’s decision regarding appeals is final.

XVI. SATISFACTORY ACADEMIC PROGRESS (SAP)

A. PURPOSE

To establish rules and regulations governing satisfactory academic progress for Rutgers Robert Wood Johnson Medical School students. Sound academic principles require that students maintain satisfactory academic progress. In addition, federal regulations require the school to establish standards for students who are awarded federal financial aid that are at least as strict as the standards that apply to students who have not received federal assistance. In addition, the policy provides consistent application of standards to all students.

B. ACCOUNTABILITY

Under the direction of the Dean, the Office for Student Affairs, the Registrar, and the Financial Aid Office shall implement and ensure compliance with this policy.

C. APPLICABILITY

This policy shall apply to all matriculating students whether they are aid recipients or not. The Office for Student Affairs shall review each student’s progress each July for M1, M2 and M3 students.

D. STANDARDS

Standards for SAP are established by the Academic Standing Committee based upon the Academic Rules and Regulations. Occasionally, revisions are made to the Academic Rules and Regulations and these revised rules supersede all others, and are applicable to all classes immediately.

1. Qualitative Standard:
   Students are required to earn a grade of Pass in pre-clerkship blocks. A grade of Pass/COVID Pass, High Pass or Honors in clinical courses is required for successful completion of a course.

   Grading System:
   - Pre-clerkship Curriculum
     - Pass- P
     - Conditional Pass- CP
     - Fail- F
     - Audit- AUD
Withdrawal-W
Withdrawal (in Academic Difficulty)- WF
Advanced Standing- ADV
Not for Credit- NC

Clerkship Curriculum
Honors- 4
High Pass- 3
Pass-2
Conditional Pass- 1
Fail- 0
COVID Pass – CVP
COVID Fail – CVF
COVID Conditional Pass - CCP
Audit- AUD
Withdrawal- W
Withdrawal (in Academic Difficulty)- WF
Advanced Standing- ADV
Not for Credit- NC

For purposes of calculation, grades of WF and initial grades of CP/CCP are equivalent to one another and equal to one-half of an initial grade of Fail/COVID Fail. In addition, a CP/CCP which converts to a Fail/COVID Fail is equivalent to an initial grade of Fail/COVID Fail.

Students will be considered to not be making SAP if any of the following circumstances apply and all non-passing grades have not been successfully remediated at the time of SAP review:

A. Student does not receive a grade of Pass/COVID Pass or better on a reduced academic load.
B. When repeating a previously failed block or course or repeating a block or course to fulfill a requirement of the Academic Standing Committee or the Dean, student did not receive a grade of Pass/COVID Pass or better. Transfer credits are not applicable to SAP review.
C. Student receives two or more initial grades of Fail, three or more initial grades of CP, or one initial grade of Fail and one initial grade of CP in blocks of the first year curriculum.
D. Student receives two or more initial grades of Fail, three or more initial grades of CP, or one initial grade of Fail and one initial grade of CP in blocks of the second year curriculum.
E. Student receives a total of two or more initial grades of Fail in blocks of the first and second year curricula combined.
F. Student receives two initial grades of Fail/COVID Fail, one initial grade of Fail/COVID Fail and one initial grade of CP/CCP, or three or more initial grades of CP/CCP in the clinical curriculum.
G. Student does not pass the USMLE Step 1 on the first attempt and is unable to successfully pass the exam on one additional attempt within one calendar year following the first taking of the exam.

H. Student does not pass the Step 2 CK or CS (if required) exam within three attempts each.

A student who has not passed Step 2 CK or CS (if required) or completed the Independent Project or Procedural Skills requirement by the expected graduation date, but has completed all other graduation requirements, will not be enrolled as full time and will not be eligible for financial aid.

Transfer credits are not accepted and therefore not applicable for SAP review.

2. Quantitative Standard:

The overall maximum allowable time from matriculation to completion of requirements for the M.D. degree is 10 consecutive calendar years. Students who have exceeded the maximum allowable time limits (noted below) for components of the overall academic program, unless otherwise approved by the Academic Standing Committee, will be considered to have not made satisfactory academic progress.

The maximum allowable time limits are:
   a. Pre-clerkship studies: 3 years
   b. Clinical studies: 3 years
   c. Pre-clerkship plus Clinical studies: 6 years
   d. Leaves of absence: total accumulated leaves of absence (medical and/or non-medical, whether granted or assigned administratively) may not exceed 2 years
   e. Pursuit of Ph.D.: 4 years
   f. Pursuit of other approved academic programs (e.g. J.D., M.B.A., M.P.H., M.S.C.T.S., Student Scholar) or research activities: 3 years (unless extended for one additional year by approval of a Dean of Student Affairs).

If a student who is enrolled as a Student Scholar receives any graduation credit (maximum of 8 weeks), that period of time will be included in the maximum allowable time period.

Periods of Independent Study for the USMLE may be approved by a Dean of Student Affairs for incremental periods of up to 3 months. If a student remains on Independent Study for more than one year, the student will not be making SAP.

E. NOTIFICATION OF LACK OF SAP

Students whose records have been reviewed and who are not meeting one of the quantitative or qualitative standards are not making SAP. A letter is sent to the student in writing by the Dean of Student Affairs explaining the SAP status, and what needs to be accomplished to regain SAP status. The notification for annual reviews
must also include explanation of the appeal process. Students who are deemed to be not making SAP are not eligible for financial aid funding.

F. APPEAL

Purpose of an appeal is to reinstate eligibility of Title IV aid. Students can appeal to the Academic Standing Committee by submitting a written request to appeal to a Dean of Student Affairs. A student can request to appear in person before the Academic Standing Committee to discuss matters that led to their non-SAP status.

If extenuating circumstances affected a student’s ability to make SAP, such student may appeal to the Academic Standing Committee for financial reinstatement. If the Academic Standing Committee approves an appeal, the student will be placed on Financial Aid Probation for one term (equivalent to one semester). If the time needed to achieve SAP will be longer than one term (semester) the student will be provided an Academic Plan endorsed by the Academic Standing Committee.

1. Financial Aid Probation-
When an appeal is approved by the Academic Standing Committee the student will be placed on Financial Aid Probation, which will make the student eligible to receive Title IV funding for one payment period, equivalent to one term.

2. Academic Plan-
An Academic Plan will be provided to students who will require more than one payment period to regain SAP due to circumstances out of their control (i.e. courses not offered at next payment period). An academic plan will be developed by the Deans of Student Affairs and the Registrar and will be endorsed by the Academic Standing Committee.

When a student appears before the Academic Standing Committee, they may be accompanied by a maximum of three individuals affiliated with Rutgers Robert Wood Johnson Medical School.

G. DOCUMENTATION

Documentation of decisions and data regarding SAP, financial aid warning or probation and appeals, shall be maintained in the Office of the Registrar and provided to the affected student and the Rutgers Office of Financial Aid.

H. DISMISSAL AND WITHDRAWAL

Students who are dismissed or withdrawn from the school are not deemed to be making SAP and are not eligible to receive financial aid.
I. DISSEMINATION

The policy on SAP will be disseminated to all newly matriculated students. All students will be notified yearly of the SAP policy which will be published yearly in the Student Handbook and on the Academic Rules and Regulations webpage.

**Academic Integrity Policy**

**Policy 10.2.13**

*Updated 6/02/2020*

I. Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational, research, and clinical missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:

- make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations.
- properly acknowledge and cite all use of the ideas, results, images, or words of others.
- properly acknowledge all contributors to a given piece of work.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions.
- treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- proper credit for ideas, words, images, results, and other scholarly work, no matter the form or media, is attributed to the appropriate individual(s).
- all student research and work are fairly evaluated, and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
• the reputation of the University for integrity, ethics, scholarship, and professionalism is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community, therefore, bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

To uphold these principles, the University administration is responsible for:
• working with faculty, staff, and students to foster a strong institutional culture of academic integrity,
• providing effective educational programs that create an understanding of and commitment to academic integrity, and
• establishing equitable and effective procedures to deal with allegations of violations of academic integrity.

All members of the University share the collegial responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Additionally, faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

To create a strong culture that promotes academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).

Some professional schools may have codes of professional conduct that impose additional requirements such as requiring students to report observed violations of academic integrity by others and to self-report such violations.

The University may require that students:
• write and sign this pledge on examinations and major assignments submitted for grading;
• take an online academic integrity tutorial and pass an online examination on academic integrity in their first semester at Rutgers; and
• affirm that they understand the Rutgers Academic Integrity Policy and will abide by it in all of their academic work.

II. Applicability of the Policy
This Academic Integrity Policy applies to all schools and academic units of Rutgers, The State University of New Jersey. Also, most professional schools have codes of professional conduct that students are required to follow. The code of professional conduct for a particular professional school can be found in the student handbook or equivalent document of that school. Each professional school has the responsibility to educate its students about its code of professional conduct and the penalties for violations. Students are responsible for understanding and adhering to the requirements of this policy and the code of professional conduct for the particular professional school in which they are enrolled.

III. Academic Integrity Violations
A. Types of Violations
This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are provided in this policy. However, neither the types of violations nor the lists of examples are exhaustive.

Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.

Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are:
Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.

- Copying another student’s work or answers on a quiz or examination.
- Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination.
• Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
• Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
• Acquiring a copy of an examination from an unauthorized source before the examination.
• Having a substitute take an examination in one’s place.
• Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
• Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.

**Fabrication:** Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples include the following:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers, reports, or other documents by selectively omitting or altering data that do not support one’s conclusions or claimed experimental precision.
- Falsifying patient or client records.
- Falsely documenting experiential and/or internship opportunities that did not occur.
- Providing falsified excuses, documents, or other information to excuse late or missed assignments, or to justify regrading.

**Facilitation of Dishonesty:** Facilitation of dishonesty is deliberately or carelessly allowing one’s work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who deliberately facilitates a violation of academic integrity can be subject to the same sanctions as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to complete a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source before the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.
- Allowing other students access to your work in violation of course policies.

**Academic Sabotage:** Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student’s work.
- Stealing or defacing books, journals, or other library or University materials.
- Altering computer files that contain data, reports, or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing other students’ access to it.
- Misrepresenting the contributions of others in the group to give more credit to one particular student for
one’s gain.

Violation of Research or Professional Ethics: Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data in a course research project, a senior thesis project, a master’s or doctoral research project, grant-funded research, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one’s duties as a Teaching Assistant or Graduate Assistant.

Violations Involving Potentially Criminal Activity: Violations in this category include theft, fraud, forgery, or distribution of illicitly obtained materials committed as part of an act of academic dishonesty. Some examples are:

- Unauthorized acquisition of an examination from a faculty member or electronic files.
- Selling, buying, or distributing an examination.
- Forging a change-of-grade form.
- Falsifying a University transcript.

B. Levels of Violations

Violations of academic integrity are generally divided into three categories: Level 1, Level 2, and Level 3.

- Level 1 violations may occur as a result of inexperience or lack of malicious intent by the person committing the violation.
- Level 2 violations include misconduct of a more serious character or misconduct that affects a major, significant, or essential portion of work done to meet course requirements. These violations demonstrate premeditation or may have posed harm to others. The student alleged to have committed the violation may have one or more previous violations.
- Level 3 violations represent the most serious breaches of conduct. They may involve a serious violation of a professional code of conduct; may include extreme cases of dishonesty and maliciousness or violations of law; and/or are likely to cause direct harm to others.

The procedures for adjudicating alleged violations of academic integrity are different for Level 1, Level 2, and Level 3 violations. The following examples of violations are not exhaustive. Classification of a given violation is heavily dependent on the exact facts and circumstances of the violation as determined by the Academic Integrity Facilitator (who is appointed in each School to investigate and adjudicate alleged academic integrity) in consultation with the campus Office of Student Conduct or equivalent.

1. Level 1 Violations
Level 1 violations are less serious violations of academic integrity. They may occur because of inexperience or lack of understanding of the principles of academic integrity and are often characterized by a relatively low degree of premeditation or planning on the part of the student committing the violation. These violations are generally quite limited in extent, occur on a minor assignment or quiz, or constitute a small portion of a major assignment and/or represent a small percentage of the total course work. Below are a few examples of violations that are most often considered Level 1, at least when committed by an undergraduate student as a first-time offense.

- Plagiarism on a minor assignment or a very limited portion of a major assignment.
- Unpremeditated cheating on a quiz or minor examination.
- Prohibited collaboration with another student on a homework assignment.
- Unauthorized sharing of course materials.
- Citing a source that does not exist or that one has not read on a minor assignment.
- Signing in for another student via attendance sheet or clicker in a course where attendance is graded.

2. Level 2 Violations

Level 2 violations are serious violations of academic integrity that affect a more significant portion of the course work compared to Level 1 violations or are an alleged second violation of this policy. Level 2 violations are often characterized by substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation. Below are some examples of violations that are most often considered Level 2.

- A second violation.
- Substantial plagiarism on a major assignment.
- Copying or using unauthorized materials, devices, or collaboration on a major exam.
- Making up or falsifying evidence or data or other source materials for a major assignment, including falsification by selectively omitting or altering data that do not support one’s claims or conclusions.
- Distribution of course materials for financial gain.
- Facilitating dishonesty by another student on a major exam or assignment.
- Intentionally obstructing another student’s work.
- Participating in an organized cheating scheme.

3. Level 3 Violations

Level 3 violations are serious breaches of conduct, may involve a serious violation of a professional code of conduct, may include extreme cases of dishonesty and maliciousness, violation of law, and/or are likely to cause direct harm to others. Below are some examples of violations that are most often considered Level 3.

- Any violation involving potentially criminal activity.
- Coordinating an organized cheating scheme.
- Having a substitute take an examination.
- Cheating and/or plagiarism on a capstone project, thesis, or dissertation.
- Intentionally destroying another student's work.
- Falsifying patient or client records.

When a student is accused of one or more Level 3 violations that include alleged violations of law or a professional code of conduct, or when it is reasonable to believe that the student is likely to cause direct harm to others, they may be removed from a course, clinical, or internship setting on an interim basis, with the approval of the dean of the school. The student shall be immediately informed in writing of any interim removal and has the right to appeal to the campus Chief Academic Integrity Officer (who is responsible for administering the Academic Integrity Policy on each campus).

IV. Sanctions

Any violation of academic integrity is a serious offense subject to appropriate sanctions or penalties. Violations of academic integrity may result in academic penalties, educational sanctions, and/or disciplinary sanctions, and are not limited to the examples below.

A. Academic Penalties
- Requirement to re-submit the assignment or complete an alternate assignment.
- A grade reduction for assignment or course.
- A failing grade for the assignment.
- A grade of F in the course.
- A grade of XF in the course, where applicable.

B. Educational Sanctions
- An assigned paper or research project related to ethics or academic integrity.
- Participation in a workshop or seminar.
- Service to the University community.

C. Disciplinary Sanctions
- Disciplinary reprimand.
- Disciplinary probation.
- Dismissal from a departmental or school program.
- Denial of access to internships or research programs.
- Loss of appointment to academic positions.
- Loss of departmental/graduate program/school endorsements for internal and external fellowship support and employment opportunities.
- Removal of fellowship or assistantship support.
- Suspension for one or more semesters.
• Requiring a delay in the completion of a professional program.
• Dismissal from a graduate or professional program.
• Expulsion from the University with a permanent notation of disciplinary expulsion on the student’s transcript.
• Degree or certificate revocation.

Note: Any of these sanctions may have an impact on financial aid, scholarship, or fellowship eligibility, or scholastic standing.

V. Policies for Addressing Alleged Violations of Academic Integrity

A. Standard of Proof

The standard of proof in academic integrity cases is by the preponderance of the evidence, which means that the person or hearing panel deciding the case finds that it is more likely than not that the accused student is responsible for the alleged violation.

B. Reporting and Adjudicating Alleged Violations
Procedures for adjudicating alleged violations of academic integrity are described at academicintegrity.rutgers.edu.

C. Withdrawal and Assignment of Grades during the Disciplinary Process

Once a student has been notified of an alleged violation of academic integrity related to a course, the student may not drop the course until the disciplinary process is completed. Students may request permission to withdraw retroactively from the course after the disciplinary process is completed unless the sanction issued includes an F or XF grade in the course, or a C grade for graduate students.

If the student wishes to withdraw from all courses while a case is pending, that request must be approved by the Dean of the school in which the student is enrolled, in consultation with the Academic Integrity Facilitator.

If a faculty member must submit a final course grade before the disciplinary process for an alleged violation of academic integrity is completed, the accused student shall be given a TZ grade or similar (e.g., Incomplete) until the disciplinary process is completed.
D. Removal of an XF Grade

Requests for removal of the X from an XF grade must be submitted in writing to the appropriate Campus Appeals Committee. Such requests will not be considered until at least 18 months from the time of the violation that resulted in the XF. In order for the request to be granted, the student, at a minimum, following the original violation, must have an exemplary record with respect to academic integrity, must have completed a Rutgers academic integrity workshop or seminar, and must satisfactorily answer a required series of essay questions on why the X should be removed. The Campus Appeals Committee shall make the final decision concerning the request. If the request is denied, the student must wait another year to submit another request.
UNIVERSITY AND SCHOOL POLICIES
General Principles
Most of the policies in this section can be found at http://policies.rutgers.edu/.

Human Rights and Commitment to Diversity

Rutgers, The State University of New Jersey is committed to the ideals of excellence in fostering an enriching learning community of students, faculty and staff from a broad spectrum of nations, cultures, abilities and historical perspectives.

Diversity is an integral component of human experience and encompasses but is not limited to issues of race, ethnicity, culture, social class, national origin, gender, age, religious beliefs, sexual orientation, and abilities.

Our collective goal is to create an institutional consciousness of diversity reinforced with equity and excellence through our policies, practices, and programs of inclusion, non-discrimination, and pluralism for all members of the University Community.

Rights of People with Disabilities:

The community of Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the Americans with Disabilities Act Amendments (ADAA) of 2008. An individual with a disability who is qualified for admission will have the same access to programs, services, and activities as all other students. Rutgers University will make reasonable accommodations to provide equal access to policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue administrative or financial burden. Additionally, reasonable architectural modifications will be made to provide equal access unless doing so would fundamentally alter the nature of the architectural structure or pose an undue administrative or financial burden. The university will provide services in a manner that promotes independence and inclusion in all aspects of university life.
Rutgers Robert Wood Johnson Medical School Policies

Technical Standards for Admission and Matriculation

Last updated 7/17
Please also refer to full Student Technical Standards policy.

There are certain technical standards for physicians and medical students which must be met by all applicants and students. Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Candidates for the M.D. degree must be able to effectively carry out the activities described in the sections that follow. They must be able consistently, quickly and accurately to integrate all information received, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

A candidate for the M.D. degree must have abilities and skills of five varieties including: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. Technological accommodation is available to assist with a variety of disabilities and may be permitted for disabilities in certain areas. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate’s judgment must be mediated by someone else’s power of selection and observation. Therefore, the use of an intermediary in the clinical setting is not permitted.

I. Observation: Candidates and students must be able to acquire information through demonstrations, experiments and laboratory exercises in the basic sciences. Examples are studies of microbiological cultures, identification of normal and abnormal cells, identification of anatomical structures and interpretation of radiographic images. They must be able to observe a patient accurately at a distance and close at hand and evaluate findings accurately.

II. Communication: Candidates and students must be able to effectively communicate with patients and colleagues in order to elicit information, detect changes in mood, activity, and to establish a therapeutic relationship. Candidates and students must be able to communicate in writing. The candidate and student must be able to communicate effectively with patients and family members and elicit and record a clinical history.

III. Motor: Candidates and students must be able to execute movements reasonably required to perform a physical examination, provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the closure of simple wounds and the performance of simple obstetrical maneuvers.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians,
requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three dimensional relationships and to understand and be able to work within the spatial relationships of structures.

V. Behavioral and Social Attributes: Candidates and students must possess the emotional stability required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, non-judgmental, non-prejudiced and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads, to work within a team and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Candidates and students must maintain appropriate personal hygiene and appearance. Honesty, compassion, integrity and concern for others are all personal qualities that are essential in medical students and physicians. Throughout the clinical curriculum, students must be able to consistently perform a complete history and physical examination on any patient, regardless of the patient’s race, religion, ethnicity, socioeconomic status, gender, age or sexual preference.

The University will, if requested, provide reasonable accommodations to otherwise qualified enrolled students and applicants with disabilities unless: (a) such accommodations impose an undue hardship to the institution, or (b) direct threats of substantial harm to the health and safety of self and others due to the disability and the direct threat cannot be eliminated by any reasonable accommodations available that would allow the student to perform the essential functions, or (c) such accommodations fundamentally alter the educational program or academic standards.

A student whose behavior or performance raises questions concerning his or her ability to fulfill these essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the School, and to provide the results to the Student Health Service or the Student Wellness Program for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, or other actions.

Policies and Procedures for Seeking Accommodations for a Disability

It is the policy of the Robert Wood Johnson Medical School that no otherwise qualified person will be excluded from participation solely by reason of his or her disability. The faculty of the medical school has established certain technical standards for admission and matriculation that must be met by applicants and students with or without accommodations. When a person's disability does not allow participation in all aspects of the standard educational program, accommodations will be considered on a case-by-case basis.

To request accommodations, an accepted student or matriculated student must contact the RBHS Office of Disability Services (ODS) at 973-972-5392 or odsrbhs@ca.rutgers.edu. Additional information about this process can be found at https://oasa.rbhs.rutgers.edu/office-of-disability-services/. ODS will meet with the student to collect pertinent information through a student meeting and documentation review to establish a student’s eligibility for accommodations. ODS may convene an ad hoc committee as needed to address the appropriateness of requested accommodations. The committee may be comprised of Office of Disabilities personnel, Office of Education deans, faculty involved in planning and monitoring the curriculum and academic
progress, and medical experts as appropriate. The committee will review the circumstances of the individual involved and will consult with representatives of the academic departments affected by the requested accommodations. The committee may seek other consultations or additional information as it deems necessary. The committee will make a determination as to whether a requested accommodation can be made to make the program accessible to the student without fundamentally altering the requirements of the course, program or curriculum. The decision of this committee is limited to the question of whether appropriate accommodations can be made that would be consistent with the requirements for the MD or MD/PhD degrees. The committee does not have the authority to make determinations about the admission, promotion, retention or dismissal of an applicant or student.

If you have been evaluated and have a documented disability:
1. Schedule an appointment with The RBHS Office of Disability Services by calling (973) 972-5396. Provide your documentation for review before the scheduled meeting. You may also register for services at the following link: https://ods.rutgers.edu/students/applying-for-services
2. After an intake interview and review of your documentation, if the documentation is found to support the need for accommodations, the RBHS Office of Disability Services will consult with the committee designated to approve accommodations and, if approved, will produce a Letter of Accommodation that will be emailed to the student for distribution. If the disability-related documentation is found to be insufficient, additional evaluation or documentation may be recommended before further consideration of the requested accommodations may continue. Students who have an approved accommodation must contact each course and/or clerkship director well in advance of the course/clerkship date to determine the logistics for the accommodation.

If you suspect you have a disability but have not been evaluated:
1. Schedule an appointment with the RBHS Office of Disability Services (973-972-5396) to discuss the process to receive an evaluation. This evaluation is at the student's expense but can be added to the financial aid budget. A copy of the report of testing should be sent to the Office of Disability Services and they will review the report and proceed as indicated above.

Note: Documentation must be completed before accommodations can be considered. Testing accommodations during enrollment at Robert Wood Johnson Medical School do not guarantee that the National Board of Medical Examiners will grant the same or any accommodations for the USMLE.

Robert Wood Johnson Medical School Code of Professional Conduct

I. Preamble (Adapted from AAMC, Preservation of Student Rights and Confirmation of Student Responsibilities: Recommendations and Guidelines for the Students of the Organization of Student Representatives)

A primary goal of medical school is the education of physicians who will meet the health care needs of society in a caring, competent, and professional manner. Thus, students are taught more than a series of facts and procedures, but are also socialized into the profession. A profession based on the ideals of service to others should be sensitive to the humanity of its practitioners, especially during training. Insensitivity during training runs counter to the fundamental tenets of medicine and impairs the ability of many physicians to maintain their idealism, caring, and compassion past training into their careers. This affects the quality of patient care as well as collegial relationships.
II. Statement of Purpose
This Code of Professional Conduct is designed to foster a sense of trust, responsibility, and professionalism among students, and between students and faculty. Its fundamental purposes are to ensure the integrity of the examination process, to promote ethical behavior in academic and clinical situations, and to develop a sense of responsibility to promote the integrity of the medical profession.

III. Code of Professional Conduct
A. The Code of Professional Conduct is an individual and collective responsibility of students and faculty of Robert Wood Johnson Medical School, who will work together to maintain honorable academic and clinical conduct.

B. Students, faculty, and administration must advocate for a widely disseminated and assiduously implemented policy that addresses student conduct and treatment by:
1. setting forth expected standards of behavior for teachers, administrators, and students;
2. clearly describing examples of inappropriate and unacceptable behavior, such as:
   3. physical punishment or physical threats
   4. sexual harassment
   5. discrimination based on race, religion, ethnicity, gender, sexual orientation, or physical disability
   6. psychological punishment of a student by a particular superior (e.g., public humiliation, threats, intimidation, removal of privileges)
   7. grading used to punish rather than to objectively evaluate performance
   8. assigning tasks for punishment rather than educational purposes
   9. requiring the performance of personal services
10. requiring the performance of tasks irrelevant to the student’s education
11. taking credit for another individual’s work
12. intentional neglect or lack of communication
13. delineating procedures for dealing with breaches of the standard while protecting students from possible retribution for complaints. These procedures should include:
   14. clearly defined avenues for complaints
   15. procedures for investigation
   16. protection and maintenance of confidentiality
   17. procedures for conflict resolution, including mediation
   18. disciplinary measures (sanctions); and
   19. outlining a mechanism for prevention and education.

C. Student Responsibilities:
As a rule, rights and responsibilities go hand in hand in all facets of life. The following has been adapted from the American College of Physicians' Ethics Manual (4th Edition, 1998) and modified towards students. A student shall be dedicated to providing competent medical service with compassion and respect for human dignity. In all instances, the student must maintain the dignity of the person, including respect for the patient’s modesty and privacy.

1. NONDISCRIMINATION
It is unethical for a student to refuse to participate in the care of a person based upon race, religion, ethnicity, socioeconomic status, gender, age, or sexual preference. It is also unethical to refuse to participate in the care of
a patient solely because of medical risk, or perceived risk, to the student. It is not, however, unethical for the pregnant student to refuse to participate in activities that pose a significant risk to her fetus.

2. CONFIDENTIALITY
The patient's right to the confidentiality of his/her medical record is a fundamental tenet of medical care. The discussion of the problems or diagnoses of an identified (or potentially identifiable) patient by professional staff or medical students in public places (for example, in elevators or in cafeterias) violates patient confidentiality and is unethical. Under no circumstances can any medical record be removed from the institution, nor is photocopying of the record permitted. For presentations or rounds, students are permitted to extract information but not copy wholesale parts of the chart.

3. PROFESSIONAL DEMEANOR
The student should be thoughtful and professional when interacting with patients and their families. Inappropriate behavior includes the use of offensive language, gestures, or remarks with sexual overtones. Students should maintain a neat and clean appearance, and dress in attire that is generally accepted as professional by the patient population served.

Under pressure of fatigue, professional stress, or personal problems, students should strive to maintain composure. The student should seek supportive services when appropriate.

4. MISREPRESENTATION
A student should accurately represent herself or himself to patients and others on the medical team. Students should never introduce themselves as "Doctor" as this is clearly a misrepresentation of the student's position, knowledge, and authority.

5. HONESTY
Students are expected to demonstrate honesty and integrity in all aspects of their education and in their interaction with patients, staff, faculty, and colleagues. They may not cheat, plagiarize, or assist others in the commission of these acts. The student must ensure the accuracy and completeness of his/her part of the medical record and must make a good faith effort to provide the best possible patient care. Students must be willing to admit errors and not knowingly mislead others or promote himself or herself at the patient's expense. The student is bound to know, understand, and preserve professional ethics and has a duty to report any breach of these ethics by other students or health care providers through the appropriate channels. The student should understand the protocol of these channels.

6. CONSULTATION
Students should seek consultation and supervision whenever the care of a patient may be inadequate because of a lack of knowledge and/or experience.

7. CONFLICT OF INTERESTS
When a conflict of interests arises, the welfare of the patient must at all times be paramount. A student may challenge or refuse to comply with a directive if its implementation would be antithetical to his or her own ethical principles, when such action does not compromise patient welfare.

Gifts, hospitality, or subsidies offered by medical equipment, pharmaceutical or other manufacturers or
distributors should not be accepted if acceptance would influence the objectivity of clinical judgment. Student interactions with commercial interests should conform to the American Medical Association (AMA) guidelines.

8. SEXUAL MISCONDUCT
The student will not engage in romantic, sexual, or other nonprofessional relationships with a patient while the student is involved with the patient’s care, even if the patient initiates or consents to the contact. The student is not expected to tolerate inappropriate sexual behavior on the part of other medical personnel or patients.

9. IMPAIRMENT
The student will not use alcohol or drugs in a manner that could compromise patient care. It is the responsibility of every student to protect patients from an impaired colleague and to assist a colleague whose capability is impaired. The student is obligated to report to an appropriate authority any member of the health care team whose behavior exhibits impairment or lack of professional conduct or competence, or who engages in fraud or deception. Such reports must conform to established institutional policies.

10. CRITICISM OF COLLEAGUES
It is unethical for a student to disparage the professional competence, knowledge, qualifications, or services of a colleague to a patient or a third party or to state or imply that a patient has been poorly managed or mistreated by a colleague without substantial evidence.

Professional relations among all members of the medical community should be marked by civility. Thus, scholarly contributions should be acknowledged, slanderous comments and acts should be avoided, and each person should recognize and facilitate the contributions of others to the community

The medical student will deal with professional staff and peer members of the health care team in a cooperative and considerate manner.

11. RESEARCH
The basic principle underlying all research is honesty. Scientists have a responsibility to provide research of high quality; to gather facts meticulously, to keep impeccable records of work done; to interpret results objectively, not force them into preconceived molds or models; and to report new knowledge through appropriate channels. Coauthors of research reports must be well enough acquainted with the work of their coworkers that they can personally vouch for the integrity of the study and the validity of the findings, and they must have been active in the research itself.

Plagiarism is unethical. To consciously incorporate the words of others, either verbatim or through paraphrasing, without appropriate acknowledgement is unacceptable in scientific literature and may have legal consequences.

12. EVALUATION
Students should seek feedback and actively participate in the process of evaluating their teachers (faculty as well as house staff). Students are expected to respond to constructive criticism by appropriate modification of their behavior.
When evaluating faculty performance, students are obliged to provide prompt, constructive comments. Evaluations may not include disparaging remarks, offensive language, or personal attacks, and should maintain the same considerate, professional tone expected of faculty when they evaluate student performance.

13. TEACHING
The very title doctor, from the Latin docere, "to teach," implies a responsibility to share knowledge and information with colleagues and patients. It is incumbent upon those entering this profession to teach what they know of the science, art, and ethics of medicine. It includes communicating clearly with and teaching patients so that they are properly prepared to participate in their own care and in the maintenance of their health.

The following are not specific responsibilities of students; they are physician's responsibilities, although students are frequently asked to take these on.

14. DISCLOSURE
In general, full disclosure is a fundamental ethical requirement. The patient must be well informed to make healthcare decisions and work intelligently in partnership with the medical team. Information that the patient needs for decision making should be presented in terms the patient can understand. If for some reason the patient is unable to comprehend, there should be full disclosure to the patient's authorized representative.

15. INFORMED CONSENT
Students are to understand the importance of the obligation to obtain informed consent from patients, but are not responsible for obtaining such consent. It is the physician’s responsibility to ensure that the patient or his/her surrogate be appropriately informed as to the nature of the patient’s medical condition, the objectives of proposed treatments, treatment alternatives, possible outcomes, and the risks involved. The physician’s presentation should be understandable to the patient and unbiased. The patient’s or surrogate’s concurrence must be free and uncoerced.

IV. General Procedures (adapted from the Dartmouth Medical School Honor Code)
A. Student allegations of infractions of the Code of Professional Conduct will be investigated by the Student Professional Conduct Committee (SPCC) or by a Dean of Student Affairs. After all allegations have been thoroughly investigated, the Committee or Dean of Student Affairs may decide:

1. No infraction has occurred.
2. An infraction may have occurred with satisfactory explanation.
3. An infraction may have occurred with unsatisfactory explanation.

B. When no infraction has occurred, the case will be dismissed. Instances in which a student infraction may have occurred with satisfactory explanations will be kept in the committee's records until the student's graduation, at which point they will be destroyed. Instances in which an infraction may have occurred with unsatisfactory explanation will be referred to a Dean of Student Affairs and to the Hearing Body for Student Rights for review.

C. Review of allegations of infractions of the Code of Professional Conduct by the SPCC does not preclude further consideration or action by a Dean of Student Affairs or by the Hearing Body for Student Rights convened pursuant to the university's Student Disciplinary Procedure. In cases where the Hearing Body is convened, recommendations of the Hearing Body shall prevail and supersede any decision by the SPCC.
V. Procedures for Reporting Suspected Infractions of the Code
A. When a student witnesses an event he/she feels is an infraction, he/she may:
1. approach the individual and gain a satisfactory explanation that there was no intent to breach the code. It is hoped that most events will be dealt with in this manner.
2. contact a member of the Student Government and request an SPCC meeting.
3. report the incident to a Dean of Student Affairs for review and possible referral to the Hearing Body for Student Rights

B. If a faculty member witnesses an action he/she feels is an infraction, the faculty member may choose to:
1. approach the individual and gain a satisfactory explanation that there was no intent to breach the code. It is hoped that most events will be dealt with in this manner.
2. contact a member of the Student Government and request an SPCC meeting.
3. report the incident to a Dean of Student Affairs for review and possible referral to the Hearing Body for Student Rights

C. The chairperson of the SPCC shall inform the accused student(s) that the issue is being brought to the Committee. The accused student(s) has the right to know of his/her accuser.

D. If a student accused by a fellow student refuses to participate in the Committee investigation, the chairperson shall submit all known information to a Dean of Student Affairs for review and possible referral to the Hearing Body for Student Rights.

VI. Procedures for Selection of the Student Professional Conduct Committee
A. At the beginning of each academic year, the student body shall elect from among its members a chairperson for the Student Professional Conduct Committee. This individual shall convene all SPCC meetings throughout the academic year. The chairperson shall have no vote on the committee.

B. If an event warrants investigation by the SPCC:
1. The chairperson shall draw a list of ten students randomly from the medical school enrollment, including third-and fourth-year students.
2. The accused student may exclude members of his/her own class prior to the random selection of ten students.
3. The accused student may exclude a maximum of five students from the selected ten students to avoid personal conflict.
4. A committee of five is then constituted from the remaining eligible students in rank order of their selection.
5. Every student has an obligation to serve on the SPCC. Exemptions may be approved by the chairperson in instances of major conflict.

VII. Committee Procedures
A. The Student Professional Conduct Committee shall meet within 10 days after the selection of its five members.

B. Minutes shall be recorded of all Committee meetings. The minutes shall be maintained with strict adherence to confidentiality.

C. All deliberations of the Committee shall be kept in strictest confidence by all involved.
D. An accused student may invite witnesses of the alleged infraction to the committee meeting. The Committee chairperson shall be informed of such invitations so that witnesses for the accused student may be duly notified of the meeting.

E. The Committee shall listen to complete statements from the accused and all invited witnesses. Faculty members may be consulted by the Committee if clarification regarding the infraction is necessary.

F. After all available facts have been heard, the Committee must decide the following:
   1. No infraction has occurred.
   2. An infraction has occurred with satisfactory explanation.
   3. An infraction has occurred with unsatisfactory explanation.

G. Cases ending in no infraction will be dismissed.

H. Cases in which an infraction may have occurred with satisfactory explanations will be kept in the Committee's records until the student's graduation, at which point they will be destroyed. Records will be held in an administrative office of Robert Wood Johnson Medical School that has no bearing on the evaluation of the medical student. Outdated cases will be destroyed by the chair of the SPCC on a yearly basis.

I. Cases in which an infraction may have occurred with unsatisfactory explanation will be referred to a Dean of Student Affairs and to the Hearing Body for Student Rights.

J. Accused student(s) shall be informed in writing of the Committee’s decision and action within two (2) calendar days. In situations where the case is dismissed, if appropriate, the chairperson will advise the student how to avoid such misunderstandings in the future.

VIII. Confidentiality

A. Allegations of dishonesty and actual investigations require that the strictest confidentiality is maintained by Committee members and all others involved. While an accused student has the right to know the nature of the accusation and the name(s) of his/her accuser, confidentiality must be maintained about a particular allegation. Violations of confidentiality will be construed as violations of the Code of Professional Conduct itself, and handled accordingly.

B. The SPCC shall maintain confidential minutes of its meetings. Minutes pertaining to an individual student shall be maintained throughout his/her enrollment at Robert Wood Johnson Medical School. These minutes will be stored in an administrative office of Robert Wood Johnson Medical School that has no bearing on the evaluation of the medical student. Outdated cases will be destroyed by the chair of the SPCC on a yearly basis.

RWJMS Hearing Body

Updated 1/28/19

Rutgers Robert Wood Johnson Medical School is dedicated to teaching and fostering the principles of moral conduct and humanism expected of future health professionals. The RWJMS Code of Professional Conduct is designed to foster a sense of trust, responsibility and professionalism among students, and between students.
and faculty. To this end, RWJMS is in compliance with all applicable Rutgers University policies and is committed to the adherence and enforcement of the Code of Professional Conduct and the Rutgers Policy on Student Rights, Responsibilities and Disciplinary Procedures.

The Hearing Body for Student Rights is a permanent committee at RWJMS that shall have the responsibility for hearing allegations of misconduct by students and for ensuring the due process rights of students. The Hearing Body shall make determinations of fact and make recommendations to the Dean for disciplinary action regarding infractions of rules, regulations and standards of the University except for those matters that are under the jurisdiction of the Academic Rules and Regulations, or Misconduct in Science Policy.

The Hearing Body for Student Rights shall consist of 5 clinical faculty, 5 basic science faculty and 2 student members. The members shall be appointed by the Dean. Five members are required for quorum. At least one student member is required to meet quorum. The members shall elect a Chair from among themselves. There are no faculty term limits. Student members will be reappointed when a student member is no longer enrolled at RWJMS.

Meetings shall be convened by the Chair or on request of the Dean or any member of the Committee. A quorum shall be five members, one of which must be a student, including the Chair or a designated member of the Committee as the presiding official.

The Hearing Body shall conduct all hearings and all deliberations in accordance with the policies of the University and RWJMS.

Assessment Of Professionalism Policy

Faculty may identify students who they feel have failed to exhibit professional behavior within the context of their course or clerkship by completing a Professionalism Conduct Form. When a faculty or staff member feels a student has behaved unprofessionally outside the context of a course or clerkship, they may approach a Dean of Education regarding the behavior. If, after investigating the report, the Dean of Education feels a Professionalism Conduct Form is warranted, such a form may be submitted by that Dean.

Completed Professionalism Conduct Forms are reviewed by the appropriate committee of Course Directors or Clerkship Directors (e.g., a reported incident which occurred in a first-year course would be reviewed by the First-Year Course Directors Committee). In cases where an incident occurs outside of a specific Course or Clerkship, a Dean of Education may submit a Professionalism Conduct Form to that Course or Clerkship Directors’ committee corresponding to the student’s current year of study. A decision regarding whether or not to place a Professionalism Conduct Form in a student’s file will be made by the reviewing committee. The student will be notified of the committee’s decision by a Dean from the Office of Student Affairs.

In accordance with the Academic Rules and Regulations (Section VIII.D.2), "The Academic Standing Committee will review the academic record of any student for whom Professionalism Conduct Forms have been submitted from two or more courses or clerkships. Such review may result in placement on Academic Warning or consideration for dismissal."
If, at the time of graduation, only one Professionalism Conduct Form is in the student's file, this form will not be included in the permanent record.

The Professionalism Conduct Forms may be found on the next two pages of this Handbook.
This form is to be used to evaluate the level of professionalism of the future physicians in training at Robert Wood Johnson Medical School. The form is to be filled out by a faculty member/course director/Education Dean in the spirit of professional and collegial interaction.

This student needs further education or assistance with the following: (check all that apply)

Reliability & Responsibility:
___ Development of accountable and dependable behavior as it relates to oneself and others. ___ Performing assigned duties & tasks in a timely manner.

Honesty/Integrity:
___ Being truthful with patients, peers, and professional work (documentation, research, presentations, representation of work).

Maturity:
___ Taking responsibility for own actions. ___ Accepting constructive feedback.
___ Recognizing limitations and seeking help.
___ Incorporating feedback in order to make changes in behavior.

Interactions with Patients:
___ Acting and dressing in a professional manner when patients are present. ___ Establishing rapport.
___ Being sensitive to the needs of and respectful of patients.
___ Establishing and maintaining appropriate boundaries in clinical work and learning situations.

Relationships with students, faculty, & staff:
___ Conveying respect for other students, faculty and staff through attitudes, actions, and behaviors.
___ Interacting constructively and behaving appropriately with others in small groups and group discussion settings.
___ Relating well to fellow students, faculty and staff in a learning environment.

Please explain above:
Other feedback: (on reverse)
Rutgers Robert Wood Johnson Medical School Clerkship Professionalism Conduct Form

Student name (type or print legibly)_____________________________________________________
Clerkship__________________________________________________________________________
Site Director/Clerkship Director/Dean of Education_________________________________________
Dates of Rotation ___________________ Site ___________________
Clerkship Director’s/Education Dean’s Signature: _________________________________
Date: __________

Was this form discussed with the student? Circle one: No Yes Date: __________
Approved by M3/M4 Clerkship Director Committee Date: ________

This form is to be used to evaluate the level of professionalism of the future physicians in training at Robert Wood Johnson Medical School. The form is to be filled out by a faculty member/clerkship director/Dean of Education in the spirit of professional and collegial interaction.

This student needs further education or assistance with the following: (check all that apply)
Professional Responsibility:
__ Student needs frequent reminders regarding attendance/punctuality.
__ Student needs frequent reminders to fulfill responsibilities toward patients, and toward others on the healthcare team.
__ Student does not seek help appropriately.
__ Student cannot be trusted to perform tasks independently within his or her own ability.
__ Student misrepresents or falsifies data/information/patient-care activities.
__ Student does not assume appropriate share of teamwork/call.
__ Student does not inform supervisor when mistakes occur.
__ Student dresses inappropriately (context specific) or is deficient in personal hygiene.

Self-Improvement and Adaptability:
__ Student displays arrogance or disrespect in relationships toward other health care team members/patients.
__ Student resists/is defensive toward constructive criticism.
__ Student does not recognize inadequacies/does not seek advice and/or resists appropriate help in making changes.

Relationships with Students, Faculty, Staff, Patients:
__ Student uses inappropriate language in discussion with patients or other health care professionals. __
Student becomes abusive or critical during times of stress.
__ Student does not maintain appropriate boundaries in work/learning/patient care situations.
__ Student abuses his/her own privileges and power with patients/others.
__ Student does not respect the wishes of patients.
__ Student shows disrespect for others based on race, gender, religion, sexual orientation, age, disability, intelligence and SES.

Please explain above:
Other feedback:
Policy on the Learning Environment

Updated 12/30/2015

Rutgers Robert Wood Johnson Medical School is committed to professionalism and maintaining a positive academic and clinical learning environment.

Rutgers Robert Wood Johnson Medical School is committed to the highest standards of patient care and respectful interactions between faculty/staff/learners and patients.

Rutgers Robert Wood Johnson Medical School is committed to the highest standards of education and behavior concerning the teacher-learner relationship. We believe that teaching and learning should take place in a climate of mutual respect where learners are evaluated based on ability and academic performance.

Rutgers Robert Wood Johnson Medical School is committed to preventing learner abuse through education, by providing support for those subjected to mistreatment and by responding with corrective action.

The Policy on Professionalism and the Learning Environment addresses the behaviors required from all those who are in training sites, including faculty members, residents, nurses, staff, or students in a teaching role. It is intended to ensure an academic and clinical learning environment in which students, nurses, staff, volunteers, residents and faculty may raise and resolve issues without fear of intimidation or retaliation. It is also intended to set the standard by which members of the Rutgers Robert Wood Johnson Community are evaluated in their demonstration of professional demeanor, sensitivity and respect towards physicians, patients, learners and staff; and creation of a conducive academic and clinical learning environment.


Professionalism is the basis of medicine’s contract with society. It demands placing the interests of patients above all, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health. The principles and responsibilities of medical professionalism must be clearly understood by both the profession and society. Essential to this contract is public trust, which depends on the integrity of individuals and the whole profession. Professional responsibilities include commitment to: professional competence; honesty; patient confidentiality; improving quality of care; improving access to care; distribution of finite resources; scientific knowledge; maintaining trust by managing conflicts of interests; and professional responsibilities, with the expectation to work collaboratively to maximize patient care, be respectful of one another, and participate in the processes of self-regulation, including remediation and discipline of members who have failed to meet professional standards.

There is a special professional relationship between teachers and learners, with learners defined broadly (students, residents, graduate students, junior faculty, other health professions students, and including mentees in mentor mentee relationships. The following commitments of teachers and learners, modified from the 2006 AAMC publication: Compact between Resident Physicians and their Teachers, defines the Teacher Learner
Commitments of Faculty

1. As role models for our learners, we will maintain the highest standards of care, respect the needs and expectations of patients, and embrace the contributions of all members of the healthcare team.
2. We pledge our utmost effort to ensure that all components of the educational program for learners are of high quality, including our own contributions as teachers.
3. In fulfilling our responsibility to nurture both the intellectual and the personal development of learners, we commit to fostering academic excellence, exemplary professionalism, cultural sensitivity, and a commitment to maintaining competence through life-long learning.
4. We will demonstrate respect for all learners as individuals, without regard to gender, race, national origin, religion, disability or sexual orientation; and we will cultivate a culture of tolerance among the entire staff.
5. We will do our utmost to ensure that learners have opportunities to participate in patient care activities, consistent with their level of training, of sufficient variety and with sufficient frequency to achieve the required competencies. We also will do our utmost to ensure that learners are not assigned excessive responsibilities and are not overburdened with services of little or no educational value.
6. We will provide learners with opportunities to exercise graded, progressive responsibility for the care of patients, so that they can learn how to recognize when, and under what circumstances, they should seek assistance from colleagues. We will do our utmost to prepare learners to function effectively as members of healthcare teams.
7. In fulfilling the essential responsibility, we have to our patients, we will ensure that learners receive appropriate supervision for all of the care they provide during their training.
8. We will evaluate each learner’s performance on a regular basis, provide appropriate verbal and written feedback, and document achievement of the competencies required to meet all educational objectives.
9. We will ensure that learners have opportunities to partake in required conferences, seminars and other non-patient care learning experiences and that they have sufficient time to pursue the independent, self-directed learning essential for acquiring the knowledge, skills, attitudes, and behaviors required for practice.
10. We will nurture and support learners in their role as teachers.

Commitments of Learners

11. We acknowledge our fundamental obligation as physicians or physicians in training—to place our patients’ welfare uppermost; quality health care and patient safety will always be our prime objectives.
12. We pledge our utmost effort to acquire the knowledge, clinical skills, attitudes and behaviors required to fulfill all objectives of the educational program and to achieve the competencies deemed appropriate for our chosen discipline.
13. We embrace the professional values of honesty, compassion, integrity, and dependability.
14. We will adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions. We will demonstrate respect for all patients and members of the health care team without regard to gender, race, national origin, religion, economic status, disability or sexual orientation.
15. As physicians or physicians in training, we learn most from being involved in the direct care of patients and from the guidance of faculty and other members of the healthcare team. We understand the need for faculty to appropriately supervise all of our interactions with patients.
16. We accept our obligation to secure direct assistance from faculty or appropriately experienced residents or fellows whenever we are confronted with high-risk situations or with clinical decisions that exceed our confidence or skill to handle alone.

17. We welcome candid and constructive feedback from faculty and all others who observe our performance, recognizing that objective assessments are indispensable guides to improving our skills as physicians.

18. We also will provide candid and constructive feedback on the performance of our peers, of supervising residents, fellows or faculty, recognizing our life-long obligation as physicians to participate in peer evaluation and quality improvement.

19. We recognize the rapid pace of change in medical knowledge and the consequent need to prepare ourselves to maintain our expertise and competency throughout our professional lifetimes.

20. In fulfilling our own obligations as professionals, we pledge to assist peer and other learners in meeting their professional obligations by serving as their teachers and role models.

Inappropriate behaviors, examples provided below, are disruptive to the academic and clinical learning environment and will not be tolerated:

1. Mistreatment, abuse, or harassment will not be tolerated in the course of the teacher-learner relationship. Examples of inappropriate behavior or situations that would be unacceptable include:
   - Unwelcome physical contact, including any physical mistreatment or assaults such as hitting, slapping, kicking, or threats of the same nature
2. Verbal abuse (attack in words, to speak insultingly, harshly)
3. Comments and jokes of stereotypic or ethnic connotation
4. Inappropriate or unprofessional criticism intended to belittle, embarrass, or humiliate
5. Requiring a learner to perform menial tasks intended to humiliate, control, or intimidate
6. Unreasonable requests for a learner to perform personal services
7. Grading or assigning tasks so as to punish a learner rather than to evaluate or improve performance
8. Purposeful neglect or exclusion from learning opportunities as means of punishment
9. Sexual assault
10. Sexual harassment (refer to Policy Prohibiting Discrimination and Harassment, 60.1.12)
11. Discrimination based on race, religion, ethnicity, sex, age, sexual orientation, and physical disabilities
12. Disregard for learner safety

Rutgers Robert Wood Johnson Medical School affirms that feedback and constructive criticism are not only appropriate but also critical in the learning process, but should be handled in such a way as to promote learning and avoid purposeful learner humiliation. Feedback that has negative elements is generally more useful when delivered in a private setting that fosters discussion and behavior modification. All feedback should focus on behavior rather than personal characteristics and should avoid pejorative labeling.

**Communication of Complaints and Resolution Mechanisms**

**Communication of the Complaint:** Given the sensitive nature of complaints and the perceived power differential in lodging complaints, multiple avenues must be provided for both direct and anonymous reporting of abuse or a negative learning environment. The faculty and administration must be able to assure learners
that they will be “protected” when making truthful reports of abuse, even when their identity must be disclosed. Such responsible, confidential reporting is a professional obligation on the learner’s part as members of our educational community. This will help to create a better learning environment for all.

**RWJMS Standards of Professional Conduct in the Learning Environment**

[http://rwjms.rutgers.edu/mobility/students/documents/Student_Handbook_2015_16.pdf](http://rwjms.rutgers.edu/mobility/students/documents/Student_Handbook_2015_16.pdf) outlines inappropriate behaviors or situations as well as procedures to address an infraction of standards. Procedures include contacting the Dean of Student Affairs (for student issues), Dean of Graduate Medical Education (GME) (for resident issues), Senior Associate Dean of the Graduate School (for graduate student issues), Chief Nursing Officer (for nursing staff/hospital staff issues), or the University Ombudsperson. Formal complaint processes include, with the consent of the reporter, mediation with attempt at resolution, which may involve contacting the Department Chair, Program Director or Administrator; referral through the Dean to the Hearing Body for Student Rights (for student to student abuse); or referral to the Rutgers Office of the Senior Vice President and General Counsel.

**Other Communications Avenues for Medical Students and residents:** There are a number of additional mechanisms by which medical students and residents are encouraged to report learning environment issues. Students are expected to complete course and clerkship evaluations at the end of each course or clerkship. Residents complete similar evaluations after each rotation and other experiences as appropriate. These evaluations are available for review by the course and clerkship directors, departmental chairs and vice chairs, the Senior Associate Dean for Education and by the designated institutional officials (DIOs) for GME of the respective institutions. Additionally, students may speak with the course or clerkship directors or make a report to the Rutgers Compliance hotline (1-800-215-9664 or [http://generalcounsel.rutgers.edu/compliance/rutgers-compliance-hotline](http://generalcounsel.rutgers.edu/compliance/rutgers-compliance-hotline)).

**Procedures for reporting and resolving learning environment issues when individuals are not employees of the medical school or full-time or volunteer faculty:** All medical students, graduate students and residents have been given multiple avenues to report incidents, which include Deans of Student Affairs, other faculty, program directors, associate dean for GME, senior associate dean for the graduate school, etc. In the event that the person who caused the mistreatment is not faculty member or resident paid by the medical school, the following points of contact at each of the major clinical sites can be contacted by the UME, GME or graduate school officials or directly by the medical student, resident, graduate student. These points of contact will also serve when a nurse or other staff member, or other wants to report unprofessional conduct. Points of contact include the hospital Chief of Service, the Chief Nursing Officer, and Learning Environment Assessment Program (LEAP) representative at the training site.

**Resolution Mechanisms**

Due to the sensitive nature of such complaints and the need to deal with these issues either without the consent of the reporter or without revealing the identity of the reporter, a number of mechanisms need to be in place for resolution and communication of the resolution of the issue.

**Formal Resolutions via University Policy:** At the present time there exists a formal University Policy on sexual assault, sexual harassment and other types of harassment (Policy Prohibiting Discrimination and Harassment, 60.1.12, [http://policies.rutgers.edu/sites/policies/files/60.1.12%-20-%20current.pdf](http://policies.rutgers.edu/sites/policies/files/60.1.12%-20-%20current.pdf)), which outlines responsibilities of the student or employee, of the respondent, and of the supervisor of the
**RWJMS Procedures for Resolution:** Once an alleged mistreatment has been identified there are multiple tiers of resolution.

Any actions identified in the University Policies on sexual assault, sexual harassment and other types of harassment must be reported and handled in accordance with these policies. Resolution of reported actions which are not egregious or reported in an anonymous fashion will be up to the discretion of the course or clerkship director, residency program director or program director of the graduate program.

Resolution of reported actions that are recurrent or egregious will be reviewed by the Senior Associate Dean for Education who will convene the education or hospital leadership appropriate to the situation. Course and clerkship directors should evaluate program faculty and approve their continued participation in the medical student education program based on student evaluation. Residency and fellowship directors should perform similar functions. Communication between directors in undergraduate medical education, graduate medical education programs and other disciplines is encouraged, especially if faculty participates in more than one program. The Senior Associate Dean for Education, the Dean for Graduate Medical Education, and Department Chairs must be notified when resolution includes removing a faculty from the teaching service. The Senior Associate Dean for Education and/or the Associate Dean for Graduate Medical Education will decide which issues need to be brought to the attention of the Dean as appropriate.

**Communication of Resolution:** Once a negative learning environment or an alleged mistreatment of the learner by faculty, resident or nurse has been reported, the course or clerkship director, residency program director or program director for the graduate program should take an appropriate action and then communicate the resolution as specified above. Resolution of direct complaints can be made directly. Anonymously reported events can be communicated to groups of learners, e.g., “the issue identified in your course/clerkship, evaluations regarding……have been addressed.” A report of incidents, actions, and resolutions will be reported to the Executive Council of the Faculty and to the student body.

**Remediation for recurrent episodes:** A remediation intervention will be part of the Resolution Mechanism when there are recurrent episodes. Remediation interventions will be in a repertoire developed by the appropriate education committees.

**Monitoring and Assessment**

The ongoing student input into CATS and the results of the annual AAMC Graduation Questionnaire (GQ) will be used to determine the overall status of the learning environment at the medical student level. A similar report based on cumulative data from the residents’ evaluations of their experiences will be generated. Summaries of these reports will be provided to the Executive Council on an annual basis. Other surveys will be used if needed to further elucidate areas of concern.

The feedback from student class meetings and more informal meetings will be collected to preserve anonymity and provided to the Senior Associate Dean for Education who will provide it to the Dean as needed.
from the resident representatives to the Graduate Medical Education Committee and other more informal meetings will be provided to the Associate Dean for Graduate Medical Education and to the Dean as necessary. Surveys will be examined not only for the overall results but also for areas that had previously been shown to be problematic. In addition, initiatives that are successful, as identified through the focus groups or surveys will be replicated wherever possible.
RWJMS Expectations for Social Media Use

(Adapted from AMA Code of Medical Ethics Opinion 2.3.2 (Professionalism in the Use of Social Media) and the Mayo Clinic Guidelines for employees and students)

The following are guidelines for Rutgers Robert Wood Johnson Medical School (RWJMS) students who participate in social media. Social media includes personal blogs and other websites, including Facebook, LinkedIn, Twitter, YouTube, TikTok or other ways to share information electronically. These guidelines apply whether students are posting to their own sites or commenting on other sites:

1. Follow all applicable Rutgers University and RWJMS policies. For example, you must not share confidential or proprietary information about Rutgers University and you must maintain patient privacy. You must not post the name or image of any patient, student or colleague without their prior consent. Among the policies most pertinent to this discussion are those concerning Clinical, Compliance, Ethics and Corporate Integrity, University Communications and Marketing, Governance and Legal Matters, and Information Technology.

2. Where the context of your post or other communication might reasonably be read as being made on behalf of Rutgers Robert Wood Johnson Medical School, you should make it clear that you are speaking for yourself and not on behalf of Rutgers Robert Wood Johnson Medical School. In those circumstances, you should include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of my employer/medical school." Consider adding this language in an "About me" section of your blog or social media profile.

3. If you identify your affiliation to Rutgers Robert Wood Johnson Medical School, your social media activities should be consistent with RWJMS code of professional conduct (which can be found in this handbook).

4. Be professional, use good judgment, and be accurate and honest in your communications; errors, omissions, or unprofessional language or behavior can have negative consequences for both you and Rutgers. Remember, what you post or communicate may be accessible by colleagues, patients, prospective employers, and credentialing bodies. When using the internet for social networking, you should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the internet, content is likely there permanently.

5. If you wear a white coat in any social media posts, the general public may perceive you as a physician qualified to give medical advice. You could be held personally liable for any negative outcomes this advice resulted in. Our school’s malpractice insurance coverage is for approved learning experiences required for your medical training and would not cover you for any malpractice lawsuits as a result of a social media post.

6. Rutgers Robert Wood Johnson Medical School strongly discourages “friending” of patients or their family on social media websites. Staff in patient care roles generally should not initiate or accept friend requests except in unusual circumstances such as the situation where an in-person friendship pre-dates the treatment relationship.

7. Rutgers Robert Wood Johnson Medical School does not endorse people, products, services, or organizations. Neither RWJMS accounts nor your personal social media accounts should be used to provide or suggest that Rutgers, RWJMS, or any other Rutgers school makes such an endorsement. For personal social media accounts where your connection to RWJMS is apparent, you should be careful to
avoid implying that an endorsement of a person or product is on behalf of RWJMS, rather than a personal endorsement. As an example, LinkedIn users may endorse individuals or companies, but may not use RWJMS’ name in connection with the endorsement, state or imply that the endorsement is on behalf of RWJMS, or state specifically that the endorsement is based on work done at RWJMS.

8. When you see content posted by RWJMS colleagues that appears unprofessional you have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, you should report the matter to appropriate authorities which include a Student Professionalism Committee Chair or a Dean for Student Affairs.

9. Your social media name, handle, and URL should not include Rutgers or RWJMS name or logo, nor should you post images of any Rutgers, RWJMS, or other name or logo in a way that suggests endorsement by the University.

Appeals of Online Examinations Due to Technical Difficulties Policy

Although any loss of connectivity or other technical interruption that might be experienced during a web-based NBME examination does not affect the total time allotted for the examination, students experiencing such incidents must alert the examination Proctor during the examination.

Students who believe that their examination performance may have been affected adversely by technical difficulties encountered during the administration of a web-based NBME examination may appeal to the Clerkship Director for a re-examination. Any student wishing to make such an appeal must: 1) have notified the proctor at the time(s) the interruption(s) occurred, 2) notify the examination Proctor of their intent to appeal before leaving the examination room and 3) notify both the Clerkship Director and the Office of Student Affairs of their intent to appeal by email no later than 11:59PM on the day of the examination. **Appeals failing to fulfill these requirements will not be considered.** The Clerkship Director will then consider the student’s appeal only after a corroborating Test Administration Report has been obtained from the NBME.

If the student’s appeal is accepted, the student will be assigned an Incomplete notation for the Clerkship as approved by the Office of Student Affairs. The student's original Subject Examination score will then be disregarded and the student will be permitted to retake the Clerkship's Subject Examination; the score received on that second administration of the Subject Examination will be used to compute the student's final Clerkship grade.

Grade Appeal Process for a Course, Clerkship, Elective, or Selective Grade, Remediation Program or Narrative Report

If the student chooses to appeal a course, clerkship, elective, or selective grade, remediation program or narrative report, that appeal must be pursued according to the procedure outlined below. Once a final grade has been posted or remediation program decided and communicated, a student may appeal the final grade or remediation program in a course or clerkship if he/she thinks it is unjust by:

I. Appeals of a Passing Grade or Narrative Report
A. Students wishing to appeal their passing grade or narrative report should submit their appeal in writing (signed letter or email via Robert Wood Johnson Medical School account) to the Course/Clerkship Director, with the Clerkship/Course Administrator copied. The student should outline in the appeal the nature of their concerns, the changes they feel are appropriate, and the reasons they feel the changes are justified. This initial written appeal must be received by the Director within 2 weeks of the final grade, narrative report or remediation program being posted. If the grade, narrative report or remediation program is appealed during the specified time period, the Director will meet with the student to discuss the factors considered in arriving at the grade or narrative report, as well as the student’s concerns. The Director will submit a written response to the student’s initial appeal within 1 week of the meeting with the student.

B. Appeal of Course/Clerkship Director decision: If a student wishes to appeal the Director’s decision, they may do so by appealing in writing (signed letter or email via Robert Wood Johnson Medical School account) via the Course/Clerkship Administrator, with the Course/Clerkship Director copied. This appeal must be received by the Course/Clerkship Administrator within 2 weeks of the initial written response to the initial appeal. The department’s Student Education Committee or an ad hoc Appeals Committee will consider the appeal at its next meeting following receipt of the appeal. The Director will present to the Student Education Committee or ad hoc Appeals Committee information about how the grade was determined. The student may be asked to appear before the committee to answer any questions the committee members may have. The Director will not participate in the committee’s deliberations or decision regarding the appeal. The decision of the department’s Student Education Committee or ad hoc Appeals Committee on the appeal will be communicated to the student within 2 weeks of the committee meeting.

C. Appeal the Decision of the Departmental or ad hoc Appeals Committee: The student may appeal the decision of the Departmental or ad hoc Appeals Committee within one week of notice by written request, to the Senior Associate Dean for Education (SADE). The SADE will appoint an advisory ad hoc committee of at least three faculty members who have not previously participated in the student's appeal process, are not part of the department that administers the involved course, clerkship, selective or elective, and are not involved in grading decisions for the curricular year of the student. The ad hoc committee makes a recommendation to the Senior Associate Dean for Education. The Senior Associate Dean for Education decides the matter and provides notice, in writing, to the student within two weeks of the written request for appeal at this level. The SADE decision is final.

II. Appeals of Non-Passing Grades and Remediation Programs

A. Students wishing to appeal their non-passing grade or remediation program should submit their appeal in writing (signed letter or email via Robert Wood Johnson Medical School account) to the Course/Clerkship Director, with the Academic Standing Committee (ASC) Chair copied. The student should outline in the appeal the nature of their concerns, the changes they feel are appropriate, and the reasons they feel the changes are justified. This initial written appeal must be received by the Director within 2 weeks of the final grade or remediation program being posted. If the grade or remediation program is appealed during the specified time period, the Director will meet with the student within 1 week to discuss the factors considered in arriving at the grade as well as the student’s concerns. The Director will submit a written response to the student’s initial appeal to the student and the ASC chair within 1 week of the meeting with the student.
B. Appeal of Course/Clerkship Director decision: If a student wishes to appeal the Director’s decision, they may do so by writing (signed letter or email via Robert Wood Johnson Medical School account) to the ASC Chair to inform them of their decision to advance their appeal to the ASC. The ASC Chair will convene an ad hoc ASC subcommittee of at least three faculty ASC members who have not previously participated in the student’s appeal process, are not part of the department that administers the involved course, clerkship, selective or elective, and are not involved in grading decisions for the curricular year of the student. The ASC subcommittee will review the appeal and provide a recommendation to the ASC Chair. The ASC Chair will provide notice of a decision in writing to the student within two weeks of the written request to advance the appeal.

C. Appeal of ASC Decision: Any promotion or ASC adverse action or ASC decision can be appealed to the Dean within 2 weeks of an ASC committee letter to the student. In order to initiate such an appeal, the student must contact the Dean’s Office within the specified time period. The Dean will meet with the student to discuss the appeal and the student’s concerns. The Dean makes a decision and communicates that decision to the student in writing. The Dean’s decision is final.

Clerkship Scheduling and Hardship Scheduling Policy

Lottery systems are used to determine the order of selection for both M3 and M4 clerkship schedules. M3 scheduling takes place in the Spring semester of M2. M4 scheduling takes place in the Spring semester of M3. Students may want to formally request an alternative assignment to their M3 or M4 schedules because of special circumstances such as significant family responsibilities (e.g., child care, care of unwell relative, home location dictated by job of spouse, etc.), an already-scheduled wedding, pregnancy, significant religious factors, or a need to schedule an audit rotation for a returning MD/PhD. The procedure whereby a student can formally request an alternative assignment is the hardship scheduling process. Students who have been approved for a hardship schedule by the Hardship Committee may select M3 or M4 schedules outside the lottery system or may have special adjustments made to their schedules during the lottery system. The Hardship Committee consists of the Deans of Student Affairs, the Director of Student and Multicultural Affairs, and the Registrar.

Students are advised to meet with a Dean of Student Affairs during any time between December through early January if they think they have a hardship that warrants special consideration with regard to M3 or M4 clerkship assignments. If a Dean of Student Affairs determines that the circumstances may warrant hardship scheduling, the student is permitted to view and discuss schedule possibilities in advance in order to prepare a formal hardship request. In January or February, students submit formal hardship requests to the Hardship Committee through the Office of Student Affairs. In the case of hardship requests for M3 scheduling, students are required to rank and/or identify a number of schedules that will help accommodate their hardship needs. If M3 hardship scheduling is officially approved, the student is assigned a schedule from their submitted list, unless no schedule exists that allows for the student hardship request to be met entirely. If no existing schedule entirely meets the needs of the student, the Deans of Student Affairs work with the Registrar to create a schedule that meets the needs of the hardship request. In cases when M4 hardship scheduling is approved, students have the opportunity to review and discuss with the Deans of Student Affairs all M4 schedule possibilities. The student and the Deans of Student Affairs work together to reserve a schedule or elements of a schedule that meet the special needs of the student. Hardship schedule modifications are determined before the general M3 or M4 clerkship scheduling appointments begin.
At any point in the M3 or M4 year, a student may make a request to switch clerkship site assignment. This is permitted if site maximum enrollment allows for additional enrollment at the relevant site(s). Students can also change clerkship sites during the M3 or M4 year due to extenuating circumstances, even when the site maximums have been reached. The same hardship criteria noted above are used by the Deans of Student Affairs to consider the change request. If the Deans of Student Affairs deem that the extenuating circumstances are sufficiently compelling to warrant a change to the clerkship schedule, they will work with clerkship directors and the Registrar to ensure that the student’s request is accommodated without the change in schedule negatively impacting the educational quality during a clerkship block or at a clerkship site location.

Bloodborne Pathogen Exposure Policy

**WHAT TO DO AFTER POTENTIAL EXPOSURE TO BLOOD-BORNE PATHOGENS**

**Time is crucial. Act quickly as follows:**

- Wash the exposure site thoroughly with soap and water (or water only for mucous membranes).
- Notify your supervising resident and attending.
- Notify the nurse manager supervisor of the source patient’s unit. That nurse supervisor will request the source patient’s clinical information and blood-work unless HIV, HBV, HCV status is already known.
  - Get contact info for the nurse supervisor for SHS to get the Source Patient’s lab results.

**Treatment ON CAMPUS WITHIN BUSINESS HOURS (8 am - 4pm M-F):**

- Call Student Health Service (SHS) at (732) 235-5160 317 George St, New Brunswick, NJ.
- Please identify yourself as a MEDICAL STUDENT to be treated as a PATIENT with bloodborne pathogen exposure

**Treatment OFF CAMPUS or AFTER HOURS:**

- Go immediately to the nearest Emergency Department or call 866-HIV-CHEC (866-446-2432) for advice & locate nearest ED.
- Make sure to report the nurse supervisor and unit for the source patient
- Please identify yourself as a MEDICAL STUDENT to be treated as a PATIENT with a bloodborne pathogen exposure
- Make sure to give your insurance card (students are not covered by workers’ compensation)

**It is very important to report ALL exposure and get follow-up care:**

- Make follow up appointment at Student Health Services 732-235-5160 (8am-4pm M-F; 317 George St, New Brunswick, NJ); including any other occupational exposures (e.g., influenza, Ebola, Tuberculosis, SARS, NERS, MRSA).
- Get appropriate tests (e.g, HIV, HBV panel, HCV, CMP, amylase, CBC, urine pregnancy test) done when appropriate.
- Get risk-assessment counseling and chemoprophylaxis (if needed). If elected, chemoprophylaxis should begin as soon as possible after exposure, best with 2 hours of exposure.
- Complete Injury Report for Students or Public at: [https://riskmanagement.rutgers.edu/faculty-staff-information/reporting-injury-or-illness](https://riskmanagement.rutgers.edu/faculty-staff-information/reporting-injury-or-illness)
- Send bills to your insurance company; send any unreimbursed expenses to your Dean of Student Affairs.
Criminal Background Check Policy

As a condition of admission and continued enrollment, students may be required to authorize Rutgers to obtain criminal background check(s). Students may also be required to obtain a background check themselves or authorize clinical training facilities to conduct this check, and to permit the results to be provided by the reporting agency to Rutgers and/or to clinical facilities. Offers of admission will not be considered final and enrollment will not be permitted until completion of a background check with results deemed favorable by Rutgers. If the results of the background check(s) are not deemed favorable by Rutgers, or if information received indicates that the student has provided false or misleading statements, has omitted required information, or in any way is unable to meet the requirements for completion of the program, the admission may be denied or rescinded, or the student may be disciplined or dismissed. Students must also agree to notify the School of any convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense and of any arrests, charges or investigations by any law enforcement authorities or professional licensing authority, which occur subsequent to the applicant’s/student’s submission of the Accepted Applicant/Enrolled Student Disclosure Form. Notification is required the next business day following the reportable event. If next day reporting is not feasible, the student must notify the School as soon as possible, and in no event later than ten working days following the event.

Education Integrity and Conflict of Interest Policy

In order to maintain the integrity of the evaluation process in all courses, clerkships, electives and graduation requirements, a Robert Wood Johnson Medical School student should never be graded by a Robert Wood Johnson Medical School faculty member or a non-faculty physician who has seen the student as a patient.

Students who choose to seek medical care from physicians within the faculty practice cannot subsequently choose or be assigned to rotate with those physicians as faculty preceptors in core clerkships or electives, as this is a conflict of interest.

Students should also never be graded by a family member, friend, or evaluator with whom they have a relationship. Similarly, students cannot be evaluated by an individual who is in a group practice with a relative or friend of a student.

Students must notify course, clerkship, and elective directors of any conflict of interest with faculty in their respective courses, clerkships, or electives, so that the director can ensure the integrity in the evaluation process.

Elective Policy

1. Successful completion of twenty-one weeks of electives (three of which must be in an ambulatory outpatient setting) is required for graduation, with the following exception: due to complications created by the COVID-19 pandemic, students in the Class of 2021 will only be required to complete 12 weeks of electives and they will have no ambulatory outpatient elective requirement.
2. There is a considerable amount of time available for electives in the third year. Students entering the M3
curriculum in Academic Year 2020-2021 will have a minimum of 12 weeks available for electives.
3. In third year, students are encouraged to take electives that will help them explore possible career paths, broaden their exposure to fields outside of the seven required clerkships, or gain more in depth experience in a discipline.
4. In fourth year, students are encouraged to take electives which offer a variety of experiences: electives that will help prepare students for residency, electives at institutions or in cities the students are considering for residency, electives that broaden knowledge base through exposure to areas of medicine outside the students’ planned residency programs, and/or electives that provide exposure to medical practice in another country.
5. There is no restriction on the number of electives that can be completed in given field or the number of electives that can be done at another institution.
6. Longitudinal electives may be used to fulfill up to four weeks of elective time (two weeks maximum per academic year, with a special exception permitted for a third week in each academic year when the Promise Clinic elective is involved).
7. Students wishing to do an elective not listed on the elective website may do so in conjunction with a faculty member by creating an Individually Designed Elective (IDE). IDEs require approval by the Dean of Student Affairs and the Registrar’s Office.

Email

Please refer to Acceptable Use Policy for Computing and Information Technology Resources and the Rights and Responsibilities for the Use of the University-Accessed Electronic Information Systems. It is the policy of the university that communication to students should be done using email whenever possible. Other forms of conveyance should be used only when necessary. Faculty and members of the administration will often use email to distribute class outlines and other important notices. ROBERT WOOD JOHNSON MEDICAL SCHOOL STUDENTS MUST CHECK THEIR EMAIL DAILY. All Rutgers university students are required to obtain a Net-ID and official email address. When emailing faculty, administrators, and offices within the medical school, students must use their @rwjms.rutgers.edu emails only.

Excused Absences

All requests for excused absences should be made to the appropriate M1-M4 course, clerkship, or elective director with the appropriate course/clerkship/elective coordinator copied, EXCEPT for those excused absence requests that pertain to religious holidays, involve a course or clerkship exam, or relate to a sensitive and/or personal issue that the student is uncomfortable discussing with a course, clerkship, or elective director.

Requests for excused absences must be made in advance or at the time of a personal or family illness or emergency. Requests for excused absences due to significant family events or other anticipated events should be made at least 4 weeks prior to the start of the relevant course/clerkship/elective block.

Requests for excused absences that will be repeated or recurrent throughout the year and involve multiple courses, clerkships, or electives (e.g., absences due to religious obligations/observance/practice, chronic health conditions, etc.) should be made to the Office of Student Affairs prior to the start of each academic year.
Retroactive excused absences will only be considered in situations where illness or emergency prevented outreach in advance.

Some course and clerkship events are mandatory, cannot be excused, and may necessitate rescheduling of your plans.

When a course/clerkship/elective director is concerned about the overall number of days off requested, they may consult Student Affairs regarding approval decisions. When desired absences would impact the student’s ability to complete requirements during the scheduled period for the course, clerkship, or elective, the approval of a Dean of Student Affairs will be required.

SPECIAL NOTES:

Jury Duty
If a student receives a summons for jury duty that interferes with school obligations, the student should provide a copy of the summons to the Registrar’s Office (email to myregistrar@rwjms.rutgers.edu). The Registrar’s Office will assist in petitioning the assignment judge for a postponement.

Adverse Weather
Adverse weather conditions (e.g., snow) are not an acceptable reason for an excused absence. If the medical school is open, students are expected to attend required sessions, unless travel would pose a significant threat or concern for safety. If a safety concern exists, the student must contact the relevant course/clerkship/elective director(s) and the Office of Student Affairs immediately.

Vacation
Excused absences will not be granted for vacations (personal or family).

Robert Wood Johnson Medical School Gross Anatomy Lab Use Agreement

INTRODUCTION
The gross anatomy lab provides a unique opportunity to better understand the human body. For most students, working with cadavers will be a novel experience and one that may be accompanied by feelings of apprehension and/or anticipation. As with all new experiences, questions may arise, such as How did Robert Wood Johnson Medical School procure the cadavers? What are the health and safety requirements? Are there specific rules about working with human cadavers? This use agreement will address these questions and concerns while delineating the rules and expectations that students must adhere to in order to participate in the lab.

Before entering or viewing images from the cadaver lab all students must carefully read and digitally sign the RWJMS Lab Use Agreement on the course Canvas site. A clear understanding and adherence to the terms outlined will ensure that the lab experience will be respectful, safe, and productive for all. Working in the gross anatomy lab is a privilege and as such is subject to being revoked if a student fails to follow any of the procedures or policies stated in this document. Please note that severe infractions could lead to disciplinary action.
FIRST PATIENT
The gross anatomy lab is where students interact with their first patients and greatest teachers, their cadavers. All of the cadavers at Robert Wood Johnson Medical School were bequeathed to the Robert Wood Johnson Medical School Anatomical Association. It may be comforting to know that our donors made a conscious choice to donate their bodies for the express purpose of medical education, which is truly the ultimate gift. The people who donate their bodies to this program are all residents of New Jersey. Be mindful that our donors were family members and friends of the people living in our State and that the relatives of our donors have entrusted their loved one’s body to our care prior to final cremation.

Out of respect for the individuals who have donated their bodies and the families of the donors, the following rules of conduct will be upheld:

• Bodies of individuals must be treated with respect at all times. Any kind of insulting comments/behaviors directed toward the deceased will not be tolerated.
• Identity of cadavers must remain confidential to people outside of the course and lab. The federal government through the HIPAA program has regulated privacy issues regarding patients in healthcare settings. For students preparing for healthcare professions, this lab will provide an opportunity to begin practicing the privacy policies enforced in clinical medicine.
• All tissues and body parts must remain in the anatomy lab.
• Cadavers must be kept covered and moist when not in use.
• While students are encouraged to review from multiple cadavers in the lab, dissection/prosection study is limited to your assigned table during scheduled times.
• Students are expected to follow the instructions in the RWJMS Lab Manual (see below) to expose structures. Practice of surgical techniques, including suturing, is prohibited without prior approval from the course director.
• Playing of music or other broadcast or recorded programs is prohibited during lab.
• Photographs taken using the Anatomy Share iPad App are permitted in strict accordance with the app use guidelines. No video or other still photography, or other electronic recording, is allowed in the lab.

RWJMS Lab Manual
Students have access to an online lab manual with text, images, and videos. The lab manual and other didactic elements in the Structure & Function course complement each other. For example, the clinical notes within the lab manual are intended to foster the development of clinical reasoning skills and help with application of the anatomy that is being learned with team discussion in the lab. Students should use the manual to prepare before lab, to reference during lab, and to review after lab.

Anatomy Share iPad Application
In addition to the lab manual, the Anatomy Share iPad application is designed to facilitate learning in the gross anatomy lab utilizing a platform similar to those of social media that enables students to post comments and photos of cadaveric dissections/prosections, which can be shared with other students in the class. The posted content will provide an important record of the unique anatomic features of each cadaver as well as enable students to better prepare for practical exams by identifying examples of anatomic structures for study.

Out of respect for the individuals who have donated their bodies and the families of the donors, the following rules of conduct regarding the use of the Anatomy Share app will be upheld:
• No photos/videos are to be taken outside of designated lab hours.
• No self-photos/videos or photos/videos of other students are permitted.
• No screenshots of captured images are permitted.
• No inappropriate images that may be perceived as being disrespectful of our donors are permitted.

The failure of any student to adhere to the rules of conduct stated above may result in the filing of a Student Professional form and the suspension of use of the Anatomy Share app in the lab by the entire class.

GROSS ANATOMY LABORATORY
Working and learning in the gross anatomy laboratory is for many a rewarding and memorable experience in their education. Because the gross lab is where students interact with their first patients, the cadavers, and it is commonly their first experience with mortality, the initial days in the lab can be stressful. This is written in the hope that the information provided might make your experience in the gross anatomy laboratory less stressful and more enjoyable.

The gross anatomy lab and the lab guide resources are designed to supplement your learning and should be the focus of a good deal of your studying. The gross anatomy lab and lab guide provides you and your team with an active learning environment, which greatly facilitates mastery of the material. The gross anatomy content is not intellectually overpowering but the sheer volume of it can be a challenge to master. We believe that disciplined study habits work best and strongly advise against trying to “cram” as a study strategy.

Preparation for Gross Anatomy Lab
1. Before On-line Team Lab Meetings
   • Pre-Read: Read through the lab manual before your Monday afternoon On-line Team Lab Meeting. Fluency in basic anatomical terminology is essential for following many of the instructions within the lab manual. Make sure you can define and apply all of the directional terms used for that lab such as medial, anterior, deep or superior. Do not spend this preview time trying to memorize the content but just read over it so that you become familiar with the terminology. This will make your team meeting and lab time much more productive and save you study time later. Furthermore, you will navigate through cadaver structures better if you have an idea of what you are looking for and where it should be.
   • Map: As you read through the lab guide, use an atlas for additional reference images that demonstrate structures and assemble an organized and labeled list of the atlas images in the sequence needed to guide your study.
   • Watch the Videos: Videos are presented for the cadaver labs in this course as students learn about the dissection process and about how the structures are tied to clinical applications. While reading the lab manual, use the links to watch the videos.

2. During On-line Team Lab Meetings
   • Scheduling: Faculty will prepare prosections (cadaver dissection by an instructor) on Monday afternoons while students run On-line Lab Team Meetings (Mondays, 4-6pm). Student attendance is required and team members are expected to work together with full participation and professionalism. Spot checks on attendance will occur occasionally.
   • Team Discussion: During discussion in On-line Team Lab Meetings, team members review required on-line lab materials together. Members will take turns in different TeamSTEPPS roles.
and each member is expected to fully contribute to the discussion. Team members should coordinate rotations of TeamSTEPPS roles. Teams should use shared team documents, such as atlas images, that all members can contribute to and access.

- **Goals:** The lab goals are accomplished by accurately following the detailed descriptions in the lab manual to identify structures and learn relationships and clinical relevance. Some instructions are very specific about how to find or isolate a structure and others simply instruct on how to identify a structure once revealed. Refer to the appropriate images in the atlas and lab manual throughout lab study, such as images of a region’s superficial layer (e.g., skin of back), intermediate layer(s) (e.g., skin of back removed to visualize trapezius muscle), and deeper layer(s) (e.g., trapezius muscle reflected). This enables you to confirm the surface anatomy at the start of the dissection, where you should be upon completion of the instructions, and allows for identification or verification of structures. Use the relationships detailed in the lab manual or demonstrated in the atlas image to confirm a given structure on the cadaver. Additionally, following these instructions requires an understanding of basic terminology and relationships. Once the structures have been isolated, use this relationship to confirm their identification. For example, the spinal accessory nerve is located on the deep surface of the trapezius muscle medial to the transverse cervical vein and artery. By following the process outlined above for each lab, you will be better prepared to translate the lab instructions and correctly identify structures in the lab. You will learn a great deal of anatomy in the process!

*Executing the Gross Anatomy Lab Study*

Cadaver lab study is very important in learning about the human body. Cadavers are in short supply in some medical schools, thus restricting student dissection. We are fortunate here in having adequate cadaver resources, entirely by means of bequeathals. Treat the cadaver with respect. Use the body thoroughly. Most of you will not have the opportunity to do so again. It may be necessary for most of you to spend time each week outside of class hours to keep up with the study schedule. However, do not neglect the regularly scheduled laboratory hours, for these are the hours when instructors are available in the laboratory.

*Organization*

- **Lab groups** will consist of six students per cadaver. The leader/reader will be responsible for communicating instructions and ensuring that the proper atlas figures are displayed. Each lab group will determine the rotation of student TeamSTEPPS roles. Remember that advanced independent preparation for On-line Team Lab Meetings is important. Lab group assignments are listed on the course website.
- Each student has access to on-line resources, including the on-line RWJMS Lab Manual, AnatomyShare, and an on-line atlas. These resources should be used for on-line lab studies and for the in-person lab visits. You can access the lab manual on your personal computer or iPad for study. The lab manual provides step-by-step instructions for each session and includes atlas images as well as links to other relevant content. For in-person lab visits, students are strongly encouraged to bring a personal tablet device in a transparent, resealable, zipper storage bag so that personal study content is more readily accessible in a more portable form by the cadaver table.
- **Lab instructors** will be available to assist during scheduled prosection studies. Although the instructors will try to be helpful, teams should try to work as independently as possible. The most appropriate questions are those that show forethought, that is, those that involve problems of understanding, or confusion with reference information not clarified by the computer. If a structure cannot be found after a team makes a reasonable attempt to find it, ask for help from an instructor and be prepared to show
some idea of where the structure ought to be. When identifying a structure, do so not by the fact that it appears to be in the general region where it ought to be, but rather by some objective criteria. For example, if it is an artery, is it branching from a larger artery as described in the text or does it lie in the appropriate spatial relationship to an adjacent bone, nerve, etc.?

- **At times bones and/or models** may be available for study. These resources can serve to guide your learning in the lab. Use atlases and models to help confirm structures in the cadavers. It is essential that the prospection cadavers are properly cared for as a sign of respect for the donor and your fellow students. NEVER leave the prosected cadaver uncovered. Please be careful with all our teaching resources. They are not only expensive, they are difficult to repair or replace. If you do damage or discover a damaged model or skeleton, please report this immediately to the course director. You will not have to pay for the damage. Anatomy materials (cadaver, models, bones, etc.) may NOT be removed from the laboratory at any time.

- **Out of respect for our donors (and their families) as well as for faculty, staff, and fellow students, proper decorum is expected at all times in the lab. Visitors are NOT permitted in the lab. Anatomy students must wear their identification badges to every laboratory session and anyone who is granted access to learn from resources in the lab is expected to properly maintain the cadaver and clean/put away all instruments, resources, coats used during lab. Food/drink are NOT permitted in the lab.**

- The cadaver laboratories will be open at specified times for signup access outside of scheduled class hours for additional study time. While all on-line lab content is required for study, the scheduled and additional signup times for in-person lab visits are not required.

**SAFETY**

Cadavers are prepared for study through the process of embalming. Embalming involves injecting specific fluids into the arteries (often the carotid artery) where they will spread through the arteries, capillaries and veins to the organs and tissues of the body, aiding in preservation. Embalmed cadavers are stored for approximately six months before being dissected.

The primary components of the embalming fluid are alcohol and phenol. Phenol is flammable, caustic and volatile at full strength. The diluted phenol in use poses a limited health risk but direct contact with the skin, eyes or mouth should be avoided.

Cadavers are placed on tables covered with a moist terrycloth towel and wrapped in a plastic sheet to limit evaporation. The toweling and the cadavers are kept moist by administration of an antifungal liquid called Roccal. This green fluid is located throughout the lab in bottles under the tables and carboys at the sinks.

In addition to specialized ventilation of the lab, exposure to toxic chemicals in the laboratory is minimized by the use of protective clothing. The following use of personal protective gear and procedures is expected of anyone entering the laboratory:

- Proper wearing of gloves, masks, and safety glasses are required at all times while in the lab.
- Lab coats and scrubs (or similar) should be worn at all times while in the lab.
- Open toed shoes, sandals, or flip-flops are prohibited in the lab.
- Long hair should be tied back.
- If for any reason you feel hot or faint, it is important to tell someone who will assist you in leaving the lab. While most people tolerate and adapt to the air in the lab, some will be more sensitive to the fumes.
• Each individual must do self-screening for COVID-19 on a daily basis. Ask yourself:

1. Do you have or have you had any of the following symptoms?
   a. Abdominal pain
   b. Bleeding
   c. Chills
   d. Conjunctivitis (pink eye)
   e. Cough
   f. Diarrhea
   g. Fever (temporal thermometer T=100°F)
   h. Headache
   i. Joint pain
   j. Loss of taste or smell
   k. Malaise (tired)
   l. Myalgia (muscle aches)
   m. Nausea
   n. Rash
   o. Shortness of Breath
   p. Sore throat
   q. Vomiting
   r. Weakness

2. Have you had a positive COVID-19 test in the last 14 days?

3. Have you been in close contact (for instance, shared living space or in close physical contact) with a person who has had a positive test in the last 14 days?

If the answer is YES to any of the above, you should contact your personal medical care provider or Student Health Services for further evaluation and management.

The following are additional required safety measures:

• The door to the lab must remain closed and locked at all times. During scheduled lab sessions, only faculty may prop the doors. If you see that the lab door is open outside of times with scheduled lab sessions (in which faculty are present), be sure to close it.

• Only individuals who have active ID card access for the gross anatomy lab or whom the course director has otherwise approved will be allowed into the cadaver lab.

• Never leave the lab with gloves on. All gloves must be placed in the red biohazard waste containers upon removal. Also, any waste that has been in contact with hazardous chemicals or bodily fluids must be placed in the red biohazard waste containers.

• All scalpel blades must be disposed of in the red sharps containers available throughout the lab. Never attempt to wash a scalpel with an attached blade.

• No food or beverages are permitted in the lab at anytime. Maintenance of materials and cleanliness within the anatomy lab are critical safety measures.

Students should use the following contacts below for reporting and for additional information on lab safety:

* Kathy Ann Mitchell (732) 235-4510
* Rutgers Environmental Health and Safety, Mr. Peter Skeels (848) 445-2550
FINAL PERSPECTIVE
Be mindful of the fact that some people feel apprehensive about working with cadavers. This is understandable and a very natural reaction given that for many students this is their first personal experience with the reality of death. However, most people feel comfortable working with the bodies after a short period. The faculty and staff are committed to making this educational experience as supportive and comfortable as possible, and those students who are having a difficult time adjusting should contact us for guidance.

Remember, the donors made a deliberate choice. They chose to provide a unique learning opportunity for you - to study the human body without the inhibitions of learning from a living patient. Take time to reflect on the generous gift given to you by a stranger for the benefit of your medical education and demonstrate respect for the cadavers at all times. The cadavers have a great deal to teach us, especially if we are open to learn from them and take full advantage of this wonderful opportunity.

AGREEMENT
By signing below, I acknowledge that I have read and understood the use agreement above and that I will adhere to the described conditions.
Print Name: _____________________________________
Signature: ______________________________________
Date: __________________________________________

Holiday Policy
All M3 and M4 clerks are excused from their Clerkship responsibilities at all sites on all University holidays.

ID Cards
All students are issued an identification card, which provides access to the building, privileges at the Media Library, and financial aid checks from the Cashier’s Office. ID CARDS SHOULD BE WORN AT ALL TIMES when on school property. This mandate is for security purposes; individuals without identification should be reported to Security from the nearest house phone. This is especially important at night and on weekends when there are fewer people in the building and intruders are more likely to cause trouble.

IDs will be replaced free of charge in case of changes in your name or due to damage from regular wear and tear. Stolen IDs will be replaced free of charge if the individual provides a police report. Replacement of IDs under all other circumstances, including loss or misplacement, may be obtained by:
- Completing a replacement form obtained from Student Affairs;
- Paying the Cashier’s Office a replacement fee of $20 and obtaining a receipt; and
- Going to any of the campus ID card locations listed in the Facilities section of the handbook to begin renewal process
- If you wish to suspend/cancel your card, please visit the following link to manage your RU Express account: https://services.jsatech.com/index.php?cid=52
(Note: Card Cancellations are permanent and you will be required to pay the $20 fee for a new one.)
Stolen ID? Your ID will be replaced free of charge in cases of a name change or damage from regular wear and tear. Stolen IDs will be replaced free of charge if the individual provides a police report.

Online Photo Submission
You can use Identity Access Management online portal to easily submit the photo you would like included on your ID Card, [http://iam-ipo.rutgers.edu/](http://iam-ipo.rutgers.edu/). The Identity Access Management office will then review the photo and notify you via email if it is approved or denied. New students will receive their ID Card at their campus specific Orientation. All new students must be registered for classes to be eligible for an ID Card. Faculty and staff will receive their ID Card at New Employee Orientation. For more information on the ID Card process and FAQ: [http://iam-ipo.rutgers.edu/annouce.php](http://iam-ipo.rutgers.edu/annouce.php)

Photo submission requirements
- Recent color photo
- Plain, white background
- Bright, even lighting
- Centered, frontal view of full face – no profile
- Cropped from just above the top of the head to the collarbone
- Eyes open and visible (wear prescription glasses if you normally do so)

Acceptable photo example:

Unacceptable photo example:

How to Submit Your Photo:
1. Click on the “Upload your photo” link below
2. Log in with your NetID and password
3. Click “I accept the terms and conditions”
4. Take a photo using your device or upload an existing photo (must be .jpeg, .png, or .gif file)
5. Crop or rotate image to meet requirements
6. Preview and submit photo
7. You will be notified via email if your photo was accepted or rejected

Please visit: http://iam-ipo.rutgers.edu/photosub.php for more information and to submit photo

Inclement Weather

The President of the University or an official appointed by the President is authorized to cancel classes at the University or any part thereof in the event that weather conditions so dictate.

Students on clinical clerkships are required to adhere to the following:

1. If an announcement of closure or delayed opening is not available sufficiently early to allow a student to travel safely to the assigned clinical affiliate, students should suspend their travel plans until such time that the University posts an appropriate message.
2. In cases where the University does not cancel classes and/or cancel outpatient services, students should follow the inclement weather procedures announced by their assigned clinical affiliate.
3. Students are responsible for informing their clerkship, elective, or course director as soon as possible of any lateness or absence. It is also the student’s responsibility to make arrangements with the clerkship, elective, or course director to complete any hours missed, if required.

For information on campus operating status during an emergency or inclement weather, please visit http://newbrunswick.rutgers.edu/about/operating-status and http://eap.oit-nbcs.rutgers.edu/eap.html.

Radio and television stations:
- News-12 New Jersey
- New Jersey 101.5 (FM)
- WCTC Radio (1450 AM)
- WCBS Radio (880 AM)
- WRNJ Radio (1510 AM, 104.7 and 92.7 FM)
- WRSU Radio (88.7 FM)

Independent Study for the USMLE

A student may request to take a period of Independent Study for the USMLE either (1) prior to taking the USMLE Step 1 for the first time, provided the student has experienced academic difficulty; by deferring the start of clerkships; or (2) after having been unsuccessful on the first attempt to pass USMLE Step 1 or Step 2. Students placed on Independent Study for the USMLE will have their schedules adjusted accordingly.

A student wishing such a period of Independent Study must take the following actions:
- Develop a plan for independent study in consultation with the Cognitive Skills Program. This plan must be approved by and countersigned by the Director of the Cognitive Skills Program.
- The approved plan must be submitted to a Dean of Student Affairs.
- The Dean of Student Affairs may authorize a period of Independent Study of up to 3 months.
If, at the end of the initial period of Independent Study, the student wishes to extend the Independent Study for an additional period of up to 3 months, the student must submit to a Dean of Student Affairs a progress report signed by Cognitive Skills faculty that documents the accomplishments in fulfilling the initial study plan. Up to two extensions of Independent Study are allowed.

If criteria for granting Independent Study or extension of Independent Study are not met, and, nonetheless, the student wishes time to study for the USMLE, the student will be placed on Leave of Absence. While on Leave of Absence, the student is not eligible for financial aid.

Students Participating in Externship/Non-Credit Clinical Experiences Policy:
Note: Please refer to page 11 for more specific details for when/how to fill out an Externship form.

If you will be participating in an approved non-credit clinical experience such as doctor shadowing experiences, participation in health fairs, or summer experiences in which you will be exposed to patients you need to fill out the Externship form. This is the only way you can be covered for professional liability under the university’s coverage. Sections A, B, C, and D of the form will be required to be completed prior to the start of the individual student’s experience. If a clinical experience is at a site that is distant from Robert Wood Johnson Medical School, then students must mail or fax the form with the supervisor’s signature in section D at the start of their experience. A revised form with Section E completed after the experience must be returned to the registrar’s office when you return from the experience. In addition, you may also need to fill out the Exhibit B form. Look in the policies section for the policy on Students participating in educational activities outside RBHS or any of its Affiliates.

Forms can be found at: http://www.rwjms.rutgers.edu/education/current_students/academics/forms.html

Narrative Feedback Policy

It is the policy of Robert Wood Johnson Medical School that all required course and clerkship directors should, whenever teacher-student interactions permit, provide all students with a narrative assessment of their performance. The narrative assessment should include feedback and observations related to one or more of the following: behavior, attitudes, interpersonal skills, interactions with peers and faculty, and/or professionalism and should identify strengths as well as specific areas for improvement.

Policy on Student Privacy, Student Records Access, and Amendment of Student Records

Rutgers, The State University of New Jersey ("Rutgers") complies with the Family Educational Rights and Privacy Act ("FERPA") and makes public announcement of the law. Under FERPA, a Rutgers student has the right to inspect and review his/her education records within 45 days of the date Rutgers receives a proper request for access to such records. The student has the right to request amendment of education records that the student believes are inaccurate or misleading. Rutgers shall obtain the prior consent of the student before disclosing personally identifiable information contained in the student's education records, EXCEPT to the extent FERPA
authorizes disclosure without consent.

FERPA permits disclosure to Rutgers officials with legitimate educational interest in the records being sought. A Rutgers official is a person employed by Rutgers in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Governors or Board of Trustees, a student serving on an official committee such as a disciplinary hearing board, or a student who is assisting another school official in performing his or her job responsibilities. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her job responsibilities.

Robert Wood Johnson Medical School students requesting amendment of education records should write to the Robert Wood Johnson Medical School Registrar responsible for the record and clearly identify the part of the record the student wants changed, and specify why it is inaccurate or misleading. If the record custodian denies the request to amend the record, the student will be notified of the decision and advised of his/her right to a formal hearing. A student will obtain additional information on the hearing procedure after an amendment request has been denied.

If you have further questions about your rights under FERPA, you may contact: Ms. Miranda Alfonso-Williams, HCISSP, CISM, CIPM, CIPT

University Director of Privacy
Rutgers, The State University of New Jersey
Office of Enterprise Risk Management, Ethics, and Compliance 1 Worlds’ Fair Drive, Suite 3200
Somerset, NJ 08873
Phone: (732) 235-5762
Email: miranda.alfonsowilliams@rutgers.edu

For more information visit: http://compliance.rutgers.edu/ferpa

Policy and Procedures for Student Record Access: Instructions to Faculty and Staff

Who Can Release Student Information?
If you have access to student data, you are responsible for its proper handling. No matter what the form or content, you are accountable for handling student records in accordance with the law and University policy.

FERPA requires that anyone accessing private student records have a "legitimate educational interest" for the information. Examples include:

- Performing a task that is specified in his/her position description or contract
- Performing a task related to a student’s education or to student discipline
Maintaining safety and security on campus Obligation to Release Record Information

An institution is not obligated to release directory information to anyone. FERPA only says that an institution MAY release information, but there is no obligation to do so. When in doubt, do not release information, contact the Office of Enterprise Risk Management, Ethics and Compliance and the University Director of Privacy.

Deceased Students
The privacy rights of a student expire with that student’s death.

Student Workers
Students who perform institutional functions may be deemed "school officials" with a "legitimate educational interest" in accessing designated educational records of other students. The same requirements and responsibilities for a full-time school official exist for student workers. Student workers must be trained on FERPA just as if they were faculty or staff.

Subpoenas
All subpoenas are first reviewed by the Office of the General Counsel to determine the appropriate course of action.

Crisis Situations/Emergencies
If non-directory information is needed to resolve a crisis or emergency situation, the University may release that information if the institution determines that the information is "necessary to protect the health or safety of the student or other individuals." Factors considered in making this assessment include, but are not limited to: the severity of the threat to the health or safety of those involved; the need for the information; the time required to deal with the emergency; and the ability of the parties to whom the information is to be given to deal with the emergency.

Posting Grades
It is a violation of FERPA to publicly post grades either by the student’s name, student identification number or social security number. Instructors can assign students unique numbers or codes that can be used to post grades. However, the order of the posting must not be alphabetic.

Returning Assignments
Leaving personally identifiable, graded papers unattended for students to view is no different from posting grades in the hallway. If these papers contain "personally identifiable" information, then leaving them unattended for anyone to see is a violation of FERPA. Therefore, consider leaving the graded papers (exams, quizzes, and homework) with an assistant or secretary who would ask students for proper identification prior to distributing them.

Student Correspondence
All Rutgers University students, staff, and instructors are assigned a university managed email account to be utilized for purposes of official correspondence. Instructors may notify students of their individual grades via email, provided the email is sent from a University email account, to a University email account. Notification of grades may also be made via the use of a course management website. Students must access their grades after
providing their RU NetID and password.

Access to Other Student Records
Instructors are considered "school officials" and have access to class rosters and basic information for students enrolled in their classes. Instructors may not access other student academic records without demonstrating a "legitimate educational interest" in such information.

Parents Requesting Information
Student educational record information is protected under FERPA and parents may not have access to it unless the student has completed the FERPA release form that specifically identifies what information may be released to the parent(s).

Letters of Recommendation
Written permission of the student is required for a letter of recommendation if any information included in the recommendation is part of the "education record" (grades, GPA and other non-directory information).
Student Ombudsperson

What is a student/housestaff ombudsperson?

Each RBHS Dean has appointed an ombudsperson as a designated, confidential resource for students and housestaff (“visitors”) seeking information or solutions to problems. The unique nature of the ombudsperson is one of neutrality, impartiality and independence from the Schools’ and University’s established administrative structures. Thus, the ombudsperson is not a student/house officer advocate and does not represent the student’s or house officer’s interests. The ombudsperson is also not an agent of the institution, is not responsible for academic or disciplinary decisions concerning students or housestaff, and is independent of all administrators who have notice, compliance, regulatory, enforcement, adjudicatory and disciplinary functions such as deans or program directors. Instead, the ombudsperson aims for fairness, and impartially considers the interests of all parties. The ombudsperson does not make decisions, render judgments or administer sanctions. Instead, she or he identifies options, provides information, refers visitors to other resources if appropriate, facilitates communication between people, may mediate disputes or negotiate resolutions between parties, and recommends changes in policy or procedure to School/University administrators.

The assistance of an ombudsperson is informal and non-adversarial, separate from existing formal grievance and complaint procedures. Bringing complaints or problems to the ombudsperson does not constitute placing the University on formal notice. Individuals can always invoke the formal procedures. Sometimes the ombudsperson herself or himself may recommend this course of action and refer the individual to the appropriate office. In any case, the ombudsperson will not participate in a formal process.

Each RBHS School has also identified another individual as a research ombudsperson whose focus is on research disputes and problems. This person is available to assist faculty and staff as well as students and housestaff on issues related to research.

Relationship with the Dean, School/University administrators, faculty, other students/housestaff:

The ombudsperson maintains a great degree of independence within the School and University hierarchy. The ombudsperson is answerable only to the Dean, annually summarizing for the Dean the office’s activities without revealing any personal or confidential information about cases. The ombudsperson also makes recommendations to the Dean for specific and systemic changes and improvements in School policy, procedure, environment, etc., based upon the pattern of problems and complaints brought forward by visitors. The ombudsperson has the full support of the RBHS Office of Academic Affairs, Office Workplace Diversity and Office of the General Counsel. The ombudsperson, in addition, is authorized to approach any individual — administrator, faculty member, other student or house officer — in pursuit of information, resolutions to problems or complaints, or to make recommendations.

Confidentiality

The ombudsperson strives to maintain confidentiality and respect privacy to the maximum extent permitted by law. The ombudsperson will not keep records with any personally identifiable information, and usually will not share any information received from visitors without the visitors’ permission. However there are legal and ethical standards which may require the ombudsperson to disclose certain kinds of information, such as statutory violations, imminent threats of serious harm to an individual (the visitor or others), or to the University and its property, or about serious misconduct, harassment or the commission of a crime. The ombudsperson must also comply with court orders and valid subpoenas.
The Student Ombudsperson at Robert Wood Johnson Medical School is Lynn Clemow, PhD, (clemowlp@rwjms.rutgers.edu). The Ombudsperson is a confidential resource for students and house staff seeking information or solutions to problems. The unique nature of the ombudsperson is one of neutrality, impartiality and independence from the School’s and University’s established administrative structures. The ombudsperson aims for fairness, and impartially considers the interests of all parties. The ombudsperson does not make decisions, render judgments or administer sanctions. Instead, she or he identifies options, provides information, refers visitors to other resources if appropriate, facilitates communication between people, may mediate disputes or negotiate resolutions between parties, and recommends changes in policy or procedure to School/University administrators. For more information, visit: http://ombuds.rutgers.edu/problem-resolution-resources

**Supervision Policy**

**Purpose:** To ensure that medical students in clinical learning situations involving patient care are appropriately supervised at all times in order to ensure patient safety and student safety, that the level of responsibility delegated to the students is appropriate to their level of training and that the activities supervised are within the scope of practice of the supervising health professional.

**Scope:** This policy covers all faculty and residents (includes interns, residents and fellows) who supervise medical students in situations involving patient care.

**Responsibilities and Requirements:**

1) Faculty and residents will be made aware annually of the training students entering the third year have received.

2) Departments are responsible for informing their faculty of procedures that students on fourth year rotations may perform.

3) Supervising health professional:
   a) Faculty must be credentialed in the procedure the student is performing in order to function as the supervising physician. The level of participation by the student must be consistent with their training and previous experience and should address the goals and objectives of the relevant rotation. If a faculty member is uncertain as to the appropriate level of involvement for the student, they should contact the clerkship or site director. When the faculty is supervising the student, they must be physically present with the student and the patient. Faculty may be immediately available for specified procedures.

   b) Residents may provide supervision to a medical student performing a procedure based on the resident’s privileges. If a resident is privileged to perform a procedure with indirect supervision available or with oversight available, then they may supervise the student either directly or be immediately available for specified procedures. The level of participation by the student must be consistent with their training and previous experience and should address the goals and
objectives of the relevant rotation. If a resident is unsure as to the appropriate level of involvement for the student, they should contact the clerkship or site director.

4) Students are required to inform patients of their role and responsibilities in the patient’s care. Supervising residents and faculty must ensure that the patient is properly informed of the student’s involvement.

5) Students may participate (and are encouraged to do so) in obtaining informed consent for procedures but they cannot do so without direct supervision by an appropriately privileged physician or healthcare professional.

6) Medical student activities cannot be billed for under any circumstances except as permitted by CMS regulations.

Definitions:

A. Level of Participation:

a. Minimal: the student is present during the procedure and is a complete observer.

b. Moderate: the student may assist in the procedure. Examples include positioning of a retractor or assisting in positioning a patient during a procedure.

c. Full: the student performs most or all of the procedure under the appropriate level of supervision. The student must have had appropriate training in the procedure. An example would be placement of an intravenous catheter, or suturing of minor lacerations.

B. Level of Supervision:

a. Direct Supervision – the supervising physician is physically present with the student and patient.

b. Indirect Supervision:

i. With direct supervision immediately available – the supervising physician is physically within the hospital or other site of patient care, and is immediately available to provide direct supervision.

ii. With direct supervision available – the supervising physician is not physically present within the hospital or other site of patient care, but is immediately available by means of telephone and/or electronic modalities, and is available to provide direct supervision.

c. Oversight – the supervising physician is available to provide review of procedures/encounters with feedback provided after care is delivered.
d. Students may perform procedures only with direct supervision or with indirect supervision immediately available from an appropriately privileged faculty member or resident.

**Tuition Refund Policy**

If a student withdraws from medical school of their own accord prior to completion of one-third of the unit of time following the date of registration may be granted an 80% tuition refund at the discretion of the Dean or the designee. No refunds will be made after this time and fees will not be refunded at any time.

Students who are taking a reduced course load through a flexible curriculum option but who do not repeat any course at Robert Wood Johnson Medical School will have their tuition divided among the years that they are attending but will pay no more than the equivalent of four years of full tuition during their enrollment at Robert Wood Johnson Medical School.

Students who must repeat one or more courses at Robert Wood Johnson Medical School will be assessed for additional tuition based upon the number of course credits that they are taking during the semester in which the repeated courses are taken. The number of weeks taken will be divided by the total number of weeks in the normal curriculum for that semester. The resulting percentage will result in assessment of tuition as follows:

<table>
<thead>
<tr>
<th>Percentage of full course load:</th>
<th>Percentage of tuition assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%-35%</td>
<td>25%</td>
</tr>
<tr>
<td>35.1%-60%</td>
<td>50%</td>
</tr>
<tr>
<td>60.1%-85%</td>
<td>75%</td>
</tr>
<tr>
<td>&gt;85%</td>
<td>100%</td>
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A. Introduction

It is the policy of Rutgers University to allow access for its community to local, national, and international sources of information and to provide an atmosphere that encourages the free exchange of ideas and sharing of information. Nevertheless, Rutgers reserves the right to limit or restrict the use of its information technology resources based on applicable law, institutional policies and priorities, and financial considerations. Access to the University’s information technology resources is a privilege that requires each member to act responsibly and guard against inappropriate use and abuse. Therefore, both the community as a whole and each individual user have an obligation to abide by the following standards of acceptable use.

Users’ expectations of privacy protection for electronic data must be balanced against the University’s reasonable need to supervise, control, and operate the University’s information systems. Although the University will not monitor the content of electronic documents or messages as a routine matter, it reserves the right to examine all computer files and content in order to protect individuals and the University.

This policy outlines the acceptable use of University information technology resources, which include, but are not limited to: equipment, software, networks, systems, data storage devices, media, facilities, and stationary and mobile devices used to access Rutgers information technology resources, whether the technology or devices are personally owned, leased, or otherwise provided by Rutgers University. Information technology resources also include any and all Rutgers data, records, information, and record systems stored on or retrievable from such equipment, software, networks, systems, data storage devices, media, and facilities, or stationary and mobile devices.

B. User Responsibilities

Because the primary use of the University’s communications and business systems is to further the institutional mission, members of the University community should not have the expectation of privacy in their use of electronic systems, whether work-related or personal. By their nature, electronic systems may not be secure from unauthorized access, viewing, or infringement. Although the University employs technologies to secure its electronic resources, as a rule confidentiality of electronic data cannot be assumed.

i. Each user may use only those information technology resources for which he or she has authorization. Violations include but are not limited to:
   • using resources without specific authorization
   • using another individual’s electronic identity
• accessing files, data, or processes without authorization

ii. Information technology resources must be used only for their intended purpose(s). Violations include but are not limited to:

• misusing software to hide personal identity, or to interfere with other systems or users;
• misrepresenting a user’s identity in any electronic communication;
• using electronic resources for deceiving, harassing, or stalking other individuals.
• sending threats, "hoax" messages, chain letters, or phishing;
• sending mass emails to the Rutgers community without following proper procedures;
• intercepting, monitoring, or retrieving without authorization any network or other electronic communication;
• using University computing or network resources for private advertising or other private commercial purposes.
• circumventing, disabling, or attempting to circumvent or disable security mechanisms without authorization;
• using privileged access to University systems and resources for other than official duties directly related to job responsibilities, with the exception of incidental private use;
• making University systems and resources available to those not affiliated with the University;
• using former system and access privileges without authorization after association with Rutgers has ended or using system and access privileges to a former department’s resources without authorization after the transfer to the new department.

iii. The access to and integrity of information technology resources must be protected. Violations include but are not limited to:

• Using third party, cloud and non-cloud, systems not authorized or approved by OIT’s Information Protection & Security Division to transmit, process, or store Rutgers data classified as restricted.
• creating or propagating computer viruses, worms, Trojan Horses, or any other malicious code;
• preventing others from accessing an authorized service;
• developing or using programs that may cause problems or disrupt services for other users;
• degrading or attempting to degrade performance or deny service;
• corrupting or misusing information;
• altering or destroying information without authorization.

iv. Applicable state and federal laws and University policies must be followed. Violations include but are not limited to:

a) Laws

• failure to respect the copyrights and intellectual property rights of others;
• making more copies of licensed software than the license allows;
• downloading, using, or distributing illegally obtained media (e.g., software, music, movies);
• uploading, downloading, distributing, or possessing electronic content explicitly prohibited by federal, state, or local law (i.e., child pornography)

b) Policies
• accessing, storing, or transmitting information classified as Restricted (e.g., social security numbers, patient health information, driver’s license numbers, credit card numbers) without a valid business or academic reason or transmitting such information without using appropriate security protocols (e.g., encryption).
• distributing data/information classified as Restricted, unless acting as an authoritative University source and an authorized University distributor of that data/information and the recipient is authorized to receive that data/information;
• using social media to communicate or store University data/information classified as Restricted;
• using third party cloud storage or data sharing tools (i.e., iCloud, Carbonite, Dropbox) to store University information classified as Restricted.

ev. University business should be conducted using University provided information technology systems, resources, and services.

vi. Accessing information and Records: Recognizing that not all circumstances can be anticipated, access to information and records residing on University information technology resources will ordinarily be governed by the following:

a) University Responsibilities: The University’s obligations in relation to information technology resources include ensuring compliance with applicable laws and University policies and procedures, protecting the integrity and operation of its resources, and preserving information as necessary to protect the interests of the University and to enable it to satisfy these obligations. Accordingly, the University may access Rutgers-related electronic information on any device on which it is stored or may be accessed, and may access a user’s records and information stored on University information technology resources systems or equipment for the above-mentioned purposes. Such access must be for specific, articulable reasons, must be appropriately circumscribed, and is limited to authorized personnel. The University understands that some users may have personal information and/or records on University systems and it respects the privacy of all users as to such information insofar as possible in complying with its above-mentioned obligations.

i. Standards for Accessing or Monitoring Information and Records: The University may access or monitor any/all information, records, record systems, and/or information technology resources in the following circumstances:
1. As necessary or appropriate to avert reasonably anticipated or already apparent threats or hazards to University information, records, or information technology resources. An example includes scanning to detect computer viruses;
2. As and when required by law or to comply with legal or contractual obligations of the University;
3. In connection with a legal proceeding in which the Office of General Counsel is involved or an investigation conducted by or on behalf of the Office of Employment Equity or University Ethics and
Compliance, for which access is necessary or appropriate;
4. When there is reasonable cause to believe that the employee has engaged in misconduct, has violated University policies or regulations, or may have used University resources improperly and that the information and records to be accessed or monitored are relevant to the misconduct or violation in question;
5. When the University otherwise has a legitimate need to access the information, records, or information technology resources. Reasonable efforts will be made to notify the individual of the need for access to information or records in which the individual has a substantial personal interest in information or records stored on or transmitted through the University’s information technology resources or other electronic system unless prohibited by law, inconsistent with University policy, or inconsistent with the University carrying out its normal operations and/or aforementioned obligations.

ii. Preserving and Protecting Records: In circumstances where the University determines that there may be a specific risk to the integrity or security of records, data, information, or information technology resources, the University may take measures to protect or preserve them. For instance, the University may take a “snapshot” of a computing account to preserve its status on a given date, copy the contents of a file folder, or restrict user access to information technology resources in whole or in part.

b) Employee Obligations
i. Standards of Employee Conduct for Accessing or Monitoring Records: It is a violation of this policy for an employee to monitor information technology resources or record systems or access records beyond the standards established within this policy. It is also a violation of the policy if the University has granted access to the employee (to monitor or access records or systems) and the employee has accessed or monitored records or record systems for purposes other than the purposes for which the University has granted access.

c. Violations
Employees who violate this policy may be subject to relevant institutional sanctions and discipline up to and including termination of employment

Use of Personally Owned Mobile Communication Devices/Recording Devices
Updated 10/10/2013
Policy 60.9.6

DEFINITIONS

A. Mobile Communication device is defined as any Cell Phone, Pager, Personal Digital Assistant (PDA), MP3 player, headphone, Bluetooth device, or any other wireless device that could be used to access the Rutgers network.

B. Recording device is defined as any device used to record or intercept any wire, electronic, oral or visual communication, to include, but not limited to, mobile communication devices, including those with picture
messaging, tape recordings, other photo devices and the transmission of images through e-mail systems.

LEGACY REFERENCES

A. Rights & Responsibilities for the Use of University-Accessed Electronic Information Systems, Policy 70.2.23.
B. Issuance and Use of Mobile Communications Devices, Policy 70.2.5

BACKGROUND

The use of personal mobile communication devices and other electronic devices has expanded rapidly. The University does not wish to unreasonably constrain the use of these devices; however, it has a broader responsibility to: (1) ensure that they are used in an appropriate manner; (2) ensure the integrity of proprietary information; (3) preserve the privacy of employees, and (4) ensure that unauthorized surveillance does not breach the reasonable expectation of privacy in the workplace and learning environment.

POLICY

A. Mobile Communication Devices – Employees are required to exercise discretion and restrict the use of personal mobile communication devices, in the workplace, or any educational setting. For employees, excessive calls via personal mobile communication devices and/or the use of its multi-media functions (games, internet, videos, music) can interfere with productivity and can be distracting to fellow workers. For safety purposes, use of mobile communication devices while driving on University business should be done in compliance with state law requiring the use of hands-free equipment. In addition, the use of headsets and wireless head set technology while operating work-related equipment is a safety hazard and is not allowed.

B. Recording Devices - As a general rule, recording devices and camera-equipped devices (including mobile communication devices) and their uses are restricted in accordance with state and federal regulatory guidelines concerning unauthorized surveillance. Employees shall not use the picture-taking functionality of mobile communication devices in the workplace or educational setting. Unauthorized use of cameras at any University-owned facility, including designated research areas, restrooms, or exercise areas without the express written consent of the department manager is not allowed.

C. Recording Conversations - It is expected that faculty and staff will respect the privacy of other individuals in the workplace and educational setting, and that secret recording of individuals without their knowledge is not compatible with the mission of universities to foster an open exchange of ideas. While realizing that recordings may serve many legitimate academic and workplace purposes, the University does not condone recording of individuals who are unaware that such recordings are being made. In order to promote an environment of trust and collegial academic sharing, the University expects that any recording will be done only with the prior consent of the parties involved. Covert/secret recording of any conversation or meeting occurring at the workplace or educational setting, including any classroom or other educational experience, or conversations or meetings offsite that deal with workplace or educational matters of official concern is prohibited. Examples of such conversations or meetings offsite that deal with workplace or educational matters of official concern are prohibited. Examples of such meetings are promotion interviews, meetings with a counselor or investigator, meetings between a supervisor and a subordinate, etc. Employees are also prohibited from arranging for others,
to do any recording of conversations, phone calls or other work or educational activities, unless specifically permitted by the University.

D. In compliance with the privacy regulations contained in the Health Insurance Portability & Accountability Act (HIPAA), visual and recording devices shall not be used in patient care areas.

E. The following are the only exceptions to the above provisions:

1. Camera-equipped devices issued by the University to designated employees as part of their performance of certain duties;

2. When required as an accommodation for an employee who has a documented hearing-impairment or physical challenge and who is otherwise unable to write or conveniently record information or data;

3. When authorized by a meeting chairperson for the purpose of facilitating the recording of meeting minutes or the taking of notes; or, the recording of investigatory or other hearings;

4. When an authorized department head or his/her designee grants prior written approval and notice of the recording of an activity restricted to their department. Copies of the written approval must be maintained in the department’s files.

5. When cell phones are used in employee break areas during an employee’s scheduled break or at University-sponsored social events.

F. The University shall not be liable for the loss or damage of personal cell phones, multimedia devices or other recording devices brought into the workplace.

G. Failure to comply with the provisions of this policy may result in disciplinary action up to and including termination from employment or dismissal from an academic program, depending on the severity of the infraction.

Drug-Free Environment

Updated 8/03/2010

The Policy

A. Maintaining a Drug-Free Workplace and Learning Environment

No student, faculty member, resident or staff member is permitted to unlawfully manufacture, distribute, dispense, possess or use a controlled substance in any Rutgers facility or while conducting official University business. Individuals who violate this policy will be subject to appropriate disciplinary action up to and including dismissal or termination from the University and referral for prosecution. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

B. Drug Prevention Program

1. There shall be an annual distribution in writing by the end of September of each year to each student, resident, faculty and staff member:
a. Standards of conduct that clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on University property or as part of any University activity;
b. A description of the applicable legal sanctions under state and federal law for the unlawful possession or distribution of illicit drugs and alcohol;
c. A description of the health risks associated with the use of illicit drugs and the abuse of alcohol;
d. A description of available drug or alcohol counseling, treatment, rehabilitation or re-entry programs that are available;
e. A clear statement and description of the disciplinary sanctions that the University will impose for violations of the standards of conduct required by this policy.

2. There shall be a biennial review by the University Office of Academic Affairs and Department of Human Resources of this drug prevention program in order to:
a. determine the effectiveness of the program and implement changes to the program if needed; and
b. ensure that the disciplinary sanctions described in section V.A. of this policy are consistently enforced.

This biennial program review shall be based upon the following types of information:

- the number and kinds of cases that are brought to the assistance or wellness programs, department chairpersons, program directors and/or supervisors;
- the number and kinds of actions, if any, recommended by the assistance or wellness programs;
- the number and types of disciplinary sanctions taken against individuals who violated state or federal drug laws or who resisted professional help when referred by a campus impairment committee, assistance program and/or supervisor; and
- the number and types of referrals for treatment of drug or alcohol abuse

C. Submission of Written Certification
The designated Rutgers University Official has signed and submitted to the U.S. Department of Education a drug prevention program certification (copy on file).

D. Reporting Conviction Resulting from Violation of Criminal Drug Statutes
When a faculty member, staff member or student is convicted for violating any criminal drug statute for an act occurring on University premises, he or she must report this incident to the cognizant Associate Dean, department chairperson or the immediate supervisor within five (5) days. Failure to do so will be subject to appropriate disciplinary action up to and including termination from the University.

In an incident involving a faculty member or student, the department chairperson must apprise the Dean and contact the Office of General Counsel. In an incident involving a staff member, the supervisor must apprise the appropriate department head and Vice President as well as contact the Office of General Counsel and the Office of Human Resources. The Office of General Counsel will ascertain and carry out additional reporting requirements under state or federal law.
Research Misconduct Rutgers Policy
Updated 7/1/2013

Policy 90.2.2: entire policy and procedures may be found online.

PURPOSE
To establish policy and procedures for the University's response to allegations, reports and apparent occurrences of research misconduct involving research for which the University is the applicant or grantee, or which is proposed or conducted by or under the direction of any employee or agent of the University in connection with his or her institutional responsibilities. The objective of this policy is to ensure the prompt and appropriate investigation of alleged or apparent misconduct while protecting the rights of individuals, both those who report misconduct and those about whom allegations are made. This policy is intended to implement the Federal Law 42 U.S.C. Section 289b and the regulations promulgated pursuant thereto, 42 CFR Parts 50 and 93.

APPLICABILITY
This policy applies to faculty members, housestaff, trainees, students (including postdoctoral fellows), volunteers, attending physicians and staff members. Plagiarism allegations against graduate and undergraduate students (but not postdoctoral fellows) shall normally be processed as student academic misconduct cases in accordance with relevant University policies rather than under this policy.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act is a federal law that gives students in higher education various rights with respect to their educational records. Rights afforded to you under FERPA include the right to inspect and review your educational records, the right to request amendment of records you believe are inaccurate or misleading, and the right to prevent disclosure of information from your educational records without your prior consent, subject to some specific exceptions. The Office of Student Affairs Compliance publishes an annual notice about your rights under FERPA. FERPA permits disclosure of "directory information" such as name, phone number, address, and email address without your prior consent unless you specifically request that it be kept confidential. For more information regarding directory information, view the Confidentiality Definition Statement.

Consistent with its mission of educating students, Rutgers treats its students as adults and supports them as they develop individual responsibility, maturity and independence. The Policy on Parental Notification provides the circumstances under which Rutgers will disclose information about a student to the parent(s) or legal guardian(s) of the student with the prior consent of the student.

If you have further questions about your rights under FERPA, you may contact:

Ms. Miranda Alfonso-Williams, HCISSP, CISM, CIPM, CIPT
Director of Privacy
Rutgers, The State University of New Jersey
Student Tuition and Fee Obligations

Updated 4/22/2013

The Policy

1. The Office of Student Accounting, Billing, and Cashiering shall ensure that, by the due date, defined as the start date of the semester at the RBHS School/program in which they are enrolled or intend to enroll, all students have paid tuition and fees, or have established an installment payment plan (see section IV.5.), or have demonstrated a commitment to pay as verified by the Financial Aid Office. The establishment of the start and end dates of the semester at each RBHS School or program and the procedure for communicating these dates to the Office of Student Accounting, Billing, and Cashiering shall be in accordance with the University policy on Academic Calendars. The billing invoice will be mailed thirty (30) days prior to the due date. RBHS students admitted to the University after the date that billing invoices are normally mailed by the School will have tuition due by the start of the semester. The RBHS Schools can make the determination to allow students a thirty-day grace period from the start date of classes to pay their tuition and fees.

The cashier assigned to each RBHS School is responsible for the collection of tuition and fees.

2. A student’s financial obligation will be conditionally (pending receipt of funds) reduced by the amount of accepted financial aid on record at the time of issuance of the billing invoice. Those students awarded financial aid will not receive any refunds of such aid until their account reflects a credit balance. Upon request, students who demonstrate that they will face personal hardship if all or part of their initial financial aid is used to satisfy their initial financial obligations to the University may receive a one-time refund of financial aid only in the first semester of enrollment at the University, and only if the total amount of the award less loan-processing fees exceeds the student’s financial obligation for that semester. Thereafter, continuing students may not receive a refund of financial aid until their account reflects a credit balance.

3. Upon request, those students not receiving financial aid or receiving aid that is less than the total cost of tuition and fees may make arrangements with the appropriate Cashier's Office to pay each term’s tuition and fees on an installment payment plan. Eligibility for participating in this plan will be determined by the Office of Student Accounting, Billing, and Cashiering. Such requests must be received on or before the due date for each semester’s tuition and fees. To participate in the installment plan, the student must execute a Tuition Repayment Promissory Note.

4. The Office of Student Accounting, Billing, and Cashiering shall notify the Associate Dean or equivalent in October of those students who have an outstanding financial obligation for the Fall Semester, and send updated
reports about these students weekly through the first week of November; for the Spring Semester, notification
to the Associate Dean or equivalent will be sent in March, with weekly updates through the first week of May.
The Office of Student Accounting, Billing, and Cashiering shall also notify the Associate Dean or equivalent of two
or more missed payments under any installment payment plan in effect. Upon notification by the Office of
Student Accounting, Billing, and Cashiering, the Associate Dean or equivalent shall notify the student, in writing,
that the student’s account is in arrears and that the student may be subject to administrative penalty unless
appropriate arrangements are made for immediate payment. In the event that there are mitigating
circumstances known to the Associate Dean or equivalent, the Office of Student Accounting, Billing, and
Cashiering will be so informed and administrative actions may be delayed. If payment remains outstanding, the
Office of Student Accounting, Billing, and Cashiering shall place encumbrances on student accounts in mid-
November for the Fall term or early-May for the Spring term, or following two or more missed payments under
an installment payment plan. Such encumbrances may result in withholding of transcripts, grades and/or
diplomas; withholding of academic credit; barring of advancement to the next academic term; and/or other
administrative actions. The Office of Student Accounting, Billing, and Cashiering issue a letter to students who
have an outstanding financial obligation notifying them that an encumbrance has been placed on the account
and advising these students to immediately contact the Cashier’s Office to arrange payment. A copy of the letter
shall be sent to the Associate Dean or equivalent and the School’s Registrar. The Associate Dean or equivalent
shall again notify such students that they may be subject to administrative penalties unless there is payment in
full. If the student fails to comply with this final notice, the Associate Dean or equivalent shall take appropriate
action.

5. Students with accounts in arrears who have an inactive academic status, i.e., Withdrawal, Dismissal,
Suspension or Leave of Absence, will have their accounts submitted for collection by a collection agency thirty
days after the recording of the inactive status in the student information system. The Office of Student
Accounting, Billing, and Cashiering will inform the student in writing that the over-due account will be placed
into collection in 15 days unless payment is made in full or arrangements are made for an installment
payment plan. Copies of this letter will be sent to the appropriate Associate Dean or equivalent, the School’s
Registrar and the appropriate campus Financial Aid Office.

Student Residency for Tuition Purposes

Updated 5/27/2020
Policy 10.3.2

A determination of residency status for the purpose of tuition assessment will be made by the University based
on information provided by the applicant in accordance with the procedure outlined in this Policy Statement.

A. Procedure:

1. THE INITIAL DETERMINATION: At the time an individual initially applies for admission into any graduate or
undergraduate college of the University, the respective Admissions Office will determine an admitted applicant’s
residential status for tuition assessment. The determination made at this time shall prevail for each succeeding
semester unless a change is authorized as provided hereinafter.
2. AFTER THE INITIAL DETERMINATION: The status of residency for tuition purposes of students continuing in a school of the University will be determined by the appropriate Registrar’s Office (Camden Registrar, Newark Registrar, New Brunswick Registrar, or Rutgers Biomedical and Health Sciences (RBHS) Registrar). The determination made by the Registrar will either conform to the initial determination of the admissions office or reflect a change as provided hereinafter.

3. REQUEST FOR A CHANGE OF STATUS: Requests for a change in residency status will be accepted no later than 60 days after the start of the term for which changed status is sought. All evidence deemed appropriate by the adjudication official pursuant to N.J.A.C. 9A:5-1.1-1.2 must be filed by the petitioner in accordance with the time limit specified in the preceding sentence, but in no case later than 30 days from the date of submission of the Residency Analysis Form. Failure to comply with the provision may void the petition for the semester in question. If, based on the information submitted in the request, the student qualifies for resident tuition assessment, such change will relate only to the current and subsequent semesters. See Appendix A, “Submission of Residency Analysis Form” below for office locations and mailing addresses.

4. APPEALS: Appeals from the initial determination and any determination made after a request by a student for a change in residency status will be accepted no later than 30 days after the date of notification of any such determination that is appealed. Appeals for newly admitted and continuing students should be forwarded to the appropriate Office of the Vice Chancellor for Enrollment Management. These officers will respond to the student within 30 working days of the receipt of the appeal in the appropriate office. Appeals from these determinations must be submitted centrally to the Associate Vice President of Enrollment Management by the student within two weeks after the campus Vice Chancellor for Enrollment Management has issued a determination. The decision of the Associate Vice President for Enrollment Management will be final.

5. STUDENTS’ RESPONSIBILITIES: The student is responsible for providing relevant information upon which a residency determination can be made. The burden of proving a student’s residency status lies solely upon the student. Moreover, it is the obligation of the student to seek advice when in doubt regarding eligibility for in-state tuition assessment. Every student who is classified as a resident student but who becomes a non-resident at any time by virtue of a change of legal residence is required to notify his/her Registrar immediately. An independent student loses New Jersey residency status for tuition purposes upon abandonment of the New Jersey domicile. Assessment of non-resident tuition charges will take effect the semester following the date of abandonment. Any dependent student who is domiciled in the state for tuition purposes shall continue to be eligible for New Jersey resident tuition status despite his or her supporting parent(s) or United States Court Appointed legal guardian(s) change of domicile to another state, while such student continues to reside in New Jersey during the course of each academic year and is continuously enrolled.

6. PENALTIES: If a student has obtained or seeks to obtain resident classification by deliberate concealment of facts or misrepresentation of facts or if he/she fails to come forward with notification upon becoming a non-resident, he/she is subject to disciplinary action.

B. Factors Considered in Determining Residency for Tuition Assessment.
This section of the Policy Statement conforms to the regulations of the New Jersey Administrative Code, Volume 9A:5-1.1-1.2 and 9A:9-2.6.
1. **CLASSIFICATION:** A student shall be classified as a "resident" for tuition purposes upon admission to a public institution of higher education in the State of New Jersey if the student has been domiciled within the State of New Jersey for at least one year immediately prior to enrollment.

Students who are classified as dependent students are presumed to share the domicile of his or her parent(s) or legal guardian. Persons who have been residents in this state for more than 12 months prior to initial enrollment are presumed to be domiciliaries of New Jersey for tuition purposes. In those cases in which a dependent student with an out-of-state parent or legal guardian has resided in New Jersey for 12 consecutive months prior to initial enrollment, the student may petition on his/her own to establish domicile in the state.

Persons who have been domiciled within this State for less than 12 months prior to initial enrollment are presumed to be non-domiciliaries for tuition purposes. Persons presumed to be non-domiciled or persons who are presumed to be domiciled but whose domiciliary status is challenged by the institution must prove their domicile according to the following regulations.

"Domicile" is a legal concept defined by New Jersey law. In general terms, "domicile" means the place where a person has his or her true, fixed, permanent home and principal living establishment, and to which, whenever he or she is absent, he or she has the intention of returning. New Jersey domicile must be acquired prior to the beginning of the semester for which you are requesting a change in residency status. Domicile is distinct from residence – while a person may have several residences, he/she can have only one legal domicile. Therefore, in order to establish a new domicile in New Jersey, a person must first abandon the prior domicile in which he/she previously resided and sever all legal connections to that former domicile.

In determining whether domiciliary status has been shown, mere physical presence and declaration of intent to remain in the State may not be sufficient. To assist in determining whether a person is a New Jersey domiciliary, the primary evidence is, but is not limited to, a notarized affidavit setting forth domicile and a State Certified copy of a New Jersey Resident Income Tax Return or in the case of a dependent student, a State Certified Copy of his/her parent(s’) or a United States Court Appointed (prior to the student attaining age 18) legal guardian(s’) New Jersey Resident Income Tax Return. The following additional items should be submitted: New Jersey voter registration materials; a New Jersey driver’s license (or non-driver’s I.D.); New Jersey motor vehicle registration; a long-term apartment/house lease or a house/condo deed; presence of spouse and children in New Jersey; the location of a local New Jersey bank(s); and copies of recent monthly bills (charge card, phone, etc.) addressed to the claimant(s). In unusual circumstances, if primary evidence is not available, the institution may make a determination of New Jersey domicile based exclusively on supplementary evidence; however, supplementary evidence may be deemed insufficient to justify a determination of domiciliary status.

3. **DEPENDENT/INDEPENDENT STUDENT DEFINED:** In determining whether a student is independent, the following is considered: N.J.A.C.9A:9-2.6 (Examples of Documentation given below).

(a) The term independent when used with respect to a student means any individual who:
1. Is 24 years of age or older by December 31 of the award year; Documentation: birth certificate, secondary school transcript, driver's license, draft registration letter; or

2. Meets the requirements of (b) below.

(b) An individual meets the requirements of this section if such individual:

a. Is an orphan or ward of the court; or was a ward of the court until age 18. Documentation for orphan: death certificate or a letter from a social services agency or from a respected member of the community who is unrelated to the applicant (minister, school administrator, etc.). Documentation for ward of the court: court document or a letter from the Division of Child Protection & Permanency or other social agency; or

b. Is a veteran of the Armed Forces of the United States. Documentation: DD214; or

c. Is a graduate or graduate professional student; (not applicable for undergraduate students); or

d. Is a married individual. Documentation: marriage certificate; or

e. Has legal dependents other than a spouse.
   - **Documentation if dependent is a child:** birth certificate
   - **Documentation if dependent is other than a child:**
     - If the person was dependent on the applicant in the prior year: Internal Revenue Service or New Jersey Division of Taxation certified copy of the applicant’s prior year tax return showing the person listed as an "other dependent."
     - If the person was not dependent on the applicant in the prior year: a document such as a driver's license, a Post Office address change, or a statement from the landlord or respected member of the community confirming that the person currently resides in the student’s household; or

f. Is a student for whom a financial aid administrator makes a documented determination of independence by reason of other unusual circumstances as provided under Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. 1087vv, and its implementing regulations and rules. For purposes of receiving State financial assistance as an independent student due to unusual circumstances, the following conditions apply:

   i. Determinations of independence must satisfy all applicable Federal standards set forth under Title IV of the Higher Education Act of 1965, as amended, and its implementing regulations and rules; and
   
   ii. Individual determinations of independent student status for State student aid programs shall be made in a manner consistent with the institutional policies regarding the awarding of all need-based financial aid, including Federal and State aid; and
iii. The institution shall share with the Office of Student Assistance any material findings or audit exceptions related to the determination of dependency status at any time they are revealed in the course of an audit or program review.

(c) A dependent student shall be any student who does not meet any of the eligibility criteria listed in (a) or (b) above for independent student status. The University reserves the right to request a student to have the Internal Revenue Service and/or New Jersey Division of Taxation forward certified tax records to the appropriate University office for review. An individual who claims to have established a new domicile in New Jersey must show (1) a physical abandonment of the previous domicile, together with an intent not to return to it, and (2) actual presence in New Jersey with the intention of remaining permanently in the state.

An individual from another state who has enrolled in any type of educational institution in New Jersey will be presumed to be in New Jersey primarily for educational purposes and will be presumed not to have established domicile in New Jersey. Although the student may present proof to overcome these presumptions, it must be noted that continued residence in New Jersey during vacation periods or occasional periods of interruption to the course of study does not of itself overcome the presumptions. All students who are not domiciliaries of New Jersey will be assessed out-of-state tuition rates. Residency for tuition purposes is governed by New Jersey Administrative Code 9A:5-1.1 et seq., which requires that individuals must be legally domiciled in the state for twelve months before becoming eligible for in-state tuition rates. The law also permits those living in the state for less than twelve months to petition for resident status through the Admissions Office or the Office of the Registrar, as appropriate. Petitions for resident status will be granted only in those cases where there is clear and compelling evidence that New Jersey is the legal domicile of the student or the parent(s) or U.S. Court Appointed (prior to the student attaining age 18) legal guardian(s) on whom the student is dependent.

4. THE EFFECT OF MARRIAGE or CIVIL UNION: A non-resident student who marries or enters into a Civil Union with a bona fide New Jersey domiciliary assumes the domicile of that spouse or civil union partner for tuition purposes in the semester following marriage or civil union. The same test for residency will be applied to spouses or civil union partners when a marriage or civil union is claimed as the basis for domicile. No change in status will occur when a domiciliary student marries or enters into a civil union with a non-domiciliary.

5. FOREIGN NATIONALS: Alien nationals who are in the United States and hold permanent resident status, or special refugee visas (being processed for permanent residency) will be considered the same as United States citizens for purposes of assessing tuition. In either instance, the approval date on the visa must be prior to the first day of the semester for which the change in status is sought. However, any other foreign national will be classified as a non-resident for assessment of tuition unless he/she has the right to remain permanently in the United States and can demonstrate by affirmative proof that he/she has a domicile in New Jersey.

6. MILITARY PERSONNEL
   a. PRESENCE IN NEW JERSEY DUE TO MILITARY SERVICE: As a general rule, in the absence of any intention to effect a change of domicile, the domicile of a New Jersey resident is not affected or changed by reason of his/her entry into the military service. By action of the New Jersey legislature (N.J.S.A. 18A: 62-4.1), United States military personnel and their dependents that are living in New Jersey shall be regarded as residents of the state for tuition purposes. Once a member of the United States Military domiciled in NJ (or his or her dependents) is enrolled at Rutgers,
provided that the member of the armed forces was on active duty for a period of more than 30 days at the
inception of enrollment at Rutgers, in-state tuition rates will continue to apply while such student is
continuously enrolled at Rutgers, notwithstanding a subsequent change in the permanent duty station of the
member of the armed forces to a location outside of New Jersey.

b. NONRESIDENT TUITION RATE FOR NEW JERSEY NATIONAL GUARD MEMBERS PROHIBITED 18A:62-
21.1
No public institution of higher education in this State shall impose a nonresident tuition rate or differential fee
on a member of the New Jersey National Guard.

c) NJ TEAM Act 18A:62-4.1a and 18A:62-4.1b
A veteran or covered individual who is living in New Jersey and is attending a public
institution of higher education in New Jersey shall be regarded as a resident of the State
for the purpose of determining tuition, regardless of the veteran or covered individual’s
state of residence.

1. “Veteran” means a person who has served on active duty in the Uniformed Services of
the United States and who was discharged or released and who qualifies for educational
assistance under the federal “All-Volunteer Force Educational Assistance
Program/Chapter 30” or “Post-9/11 Educational Assistance/Chapter 33” programs.

2. “Covered individual” means an individual who is entitled to educational assistance
under provisions of the federal “Post-9/11 Educational Assistance/Chapter 33” program
by virtue of such individual's relationship to a veteran.

7. DREAM Act 18A:62-4.4

  g. Notwithstanding the provisions of any law or regulation to the contrary, a student, other than a
  nonimmigrant alien within the meaning of section 101 (a)(15) of the "Immigration and Nationality
  Act” (8 U.S.C. s.1101(a)(15)), shall be exempt from paying out-of-state tuition at a public
  institution of higher education if the student:

  h. Attended high school in New Jersey for three or more years;

  i. Graduated from a high school in New Jersey or received the equivalent of a high school diploma in
  New Jersey;

  j. Registers as an entering student or is currently enrolled in a public institution of higher education
  not earlier than the fall semester of the 2013-2014 academic year; and

  k. In the case of a person without lawful immigration status, files an affidavit with the institution of
  higher education stating that the student has filed an application to legalize his immigration status
  or will file an application as soon as he is eligible to do so.
IN EVERY INSTANCE: A record of the evidence utilized in determining domicile pursuant to this section shall be maintained with the student's records.

Appendix A

SUBMISSION OF RESIDENCY ANALYSIS FORM: Mail or submit your completed Residency Analysis Form and all supporting documentation to the appropriate office listed below.

NEW BRUNSWICK:

Office of Undergraduate Admissions (first semester newly admitted undergraduate students only), 65 Davidson Road, Room 202, Piscataway, NJ 08854-8097

Office of the Undergraduate Registrar, 65 Davidson Road, Room 200B, Piscataway, NJ 08854-8097

Office of Graduate Admissions, 56 College Ave, New Brunswick, NJ 08901

Office of the Graduate/Professional/Summer Registrar, 65 Davidson Road, Room 200F, Piscataway, NJ 08854-8097

CAMDEN:

Office of Graduate and Undergraduate (first semester students only) Admissions, 406 Penn Street, Camden, NJ 08102

Office of Admissions, Camden School of Law, 406 Penn Street, Camden, NJ 08102

Office of the Registrar, Armitage Hall, Room 143, 311 North 5th Street, Camden, NJ 08102

NEWARK:

Office of Graduate and Undergraduate (first semester students only) Admissions, Engelhard Hall, 190 University Avenue, Newark, NJ 07102

Office of Admissions Newark School of Law, Center for Law and Justice, 123 Washington Street, Newark, NJ 07102

Rutgers Business School, Graduate Programs, Newark and New Brunswick, Engelhard Hall, Room 115, 190 University Avenue, Newark, NJ 07102

Office of the Registrar, Blumenthal Hall, 249 University Avenue, Room 309, Newark, NJ 07102

RUTGERS BIOMEDICAL AND HEALTH SCIENCES (RBHS) in NEWARK, NEW BRUNSWICK/PISCATAWAY, SCOTCH PLAINS, STRATFORD, and ONLINE:
NOTE: Students enrolled in the Ernest Mario School of Pharmacy or School of Nursing should select the
appropriate Admissions or Registrar office above from New Brunswick or Newark. All other RBHS students
should select the appropriate Admissions (first semester students only) or Registrar (continuing students) office
from below.

Office of Admissions at Graduate School of Biomedical Sciences - Newark (first semester students only), Medical
Science Building, 185 South Orange Avenue, Room C-696, Newark, NJ 07101

Office of Admissions at Graduate School of Biomedical Sciences – New Brunswick/Piscataway (first semester
students only), 675 Hoes Lane West, Room R-102, Piscataway, NJ 08854

Office of Admissions at New Jersey Medical School (first semester students only), Medical
Science Building, 185 South Orange Avenue, Room C-653, Newark, NJ 07101

Office of Admissions at Robert Wood Johnson Medical School (first semester students only), Kessler Building,
675 Hoes Lane West, Room TC 116, Piscataway, NJ 08854

Office of Admissions at Rutgers School of Dental Medicine (first semester students only), 110 Bergen Street,
Room B-829, Newark, NJ 07101

Office of Admissions at School of Health Professions and School of Nursing (first semester students only),
Stanley S. Bergen Building, 65 Bergen Street, Room 149, Newark, NJ 07101

Office of Admissions at School of Public Health – Newark (first semester students only), Stanley S. Bergen
Building, 65 Bergen Street, Room 701, Newark, NJ 07101

Office of Admissions at School of Public Health – New Brunswick/Piscataway (first semester students only), 683
Hoes Lane West, 1st Floor, Piscataway, NJ 08854

Office of Admissions at School of Public Health – Stratford (first semester students only), University Educational
Center, 40 East Laurel Road, Suite 2034, Stratford, NJ 08084

Office of the RBHS Registrar (continuing undergraduate, graduate and professional students), Stanley S. Bergen
Building, 65 Bergen Street, Room 1441, Newark, NJ 07101
Military Leave, Academic Credit and Tuition Refunds - Undergraduate and Graduate Students

Updated 10/5/2001
Policy 10.3.5

A. Rutgers, The State University of New Jersey, will act in accordance with State Law N.J.S.A. 18A:62-4.2, which sets forth the options available to a student at a New Jersey public institution of higher education who is unable to complete a course because the student is called to partial or full mobilization for State or federal active duty as a member of the National Guard or a Reserve component of the Armed Forces of the United States with respect to the student’s grade for the course and the availability of refunds.

B. A student who has completed at least eight weeks of attendance in a course may choose to:
   (1) receive a letter grade; or
   (2) receive a grade of pass or fail; or (3) receive a grade of incomplete; or (4) withdraw from the course.

C. A student who has completed less than eight weeks of attendance in a course may choose to:
   (1) receive a grade of incomplete; or (2) withdraw from the course.

D. A letter grade or a grade of pass shall only be awarded if, in the opinion of the faculty member teaching the course, the student has completed sufficient work, and there is sufficient evidence of progress toward meeting the requirements of the course, to justify the grade.

E. A grade of incomplete shall remain valid for a period of one year after the student returns to the New Jersey public institution of higher education.

F. A student who chooses to accept a grade of pass or fail may, within one year after returning to the New Jersey public institution of higher education, receive a letter grade for the course by completing the work required for the course, in which case the letter grade shall replace the pass or fail grade as the student’s grade for the course.

G. A student who chooses to withdraw from a course shall receive a full refund of tuition and fees attributable to that course.

H. A student who has paid amounts for room, board or fees shall, except as provided in subsection G of this section, receive a refund of that portion of those amounts attributable to the time period during which the student did not use the services for which payment was made.

I. Any refund payable to a student who is a financial aid recipient shall be subject to the applicable State and federal regulations regarding refunds.

Student Employment at RBHS

Updated 4/23/2013

A. RBHS students enrolled in educational programs of the Robert Wood Johnson Medical School, School of
Health Related Professions, Rutgers School of Dental Medicine, New Jersey Medical School, Graduate School of Biomedical Sciences, School of Public Health, and School of Nursing (former UMDNJ School of Nursing), regardless of matriculation or immigration status, shall be eligible for employment by the University and its units in accordance with any and all other policies and regulations of the University and its units for employment of individuals.

B. Students enrolled in the above, stated, RBHS educational programs on a full-time basis may not work more than nineteen (19) hours per week within the University during the academic year or academic sessions of their educational program. If employment is more than nineteen (19) hours per week, it must be classified as temporary and may not extend beyond one year. Full-time students may be employed on a temporary full-time basis during vacation periods when academic commitments are curtailed or suspended. Full-time students may maintain more than one part-time job within the University so long as the total commitment does not exceed nineteen (19) hours per week and all other provisions of this policy have been met.

C. RBHS students are encouraged to seek the advice and counsel of their Associate Dean for Student Affairs or equivalent, Program Director or Dean prior to undertaking employment of any nature, i.e., either within the University or at an external organization. In all instances of University employment of full-time University students, the approval of the Associate Dean for Student Affairs or equivalent of the appropriate School shall be secured prior to job placement by the Campus Human Resources Office. Furthermore, the Associate Dean for Student Affairs or equivalent shall not approve any job placement of a student, which could create a conflict between the student's academic role and his or her role as an employee.

D. In considering the ability of individual students to assume employment responsibilities, the Associate Dean for Student Affairs or equivalent shall evaluate the student's current academic standing and expected academic demands as well as the provision of financial assistance should this be the main factor in the student's seeking of employment. The Associate Dean for Student Affairs or equivalent shall periodically review the student's employment activities with regard to academic standing and determine the student's continuing ability to maintain his or her employment.

E. Student employment can affect a student's financial aid eligibility. In all cases in which a student is a financial aid recipient, any employment must be made known to the Financial Aid Office.

F. Employment of foreign-national students must be in accordance with all rules and regulations of the United States Immigration and Naturalization Service and the United States Department of Labor. Details of these rules are available from the Office of the RBHS Registrar and International Services (UR & IS). The on-campus employment is "incident to status". The students do not need authorization of the Office of the RBHS Registrar and International Services to accept or begin employment on-campus. These students are limited to 20 hours/week of employment while school is in session, but that is superseded by the University's policy, which limits them to 19 hours per week. Employment of F-1 students must be limited to part-time, temporary position.

Student Accident and Health Insurance
Updated 4/17/2013

A. Students enrolled in an educational program at the University on a full-time basis and students enrolled part-
time who participate in clinical activities, as part of their educational program, shall have adequate accident and health insurance coverage, including basic hospital benefits, which is maintained throughout the period of enrollment.

B. The University shall make available to all students, both full-time and part-time, and their dependents an accident and health insurance plan.

C. Students may choose the University’s accident and health insurance plan or may waive participation in the University plan if they (a) currently have alternative accident and health insurance coverage that is comparable in coverage to the plan offered by the University, (b) provide adequate documentation of the existing coverage such as a copy of the insurance card, insurance policy, insurance carrier letter, and (c) sign a waiver form. The waiver form must be submitted by the designated deadline.

D. Students who have elected to participate in the University plan shall file claims directly with the insurance carrier.

Students with Impairments

DEFINITION
An impaired student is one who is unable to participate within the University community with requisite skill and safety. This impairment may be due to substance and/or alcohol abuse or dependency, mental disorder, or other medical disorders. Signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

- unusual or inappropriate behavior
- negative changes in academic performance
- frequent or unexplained absences and/or tardiness from academic responsibilities
- frequent or unexplained illnesses or accidents
- conduct which may constitute violations of law, including citations for driving while impaired significant inability to contend with routine difficulties and act to overcome them.

Impairment does not necessarily imply that a student has a disability. "Disability" is defined in Rutgers University policy, Disabilities and RBHS Students/Applicants which establishes Rutgers University policy regarding RBHS students with disabilities.

POLICY

A. Physical and mental disorders and alcohol and other drug abuse or dependencies are often treatable. It is the policy of the University to assist students with impairments (as defined above) in obtaining treatment, when such assistance does not adversely affect the University’s ability to safeguard the public health and effectively discharge its missions. Each RBHS School’s Student Affairs administrators, faculty and students should be aware of all existing resources to identify and, when appropriate, attempt to assist students with impairments.

B. If impairment is caused by a disability, it shall be the student’s obligation to comply with University policy and any applicable School procedures with regard to requests for accommodation.
C. Impairment of students due to substance abuse and other forms of mental and physical disorders adversely affects all aspects of the University's missions. These disorders may impair learning and/or academic performance including the provision of patient care. Conduct related to impairment may be sufficient grounds for disciplinary action, including dismissal, or involuntary leave of absence or involuntary withdrawal, and may require immediate action to protect the health and safety of others.

D. Where an incident may involve a violation of Federal, state or local law, the Office of General Counsel should be consulted to determine whether there is an affirmative duty to report that violation or take other action.

PROCEDURES

A. Rutgers University shall maintain readily available resources for assisting students with impairments, including the Student Health Centers and the Student Wellness Program. In addition, the Schools shall establish Student Assistance Facilitators, in accordance with Section of this policy and procedure.

B. The Student Health Centers and the Student Wellness Program shall be available to identify and, when appropriate, assist students with impairments, either through treatment or referral to other appropriate resources. The Student Assistance Facilitators shall be available to identify and, when appropriate, assist students with impairments through referral to other appropriate resources.

C. Sources of referrals and reports concerning student impairment may include:
- self-referral
- other students and colleagues
- parents, spouse, other family or household members
- faculty and faculty committees on student affairs
- Student Affairs administrators and other staff of the School
- health professionals with knowledge of the student from other treatment programs, especially when the student has failed to follow or complete the previous program
- Patients
- Public Safety/law enforcement agencies

D. If clinical evaluation/treatment is considered desirable, the RBHS School in which the student is enrolled shall transmit to the provider, through the Rutgers University resource assisting the student (e.g. the referring Student Health Centers, Student Wellness Program or Student Assistance Facilitator) information describing statements or conduct by the student which suggests or indicates potential impairment, accompanied by a description of the essential functions required of the student, including any patient care responsibilities. (See EXHIBIT for example of transmission letter.)

E. The RBHS School in which the student is enrolled may inform the referring resource that the student is required to consent to disclosure by the health care resource of any diagnosis, treatment recommendations and evaluation of fitness to perform the essential functions of the program to the School, either through the Student Wellness Program, Student Health Center, Student Assistance Facilitator or directly to the Dean. If the student refuses to consent to disclosure, the Student Health Center, Student Wellness Program or Student Assistance Facilitator shall inform the Dean or designee, and the Dean may take other actions pursuant to Rutgers University or School policies (e.g. disciplinary action, involuntary leave of absence or withdrawal) to protect the
health and safety of the University community and/or to uphold the academic standards of the School.

F. In order to supplement Rutgers University resources designated in Section VII.A, bring previously unidentified impaired students into treatment, and accomplish identification and treatment earlier in the course of these disorders when the prognosis for successful rehabilitation is likely to be better, the RBHS Schools shall establish Student Assistance Facilitator(s), which shall include one or more health care providers with professional qualifications and expertise in impairments and substance abuse.

1. The Student Assistance Facilitator(s) shall have the following basic functions:
   - Preliminary assessment of the validity of reports of behavior or incidents concerning a student that may be indicative of impairment;
   - presentation of concerns to identified students;
   - referrals for diagnosis and treatment;
   - monitoring of students with impairments until final disposition;
   - referral of students who are not cooperative or who are non-compliant to the appropriate School administrative office for possible disciplinary or other action;
   - submission of an annual report of the activities of the Student Assistance Facilitator and any recommendations for improvements to the appropriate RBHS Dean and Vice Chancellor for Academic Affairs.

2. The Student Assistance Facilitator(s) shall participate as one of the several options at the school(s) in the following additional functions:
   - Development of activities aimed at prevention of mental health and substance abuse impairments, such as stress reduction workshops;
   - Presentation of educational sessions for students, faculty and staff to increase awareness of mental health and substance abuse topics, including sources of assistance, and to increase the ability to appropriately identify and refer students for evaluation and treatment;
   - Advocacy for inclusion in the curricula of education concerning impairment and substance abuse.

3. The Student Assistance Facilitator shall be a health care provider(s) designated by each Dean or by agreement among the Deans of the schools on each campus. The provider(s) may be faculty or staff with appropriate qualifications and expertise to effectively conduct the functions set forth in this section. Such faculty or staff shall be permitted by the Deans and direct supervisors to carry out the functions of the Student Assistance Facilitator as an essential responsibility of the individual’s employment/appointment.

4. The Student Assistance Facilitator(s) are only one of several options available to a School and its students for identifying impaired students and bringing them into treatment, and are meant to be utilized by Schools' Student Affairs administrators in concert with other resources and other appropriate procedures which may include disciplinary action and leaves of absence.

G. In addition to any other appropriate treatment or referral, the Student Health Services, Student Wellness Program and Student Assistance Facilitator(s) shall immediately notify the appropriate School official when any student is deemed unable to safely participate in the educational program in which the student is enrolled. Notification shall be made in accordance with the Rutgers University policy Student Intervention Coordination, and, in the case of students with disabilities, to the appropriate RBHS Dean of Student Affairs and the Office of
Disability Services for Students.

H. The Student Wellness Program and Student Assistance Facilitator(s) shall annually publish and disseminate to faculty, students and pertinent administrators a statement summarizing the University's Students with Impairments policy, and a description of the School, University and community resources for dealing with impairment.

I. The RBHS Deans shall ensure that a summary of this policy and of the assistance available through the Student Wellness Program, the Student Health Centers and Student Assistance Facilitator(s) and other existing resources are incorporated into student handbooks, School catalogs and student orientation programs.

J. Monitoring of Students with Impairments

The Student Health Centers, Student Wellness Program or Student Assistance Facilitator monitors the treatment and rehabilitation of referred students with impairments as appropriate. If a student is enrolled in a treatment program, the Student Health Centers, Student Wellness Program or Student Assistance Facilitator may delegate the monitoring function to the treatment program, and in that event, receives regular reports on the student’s progress. Schools may require the student to permit the treatment provider to provide relevant information to the Student Health Centers, Student Wellness Program or Student Assistance Facilitator or Dean and to inform them if the student drops out of treatment, relapses or shows other evidence of deterioration liable to result in significant functional impairment of ability to participate in the educational program. Failure of the student to permit the treatment provider to provide relevant information may result in action by the School, including possible involuntary placement on leave of absence, involuntary withdrawal or dismissal.

The Student Health Centers, Student Wellness Program or Student Assistance Facilitator(s) determines in each case the appropriate duration of monitoring. Monitoring may need to be maintained for an indefinite period, or until the student graduates.

A student on medical leave of absence because of an impairment that is being monitored by the Student Health Centers, Student Wellness Program or Student Assistance Facilitator(s) should be considered for academic reinstatement by the School administration only after consultation with the Student Health Centers, Student Wellness Program or Student Assistance Facilitator(s), as appropriate. The Student Health Centers, Student Wellness Program or Student Assistance Facilitator’s recommendation in this regard will be based upon the current evaluation by the student’s treatment provider(s) and upon any independent evaluation requested by the School or Student Health Centers, Student Wellness Program or Student Assistance Facilitator(s).

In appropriate instances based on the nature of the impairment and the risk that may exist for patient care, a graduating student may be referred to the appropriate state assistance program according to the location of his/her postgraduate training or practice. If the School, Student Health Centers, Student Wellness Program or Student Assistance Facilitator decides that a graduating student should be referred to a state program and the student refuses to give consent, the School Student Affairs administrator is informed prior to graduation and decides if this information should be a factor in the School’s decision to award the degree.

K. Urine and/or blood testing for drugs
There shall be no mandatory, routine use of urine or blood testing for drugs. However, where there is reason to believe that an impairment is the result of substance abuse and the student refuses to submit to drug testing, the University reserves the right to take disciplinary action or other action as may be deemed appropriate to protect the health and safety of patients, other students and employees. Testing may be performed by the selected treatment program. Drug testing may be required to verify a drug-free state during treatment and as part of the follow-up and monitoring after the conclusion of formal therapy. Drug testing, either routine or for cause, may be required by University affiliated clinical facilities in which a student may be assigned for education and training.

L. Permitted Communications and Confidentiality

Files involving students with impairments shall be stored under lock separately from academic records. If a student is referred to a state assistance program upon graduation, the appropriate files shall be transferred to that program, and a notation of the transfer kept at the University.

To promote the safety and/or welfare of a student and/or of others, and to the extent permitted by FERPA and other applicable laws, the School or University officials may, when appropriate, report incidents of disruptive behavior, or other conduct of serious concern, to the student’s next of kin and/or to other appropriate officials of the University, the RBHS Schools or other units, or to health care or counseling providers, or to law enforcement agencies.

Except for such reports and communications made pursuant to this policy, and to the extent permitted by FERPA and other applicable laws, all proceedings and deliberations conducted pursuant to this policy and procedure will be considered confidential and may not be released or disclosed by any participant without permission from the affected student or without valid subpoena or court order.
EXHIBIT
SAMPLE LETTER TO OUTSIDE EVALUATOR
PLEASE CONTACT OFFICE OF GENERAL COUNSEL
FOR REVIEW PRIOR TO SENDING

[Date]
Dr. Get Well Soon 111 Healthy Lane
Pleasant Valley, NJ 07000
[Name of Student] - Fitness Evaluation

Dear Dr. Get Well Soon:

[Name of student], a student in the Rutgers University -[Name of School] has been referred to you for an evaluation of his fitness to continue as a student in the School.

This referral follows a report by a faculty member of a recent statement by [Name of student] made during a heated debate with a fellow student over a class assignment. [name of student] is reported to have said "if your lousy work influences my grade, you're going to regret it, something bad will happen you." The faculty member who reported this statement was very upset by the remark and believed it to be serious.

Earlier in the year, several students in his study group reported that [Name of Student] told them that if he did not do well this semester, he would hold them responsible and "there would be trouble." When approached about this remark, [Name of student] admitted making the statement, but insisted that it was a joke.

On another occasion, [Name of Student] was interrupted by a school administrator while engaging in a loud, angry confrontation with a fellow student. The fellow student reported feeling threatened. [Name of Student] apologized.

One hospital in which the School ordinarily places students for clinical experience has asked that [Name of student] not be permitted in the building due to prior experience with him.

Classmates of [Name of student] have reported that he has demonstrated anger management issues and possible alcohol issues.

The Rutgers University -[Name of School] Essential Functions for participation in courses includes the following requirement:

"E. Behavioral and Social Skills
The student must demonstrate emotional stability with appropriate interpersonal relationships and communication skills. He/she must be able to exercise good judgment and sustain an attention level necessary to complete all responsibilities promptly; be attendant to the diagnosis and care of patients, and develop mature, sensitive, professional and effective relationships with patients/clients (in well and diseased states from every gender, socioeconomic status and cultural group) and health care workers. The student must be able to tolerate taxing workloads and to function effectively under stress. He/she must be able to adapt to changing
environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical setting. Compassion, integrity, concern for others, appropriate hygiene, appearance, interpersonal skills, interest and motivation are all personal qualities that are required throughout the admissions and educational processes.

A student whose behavior or performance raises questions concerning his or her ability to fulfill the essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the School, and to provide the results to the Campus Student Health Service for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, etc.

The School asks that you conduct an evaluation of [Name of student]’s ability to safely participate in the School’s educational program, including extensive clinical contact with patients in health care facilities and classroom participation. The clinical requirements of the educational program include application of various therapeutic modalities, any of which can harm a patient, if improperly implemented. In order to safeguard the welfare and safety of the University’s patients, faculty, staff and students, we seek an evaluation of the student’s ability to conform with the School’s requirements and standards of safe professional performance.

Please convey your report to [Name of Contact Person], Director, Student Wellness Program, 220 Old New Brunswick Rd., Piscataway, NJ 08854, 732-235-5930.

Thank you very much.

Yours truly,

Dean

Student Wellness Program
Vice Chancellor for Academic Affairs
Office of Public Safety
I. Mission

Rutgers, the State University of New Jersey (the “University”) is committed to maintaining a learning environment where all persons feel safe to carry out the University's mission and goals. The University is an institution that values the safety of each individual in its community. As a result, each of the University’s three (3) metropolitan campuses, and Rutgers Biomedical and Health Science, has developed a Threat Assessment and Safety Committee (“TASC”). The primary mission of each of the four (4) TASCs is to improve community safety through collaborative, coordinated, objective, and thoughtful approaches to the prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to the safety, security, and well-being of the campus community and its individual members. Therefore, each TASC will review and evaluate information regarding concerns or issues involving threats to the University community by Rutgers University students, and will act, as necessary, to protect the community and its members.

II. Purpose of and Criteria for Safety Intervention and Risk Assessment

The procedures for a Safety Intervention and Risk Assessment described below establish a fact-based investigative and analytical process for intervening with and assessing the risk presented by students who:

- pose a credible substantial risk of harm to individuals within the University or to the University community as a whole; or
- substantially impede the lawful activities, the educational process, or the proper activities or functions of other members of the University community.

Student conduct, judicial, academic or other proceedings may continue even when a student is subject to an intervention or involuntary withdrawal pursuant to this policy.

III. Interim Safety Intervention Or Involuntary Withdrawal

If safety is an immediate concern, the University is permitted and has the authority to take interim action to protect the wellbeing of all members of the University community, including contacting Public Safety. By interim involuntary withdrawal, the University may remove a student from any or all University premises when, in the professional judgment of the Chancellor or designee for the campus, and considering all reasonably available information, a credible substantial threat of immediate harm to an individual or the University community is perceived to exist. Interim involuntary withdrawal is a preliminary action taken to protect the health and safety of the University community, and is not a penalty. Decisions to remove a student from University residences will be made by the Senior Housing and Residence Life Administrator or designee for the campus. A student withdrawn on an interim basis shall be given an opportunity to personally appear before the Chancellor or designee for the campus within two (2) business days from the effective date of the interim involuntary withdrawal, in order to discuss the reliability of the information concerning the student’s behavior. Following this meeting, the Chancellor or designee for the campus may either continue or cancel the interim involuntary withdrawal.
withdrawal. If the interim involuntary withdrawal is cancelled, the procedures described in this policy regarding Safety Intervention and Involuntary Withdrawal may still proceed. An interim involuntary withdrawal may remain in effect until a final decision is made pursuant to the procedures outlined in this policy.

IV. Threat Assessment and Safety Committee

TASC for each campus assists in evaluating whether students meet the criteria for Safety Intervention and/or Involuntary Withdrawal. Each campus’ TASC will often include representatives from the Chancellor, Dean or Associate Dean of Students, the Dean of the Graduate School, Health Services/Counseling and Psychological Services, Housing and Residence Life, Public Safety, the dean of a student’s school of enrollment, and the Office of General Counsel. Other members may be added in the discretion of the Chancellor, Senior Student Affairs Administrator or their designees for the campus. The composition of the team for each particular case will depend upon the specific circumstances; however, the participation of an appropriate health professional, and a representative of the Chancellor or designee, or Dean of the Graduate School or designee, for the campus is mandatory in any review. In addition to evaluating whether students meet the criteria for Safety Intervention and/or Involuntary Withdrawal, the TASC may also act as a resource, consultant, or advisor to any academic department, school, college or program in determining whether an individual is qualified to perform the essential functions of an academic program, and/or to provide other guidance regarding an individual student’s access to the University’s educational opportunities.

V. Safety Intervention and Involuntary Withdrawal Process

Any member of the University community who has reason to believe that a student poses a violent threat or a threat to public safety should contact the Public Safety office or the local police department.

Any member of the University community who has reason to believe that a student poses a credible substantial risk of harm to the University community and thus may meet the criteria for Safety Intervention and/or Involuntary Withdrawal may contact the Chancellor or designee for their campus who will conduct an informal review of the information presented. All reports made pursuant to this policy will be handled in a confidential manner, with information released only on a need-to-know basis in accordance with applicable federal and state laws and regulations.

Upon completion of the informal review, the Chancellor or designee for the campus may recommend that a student be subject to an intervention or involuntary withdrawal for reasons under the criteria set forth in Section II above. In determining whether the student presents a credible substantial risk of harm to the University community, the Chancellor or designee for the campus will make an individualized assessment based on a reasonable judgment that relies upon current medical or other specialized knowledge or the best available evidence to ascertain: the nature, duration, and severity of the risk; the probability that potential injury and/or harm will occur; whether the student substantially impeded the educational process or functions of other members of the University community; and whether reasonable modifications of policies, practices or procedures significantly mitigate the risk. In making this individualized assessment, the Chancellor or designee for the campus may consult with the TASC.

As part of this individualized assessment, the student may be required to undergo an evaluation, including a medical or psychological evaluation, by an independent and objective health professional, including the
University’s Counseling, ADAP & Psychiatric Services (“CAPS”), designated by the University. The student may also be required to execute necessary releases so that the report from the evaluation may be provided to the TASC, and other administrators if appropriate, for the purposes of determining whether the student should be subject to an intervention or involuntary withdrawal. In addition, the Chancellor or designee for the campus will consider any medical or other relevant information submitted by the student, including but not limited to a medical or psychological evaluation by a health professional of the student’s choice. Inherent to this decision-making process is the University’s commitment to consider an individual’s past and ongoing condition, which may have contributed to the risk of harm that is in question. The Chancellor or designee for the campus may seek the assistance of the TASC or other resources, as needed, to determine if the student is a qualified individual with a disability and whether a reasonable accommodation will allow that student to meet his/her essential academic and College community responsibilities, while abating the risk of harm and maintaining a safe college environment for all students. This determination shall also evaluate whether such accommodation can be provided without fundamentally altering the essential functions of the educational program provided by the University, or lowering academic standards, and/or creating undue hardship to the University.

Moreover, whether or not the student is a qualified individual with a disability, the Chancellor or designee for the campus will generally attempt to engage in an interactive dialogue with the student to discuss the manner in which the student plans to abate the risk of harm presented by the student. As part of this interactive process, the student and/or his medical provider are encouraged to suggest possible methods to abate the risk of harm, and the Chancellor or designee for the campus will generally actively seek the student’s suggestions. The Chancellor or designee for the campus and student may also choose to engage professionals or University administrators in formulating a proposed plan. The Chancellor or designee for the campus may then further consult with the TASC to determine if the proposed plan devised as a result of the interactive dialogue appropriately addresses the risk of harm that formed the basis for the decision to intervene with or involuntarily withdraw the student. If the TASC finds the proposed plan is inappropriate or insufficient to address the risk of harm, the Chancellor or designee for the campus may resume the interactive process with the student.

The Chancellor or designee for the campus may communicate with essential personnel regarding the proposed plan and will take necessary steps to ensure its implementation and/or any necessary monitoring.

If a student is subject to an intervention or is involuntarily withdrawn pursuant to this policy, to the extent appropriate and practicable, conditions for readmission may be specified in writing by the Chancellor or designee for the campus.

VI. Appeal of Intervention and/or Involuntary Withdrawal

A student who is subject to an intervention or involuntarily withdrawn pursuant to this policy may make a written request to the Chancellor or designee for the campus, or if a student enrolled in a graduate program, as defined by the University, to the Dean of the Graduate School, for an informal proceeding to review the determination. To be timely, any such appeal must be RECEIVED by the Chancellor or designee for the campus or the Dean of the Graduate School within three (3) business days of the determination by the Chancellor or designee for the campus that an intervention is warranted or of the determination to involuntarily withdraw the student.
The Chancellor or designee for the campus or the Dean of the Graduate School, or designee shall conduct the informal proceeding within seven (7) business days of receipt of the written appeal. In no event will the same individual, who served as Chancellor’s designee prior to the student’s appeal, conduct this informal hearing, and at all times the individual holding the informal hearing shall hold a title superior to the individual who made the determination on appeal. The informal hearing is generally limited to sixty to ninety (60-90) minutes in duration, unless the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, in his or her discretion, determines that additional time is necessary.

The student will be provided by the TASC or the individual recommending the involuntary withdrawal with all of the following prior to the informal proceeding:

a. a written statement providing a detailed explanation of the reasons for intervention or involuntary withdrawal and the information relied upon; and

b. the opportunity to review the evaluations relied upon by the Chancellor or designee for the campus or the Dean of the Graduate School, or designee.

At the informal proceeding, the student may choose to be assisted by appropriate counsel, which may include a parent or guardian, a health professional of the student’s choice, and/or a faculty or staff member. The student may also have legal counsel present for consultation purposes only during the informal proceeding. In addition, subject to an informal determination regarding relevancy by the Chancellor or designee for the campus, or Dean of the Graduate School, or designee, the student will be permitted to be heard, and to present witnesses and information to dispute the reasons for the intervention or involuntary withdrawal, or the information relied upon by the Chancellor or designee for the campus in making the determination. The student shall provide to the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, and be responsible for identifying in writing those witnesses and the subject matter of their expected testimony five (5) days in advance of the informal proceeding.

The Chancellor or designee for the campus, or the Dean of the Graduate School, or designee and the student will review that identification three (3) days before the informal proceeding and will agree upon a means of securing attendance of all persons that the Chancellor or designee for the campus, or Dean of the Graduate School, or designee, deem relevant and necessary. If it is agreed that the student will secure attendance of any witnesses, the student may contact such witnesses and invite them to attend the informal proceeding, but all such contact and requests for appearance must be done civilly, and in keeping with the University’s Code of Student Conduct and University Student Life Policy on Verbal Assault, Defamation and Harassment.

As to an involuntary withdrawal, following the informal proceeding, the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, shall determine whether to (a) uphold the withdrawal; (b) reinstate the student; or (c) reinstate the student subject to specified conditions that may include without limitation participation in an ongoing health treatment program, acceptance of and compliance with a behavioral contract, a housing relocation, reduced course load, or any combination thereof. The Chancellor or designee for the campus, or the Dean of the Graduate School, or designee may modify the conditions of readmission at any time.

The decision of the Chancellor or designee for the campus, or the Dean of the Graduate School or designee shall
VII. Return to Campus or Readmission
A student who has been removed from campus or withdrawn pursuant to this policy, either voluntarily or involuntarily, who wishes to be considered for return to campus or readmission shall contact the Chancellor or designee for the campus and provide appropriate documentation to comply with the conditions of readmission, if any are imposed. The student may also present any relevant documentation or information which the student believes supports his or her request for return or readmission. The Chancellor or designee for the campus will review the request for return or readmission as follows:

a. review and investigate compliance with the conditions of return or readmission, if any;

b. consult with the appropriate academic unit to determine whether the student is eligible for return or readmission based upon the student’s academic record and the readmission policies and practices of the academic unit;

c. consult with appropriate members of the TASC;

d. consider any additional information or documentation presented by the student in support of return or readmission; and

e. meet with the student.

(i) The Chancellor or designee for the campus will recommend to the student’s intended academic unit of enrollment whether, in the professional judgment of the Chancellor or designee for the campus, the student should be allowed to return or be readmitted. The academic unit will make the decision regarding readmission.

(ii) A student denied readmission pursuant to this policy may make a written request to the Chancellor or designee for the campus, or the Dean of the Graduate School, or designee, for an informal proceeding to review the readmission or no-return determination. In no event will the same individual, who served as Chancellor’s designee on the initial recommendation, conduct this informal hearing, and at all times the individual holding the informal hearing shall hold a title superior to the individual who made the initial recommendation. The informal proceeding to review the readmission or return determination will follow the same procedures outlined in Section VI of this policy.

Student Immunizations and Health Requirements
Updated 5/4/2020

I. Immunizations and Health Requirements (Summary in EXHIBIT A)

A. Health history
   All students must submit a complete health history within six months prior to first matriculation or enrollment and at appropriate intervals thereafter if indicated by the initial submission.

B. Hepatitis B (HBV)
   1. Per New Jersey state law, students enrolled in 12 or more credits who have not been vaccinated must complete the 3 dose series within 9 months of enrollment, those who have received one dose must receive the remaining doses within 6 months, and those who have received two doses must
receive the remaining dose within 4 months. Alternatively, the requirement may be satisfied with documentation of
2. Students **with no risk** of exposure to potentially infectious body fluids through clinical or laboratory activities (category 2 or 4) must submit documentation of a complete vaccination series or demonstrate serologic immunity with a quantitative Hepatitis B Surface Antibody.
3. Students **with risk** of exposure to potentially infectious body fluids through clinical activities (category 1) must undergo testing for HBV immunity and infection prior to matriculation, enrollment, or clinical activities. Testing should ordinarily consist of a quantitative Hepatitis B surface antibody (HBsAb) followed by additional tests as deemed appropriate by Student Health Services.

   a. Students who **test negative for HBV immunity** must be tested for HBV infection, typically consisting of Hepatitis B surface antigen (HBsAg) and begin immunization against HBV prior to clinical activities or research activities with potential exposure to infectious body fluids or laboratory material.

   In addition to testing for HBsAg, previously immunized students with inadequate levels of antibodies despite previous immunization must receive a booster dose of the vaccine prior to clinical activities or contact with potentially infectious body fluids or laboratory material.

   Testing for antibody titers (HBsAb) 1-2 months post-immunization must be performed; non-responders to a primary series of immunizations and booster dose must complete a second immunization series and be tested again for response. Students who still do not respond with antibody production following a second series of immunizations are considered susceptible to HBV infection, and must be counseled regarding precautions to prevent HBV infection and the need to obtain hepatitis B immune globulin (HBIG) prophylaxis for any known or probable significant exposure to body fluids or laboratory material.

   b. If the initial HBV tests demonstrate infection, the corresponding Student Health Services office may consult with the student’s program to identify if the student is expected to perform exposure-prone procedures (Exhibit C) during the course of study.

      i. If the student is expected to perform exposure-prone procedures, the student may be asked to provide additional confirmatory laboratory tests to determine infectivity.

      ii. If the HBV tests indicate a significant potential for transmission of the virus, an evaluation (including laboratory testing) will be made prior to clinical activities of the need for monitoring of clinical performance and/or of the scope of assigned or permitted clinical activities consistent with patient protection, especially the performance of exposure-prone procedures (Exhibit C). This evaluation will customarily be made by a Rutgers Biomedical and Health Science (RBHS) committee consisting of representatives from Student Affairs, the school or educational program in which the student is enrolled or wishes to enroll, Office of General Counsel, and the student’s corresponding Student Health Services office, in consultation with infectious disease experts. If enrolled under these circumstances, students may be restricted in their clinical activities. Enrollment and continuing enrollment of students who are potentially infectious for Hepatitis B are contingent upon their ability to perform all essential functions required for matriculation and/or completion of the curriculum of the educational program. Please refer to University Policy 40.3.5: HIV, HBV, HCV for
further detail.

C. In all instances, current CDC recommendations should be followed regarding initial HBV immunization, post-immunization antibody titers, re-immunization or booster doses for inadequate antibody titers, and post-exposure immunoglobulin prophylaxis for non-responders.

4. Students with risk of exposure to potentially infectious body fluids through lab activities (category 3) must undergo testing for HBV immunity prior to matriculation, enrollment, or lab activities. Testing should ordinarily consist of antibody testing (HBsAb) followed by additional tests as deemed appropriate by the student’s campus Student Health Services.

C. Measles, Mumps, and Rubella (MMR)

1. Students born after 1956 must provide documentation that they have received 2 doses of the measles, mumps, and rubella vaccine. Acceptable documentation includes:
   a. Dates of 2 doses of MMR vaccine at least one month apart, or
   b. Blood titers demonstrating immunity.

2. Students lacking proof of MMR immunization or immunity must receive the first dose of MMR before being permitted to attend classes.

D. Tuberculosis (TB) testing

1. Students with no clinical activities and no risk of exposure to blood or potentially infectious body fluids (category 4) at higher risk for TB (as defined by the CDC) must undergo TB testing using either an FDA-approved blood assay for TB or skin test using the Mantoux method (5 tuberculin units of purified protein derivative (PPD) injected intradermally), within six months prior to first matriculation or enrollment.
   a. If a PPD test is performed and positive, the student must submit results of a chest x-ray or an FDA-approved blood assay for TB demonstrating absence of active disease within the past 6 months.
   b. If an FDA-approved blood assay for TB is performed and positive, the student must submit a chest x-ray demonstrating absence of active disease within the past 6 months.

2. Students with clinical exposure or exposure to potentially infected body fluids or laboratory material (categories 1, 2, and 3) must undergo TB testing using the Mantoux method (5 tuberculin units of purified protein derivative (PPD) injected intradermally), or an FDA-approved blood assay for TB, within six months prior to first matriculation or enrollment and annually thereafter if the initial test result is negative.
   a. Initial two step PPD

   If the result of a new student’s PPD test taken within six months of matriculation or enrollment is negative and the student does not have another documented negative PPD test during the 12 months preceding matriculation or enrollment, the two-step method should be used in order to detect boosting phenomena that might be misinterpreted at a subsequent testing as a skin-test conversion (new infection). Under the two-step method, a second test is performed 1-3 weeks after the first test. If the second test is positive, this is most likely a boosted reaction and not a skin-test conversion, and the student should be considered previously infected and cared for.
Accordingly. If the second test remains negative, the student can be considered uninfected; a positive reaction to a subsequent test is likely to represent a new infection with *M. tuberculosis* (i.e., a skin-test conversion). Initial testing of new students who have documented negative PPD tests within 12 months of matriculation or enrollment can be done using one PPD test. Annual retesting of continuing students may also be done using one PPD test.

b. **Blood assays**

If baseline TB testing is performed with an FDA-approved blood assay for TB, the above-described two-step method is not necessary. Annual retesting may be performed with an FDA-approved blood assay or PPD test.

c. **History of BCG**

Students with a history of BCG (bacille Calmette-Guerin) vaccination are not exempt from the TB testing requirement because there is no data to indicate that these individuals experience an excessively severe reaction to PPD testing, and because anyone with a history of BCG with a positive PPD test result is considered infected with TB and is treated accordingly. Students who received BCG may be screened with either an FDA-approved blood assay for TB or a tuberculin skin test. The blood assay is expected to result in fewer false positive results.

d. **TB test interpretation**

All PPD tests and FDA-approved blood assays for TB must be administered, read, and interpreted in accordance with current Centers for Disease Control and Prevention (CDC) guidelines and should be performed by trained personnel at a Rutgers Student Health Service, other Rutgers site, or Rutgers-approved site.

e. **Additional testing**

Students with non-human primate contact must receive periodic testing every six months in accordance with the National Research Council’s Occupational Health and Safety in the Care and Use of Research Animals. Students working with *M. tuberculosis* must be periodically tested every 6 months for infection.

f. **Management of positive tests**

Students who have initial positive TB test results, subsequent TB test conversions, or symptoms suggestive of TB must be evaluated promptly for active TB. This evaluation should include a history, clinical examination and a chest X-ray and may include an FDA-approved blood assay for TB. If the history, clinical examination, or chest X-ray is compatible with active TB, additional tests, such as sputum microscopy and culture, should be performed. If symptoms compatible with active TB are present, the student should be excluded from educational activities until either (a) a diagnosis of active TB is ruled out or (b) a diagnosis of active TB is established, treatment is begun, and a determination is made by the director of a Rutgers Student Health Services that the student is noninfectious. Students who do not have active TB should be evaluated for treatment of latent TB infection according to published CDC guidelines. However, therapy for latent infection in the
absence of active disease cannot be required. If the evaluation for active TB, treatment for active TB, and/or therapy for latent infection is carried out at a facility other than a Rutgers site or Rutgers-approved site, all test results and documentation of care provided must be shared with the director of the appropriate Rutgers Student Health Services. Students receiving treatment for latent TB infection need not be restricted from usual educational or clinical activities.

E. Varicella (chickenpox)
Students with clinical activities or who are located in any patient-care facility (categories 1, 2, and 3) must, prior to matriculation or enrollment, receive 2 doses of varicella vaccine 4 to 8 weeks apart or prove immunity to varicella-zoster virus via serology. Because of potential transmission of the vaccine virus to susceptible high-risk patients, such as immunocompromised patients, newborns and pregnant women, contact with high-risk susceptible patients should be avoided if a vaccine-related rash develops within three weeks of receipt of either the first or second dose of the vaccine.

Varicella vaccination is also recommended for all other students.

F. Tetanus-diphtheria-pertussis
All students should have completed a primary series of tetanus, diphtheria and pertussis immunization (DPT), received one dose of Tdap (tetanus-diphtheria-acellular pertussis) since age 19, and received a booster dose of Td (tetanus-diphtheria) every 10 years. Students with clinical activities or who are located in any patient-care facility must, prior to matriculation or enrollment, receive one dose of Tdap (tetanus-diphtheria-acellular pertussis).

G. Meningitis
1. Meningococcal serotype ACYW Vaccine (MenACYW)
   a. All students under the age of 19 must receive or have proof of having received at least one dose of an approved vaccine covering serotype (e.g. MCV4, Menactra® or Menveo®) after the age of 16. This requirement pertains to ALL students regardless of whether they reside in university housing or not.
   b. First-year college students 19 years and over who live in campus housing must receive or have proof of having received at least one dose of an approved vaccine covering serotype (e.g. MCV4, Menactra® or Menveo®) after the age of 16. (First-year college student is defined as individual enrolling in a college or university for the very first time. A transfer or graduate student would not be considered a first-year college student, even hough they may be new to any part of Rutgers University.
   c. Students with high risk conditions, as defined by the Advisory Committee on Immunization Practices (ACIP), are required to receive or have proof of MenACYW vaccination and revaccination every 5 years as long as the risk remains.
   d. Students shall be provided information on meningococcal disease and the meningococcal vaccine upon enrollment.

2. Meningococcal serotype B vaccine (MenB) – Students at high risk of Meningococcal Serotype B disease, as defined by the ACIP, are required to complete a series of MenB vaccination with an approved MenB vaccine (e.g. Trumenba® or Bessero®).
3. Unvaccinated students may be denied access to campus housing or class registration.
H. Influenza
Students with clinical activities or who are located in any patient-care facility must be immunized each year during the fall season with the current influenza vaccine.

All students, including non-clinical students, are encouraged to obtain annual influenza vaccinations in order to help prevent large-scale outbreaks on campus and to keep absenteeism due to influenza at a minimum.

In the case of a public health emergency for outbreak of influenza, unvaccinated students may be denied access to campus housing.

I. Polio
All students should have completed a full 3-dose primary series of poliovirus vaccine. Students who have not completed or cannot document a primary series of poliovirus vaccine should receive at least one additional dose or a full 3-dose series, as appropriate, of enhanced-potency inactivated polio vaccine.

J. Clinical affiliates
Students who receive part of their educational program at any clinical affiliate of the University must be in compliance with all health and immunization requirements of the other institution as well as with the applicable requirements of this policy.

II. Exemptions from requirements
Other than the exceptions/exemptions listed below, this policy shall apply to every student matriculated or enrolled full-time or part-time in a Rutgers school or program, including joint and collaborative programs with other institutions, and to all visiting, exchange, and special program students from other institutions.

A. Students who have a documented history of a positive TB test or a documented history of previous or current adequate treatment for active TB disease, or a documented history of completion of adequate therapy for latent TB infection, may be exempt from any further PPD testing unless they develop signs or symptoms suggestive of TB.

B. The program director, following consultation with the appropriate Student Health Services director, may exempt from one or more of the requirements listed in sections 6.I a non-matriculated less-than-half-time student who will not have any clinical activities or other activity with risk of exposure.

C. For visiting, exchange, and special program students from other institutions who are not matriculated or enrolled in a regular Rutgers program, documentation from another educational or health-care institution of having met the requirements listed in section 6.I may be accepted by the program director in consultation with the appropriate Student Health Services director.

D. Students whose entire course of study is web-based who will never physically attend any classes on a Rutgers campus are exempt from all the above immunization requirements (category 5). To qualify, students must have no clinical activities, no risk of exposure to blood or potentially infectious body
fluids, and no classroom or practicum component. Students in a web-based program who work on independent projects or practica on their own may be exempt from immunization requirements.

E. This policy shall not apply to individuals who will not engage in clinical activities while participating in continuing education and other programs that do not lead to an academic degree or academic certificate.

F. Individuals enrolling in short-term programs (less than 40 classroom or clinical hours) involving clinical activities, in which the individual will earn continuing education units (CEUs) and not academic credit, may be exempted, at the discretion of the appropriate Student Health Services director, from the health and immunization requirements of this policy, if the exemption is consistent with other Rutgers policies and conforms to Society for Healthcare Epidemiology of America (SHEA) guidelines.

G. A student may be exempted from any required immunization if he/she has a medical contraindication for that immunization and if failure to receive this immunization does not prevent fulfillment of the essential functions and/or curricular requirements of the academic program. Conditions comprising valid medical contraindications to vaccine administration are those set forth by the Centers for Disease Control and Prevention. Such students must present to their campus Student Health Services director a written statement from a physician licensed to practice medicine in the United States or a foreign country stating that a specific immunization is medically contraindicated, and giving the reasons for and duration of this contraindication. These written physician’s statements shall become part of the student's immunization record and shall be reviewed periodically by a health professional from the campus Student Health Services or an infectious disease expert to determine whether this exemption shall remain in effect. When a medical contraindication no longer exists, the student must then comply with the immunization requirements. The University shall provide reasonable accommodations to those students whose medical condition contraindicates immunizations so long as the failure to be immunized will not prevent the student from fulfilling the essential functions and/or curricular requirements of the academic program. Each school/program shall determine the immunization and testing requirements for its academic program(s) in accordance with this policy. Students will be informed of the immunization and testing requirements prior to matriculation or enrollment, or upon adoption of new requirements.

H. A student may be considered for exemption from any required immunization if the student submits to the campus Student Health Services director a written signed statement explaining how immunization conflicts with his or her bona fide religious beliefs or practices, and if failure to receive this immunization does not prevent fulfillment of the essential functions and/or curricular requirements of the academic program. A general philosophical or moral objection to immunization shall not suffice as the basis for exemption on religious grounds. The student shall be required to acknowledge in writing that he or she was informed of the value of immunizations and has knowingly declined to have such immunizations for religious reasons (Exhibit B). The University shall provide reasonable accommodations to those students whose religious beliefs bar immunizations so long as the failure to be immunized will not prevent the student from fulfilling the essential functions and/or curricular requirements of the academic program.
If the failure to be immunized will not prevent the student from fulfilling the essential functions and/or curricular requirements of the academic program, then exemptions related to religious belief or practices shall be approved by the campus Student Health Services director in consultation with the program director and, if appropriate, with the Office of General Counsel.

I. Students who are not accepted into a Rutgers educational program in sufficient time to produce required documentation or to complete immunizations and tests by the start of classes in the first year of his or her educational program may be enrolled, but considered in temporary (provisional) compliance for the first semester or trimester of classes. However, depending upon which documentation, immunization, or test is lacking, these students may be excluded from certain activities such as clinical activities or laboratory work. For example, students will not be permitted to have clinical contact or contact with blood or other potentially infectious body fluids or laboratory material if they have not received at least one dose of hepatitis B vaccine or cannot provide serologic evidence of current immunity to hepatitis B; students will not be permitted to have clinical contact unless they have received tuberculin testing and any required follow up. Provisional enrollment on this basis may not continue beyond the first semester or trimester.

J. Non-clinical students more than 30 years old, whose program is classified as category 4, are not required to submit documentation for prior vaccination against or immunity to measles, mumps, rubella, or Hepatitis B per N.J.S.A. 18A:61D-1. However, students are highly encouraged to keep up with all age-appropriate immunizations, including flu and tetanus, and may be removed from class or campus in cases of a measles, mumps, or rubella outbreak if their vaccination status is unknown.

K. In case of a campus outbreak, students who are known to lack immunity or have not been vaccinated may be removed from campus until deemed safe to return.

III. Record keeping requirements
A. Acceptable documents serving as evidence of previous immunization and/or immunity will be determined by the Student Health Services directors and may include:

1. an official school immunization record or copy thereof from any primary, secondary, undergraduate, graduate, health professions, or other school;

2. a record from any public health department;

3. a medical record or form summarizing a medical record and prior immunizations signed by a physician licensed to practice medicine in any jurisdiction of the United States or foreign country or other licensed health professional approved by the New Jersey State Department of Health; or

4. a report of serology from a licensed laboratory.

B. On behalf of each Rutgers school, Student Health Services serving the school/s shall ensure the maintenance of records of the immunizations and/or immune status of all students including those on provisional status, if any. Documents pertaining to previous immunizations, immune status, and medical and religious exemptions
shall also be maintained. A summary of student measles-mumps-rubella, meningococcal and hepatitis B immunization status must be sent annually to the New Jersey Department of Health in accordance with N.J.A.C. 8:57-6.13. Immunization records must be kept for at least three years following graduation, termination, transfer, or other departure of a student from Rutgers. Because of the necessity for immunization records to be available for inspection by the State (section 6.III.C), they must be kept separate from student academic, health, and other confidential records.

Summaries of measles-mumps-rubella, meningococcal, and hepatitis B student immunization/immune status must be available for inspection by authorized representatives of the New Jersey Department of Health, and the local board of health within 24 hours of notification, as required by N.J.A.C. 8:57-6.14.

EXHIBITS
A. Summary of Student Immunization and Health Requirements
B. Declination of Immunizations for Religious Reasons
# EXHIBIT A

## SUMMARY OF STUDENT IMMUNIZATION AND HEALTH REQUIREMENTS

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<td>VACCINE OR PROOF OF IMMUNITY REQUIRED</td>
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<td>Influenza - annual dose of vaccine in the fall</td>
<td>REQUIRED</td>
<td>REQUIRED</td>
<td>REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY</td>
<td>REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY</td>
</tr>
<tr>
<td>Varicella - 2 doses of vaccine or serologic proof of immunity</td>
<td>REQUIRED</td>
<td>REQUIRED</td>
<td>REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY</td>
<td>REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY</td>
</tr>
<tr>
<td>Tetanus, diphtheria, pertussis - primary series plus Tdap booster</td>
<td>REQUIRED</td>
<td>REQUIRED</td>
<td>REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY</td>
<td>REQUIRED IF LOCATED IN ANY PATIENT-CARE FACILITY</td>
</tr>
<tr>
<td>Polio - Primary 3 dose series of vaccine or booster dose(s)</td>
<td>RECOMMENDED</td>
<td>RECOMMENDED</td>
<td>RECOMMENDED</td>
<td>RECOMMENDED</td>
</tr>
<tr>
<td>Meningococcal meningitis - 1 dose of vaccine</td>
<td>REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING</td>
<td>REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING</td>
<td>REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING</td>
<td>REQUIRED IF RESIDING IN UNIVERSITY STUDENT HOUSING</td>
</tr>
</tbody>
</table>

*See full policy for details and for exceptions/ exemption*
Dear Student,

You have objected on religious grounds to receiving immunizations in accordance with the RBHS policy on Student Immunizations and Health Requirements (please refer to policies.rutgers.edu for additional information). The New Jersey regulation that governs religious exemptions from mandatory immunization (N.J.A.C. 8:57-6.11) requires that you submit a signed statement explaining how the administration of immunizing agents conflicts with your religious beliefs. You may provide this statement on the attached Declination of Immunizations form, so that your request can be considered by the University.

Enclosed for your review is a copy of the RBHS Policy on Student Immunizations and Health Requirements. Please note that Section V.B.6 provides for exemption from required immunizations on bona fide religious grounds, as long as the failure to be immunized will not prevent fulfillment of the Essential Functions and curricular requirements of the academic program. Normally, if your educational program includes required activities involving clinical contact or potentially infectious blood or laboratory material, you will be unable to fulfill the academic requirements unless you obtain the required immunizations. If your educational program does not include such activities, and if your request for religious exemption and explanation are found to be acceptable by the University, your future academic activities will be limited to those that do not involve exposure to patients or to potentially infectious materials for which immunizations exist. This will include restrictions on use of animals in research. In order to ascertain that your failure to be immunized will not prevent fulfillment of your academic program, your RBHS School must confirm that your program of study is not expected to require clinical contact or to potentially infectious blood or laboratory material for which immunizations exist. Part B of the attached Declination of Immunizations form is for this confirmation. You should submit the form to your School’s Office of the Dean for completion of Part B after you have completed Part A of the form. Please submit the fully completed form to the Student Health Center for your campus.

Even if the likelihood of your being exposed through your academic program to bloodborne pathogens is minimal, you should be aware of the benefits to you and to others in the community of immunizations against hepatitis B, measles, mumps, rubella, influenza, varicella, tetanus diphtheria-pertussis and polio. We at Rutgers believe strongly in the benefits and safety of our immunization requirements for students as individuals and for our society as a whole. Please refer to the enclosed RBHS policy for more information. You should also review in detail the information provided by the U.S. Centers for Disease Control and Prevention (CDC) about vaccine-preventable diseases at http://www.cdc.gov/vaccines/ and in other portions of the CDC web site. After reading the referenced information, please contact your Rutgers campus Student Health Service if you have any additional questions. After reviewing these items and asking any questions you may have, you must complete, sign and date the Declination of Immunizations Form, which acknowledges that you have been informed of the value of immunizations and that you have knowingly declined them for religious reasons.

Please be aware that TB skin testing is required of all students, in accordance with the Student Immunizations and Health Requirements Policy.
DECLINATION OF IMMUNIZATIONS FOR RELIGIOUS REASONS FORM

Part A

I have been informed of the RBHS policy governing Student Immunizations and Health Requirements and of the immunizations required by RBHS prior to enrollment as a student. I hereby decline to receive immunizations for religious reasons. Administration of immunizing agents conflicts with my religious beliefs or practices because:
_________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________

I have been given the opportunity to be vaccinated against hepatitis B, measles, mumps, rubella, influenza, varicella, tetanus-diphtheria-pertussis and polio, and hereby decline to do so. I understand that my failure to obtain these immunizations involves risks of my contracting serious infectious diseases. I also understand that, if I want to be immunized against these diseases now or at any time in the future while I am enrolled at Rutgers Biomedical and Health Sciences (RBHS), I can receive these immunizations at Rutgers.

I agree to hold RBHS, its officers, faculty, employees and agents harmless in the event of any illness or injury resulting from my declining immunizations.

Name of Student (please print):___________________________________
Student’s Signature :_________________________ Date:__________

Part B

This student’s academic program is not expected to include clinical contact, or contact with potentially infectious blood or laboratory material against which immunizations exist.

RBHS School or Program: ________________________________

Signature of Dean or designee: _______________________ Date:__________

Please return this form to: _________________________, MD, Medical Director, Student Health Service

If you have any questions, please feel free to call the Student Health Service at _____-_____-______ between the hours of ______ and ________

EXHIBIT C

TABLE 2. Categorization of Healthcare-Associated Procedures According to Level of Risk for Bloodborne Pathogen Transmission

Category I: Procedures with de minimis risk of bloodborne virus transmission
• Regular history-taking and/or physical or dental examinations, including gloved oral examination with a mirror and/or tongue depressor and/or dental explorer and periodontal probe
• Routine dental preventive procedures (eg, application of sealants or topical fluoride or administration of prophylaxis), diagnostic procedures, orthodontic procedures, prosthetic procedures (eg, denture fabrication), cosmetic procedures (eg, bleaching) not requiring local anesthesia
• Routine rectal or vaginal examination
• Minor surface suturing
• Elective peripheral phlebotomy
• Lower gastrointestinal tract endoscopic examinations and procedures, such as sigmoidoscopy and colonoscopy
• Hands-off supervision during surgical procedures and computer-aided remote or robotic surgical procedures
• Psychiatric evaluations

**Category II: Procedures for which bloodborne virus transmission is theoretically possible but unlikely**

• Locally anesthetized ophthalmologic surgery
• Locally anesthetized operative, prosthetic, and endodontic dental procedures
• Periodontal scaling and root planing
• Minor oral surgical procedures (eg, simple tooth extraction [i.e., not requiring excess force], soft tissue flap or sectioning, minor soft tissue biopsy, or incision and drainage of an accessible abscess)
• Minor local procedures (eg, skin excision, abscess drainage, biopsy, and use of laser) under local anesthesia (often under bloodless conditions)
• Percutaneous cardiac procedures (eg, angiography and catheterization)
• Percutaneous and other minor orthopedic procedures
• Subcutaneous pacemaker implantation
• Bronchoscopy
• Insertion and maintenance of epidural and spinal anesthesia lines
• Minor gynecological procedures (eg, dilatation and curettage, suction abortion, colposcopy, insertion and removal of contraceptive devices and implants, and collection of ova)
• Male urological procedures (excluding transabdominal intrapelvic procedures)
• Upper gastrointestinal tract endoscopic procedures
• Minor vascular procedures (eg, embolectomy and vein stripping)
• Amputations, including major limbs (eg, hemipelvectomy and amputation of legs or arms) and minor amputations (eg, amputations of fingers, toes, hands, or feet)
• Breast augmentation or reduction
• Minimum-exposure plastic surgical procedures (eg, liposuction, minor skin resection for reshaping, face lift, brow lift, blepharoplasty, and otoplasty)
• Total and subtotal thyroidectomy and/or biopsy
• Endoscopic ear, nose, and throat surgery and simple ear and nasal procedures (eg, stapedectomy or stapedotomy, and insertion of tympanostomy tubes)
• Ophthalmic surgery
• Assistance with an uncomplicated vaginal delivery
• Laparoscopic procedures
• Thoracoscopic procedures
• Nasal endoscopic procedures
• Routine arthroscopic procedures
• Plastic surgery
• Insertion of, maintenance of, and drug administration into arterial and central venous lines
• Endotracheal intubation and use of laryngeal mask
• Obtainment and use of venous and arterial access devices that occur under complete antiseptic technique, using universal precautions, “no-sharp” technique, and newly gloved hands

Category III: Procedures for which there is definite risk of bloodborne virus transmission or that have been classified previously as "exposure-prone"
• General surgery, including nephrectomy, small bowel resection, cholecystectomy, subtotal thyroidectomy, other elective open abdominal surgery
• General oral surgery, including surgical extractions, hard and soft tissue biopsy (if more extensive and/or having difficult access for suturing), apicectomy, root amputation, gingivectomy, periodontal curettage, mucogingival and osseous surgery, alveoplasty or alveolectomy, and endosseous implant surgery
• Cardiothoracic surgery, including valve replacement, coronary artery bypass grafting, other bypass surgery, heart transplantation, repair of congenital heart defects, thymectomy, and open-lung biopsy
• Open extensive head and neck surgery involving bones, including oncological procedures
• Neurosurgery, including craniotomy, other intracranial procedures, and open-spine surgery
• Nonelective procedures performed in the emergency department, including open resuscitation efforts, deep suturing to arrest hemorrhage, and internal cardiac massage
• Obstetrical/gynecological surgery, including cesarean delivery, hysterectomy, forceps delivery, episiotomy, cone biopsy, and ovarian cyst removal, and other transvaginal obstetrical and gynecological procedures involving hand-guided sharps
• Orthopedic procedures, including total knee arthroplasty, total hip arthroplasty, major joint replacement surgery, open spine surgery, and open pelvic surgery
• Extensive plastic surgery, including extensive cosmetic procedures (eg, abdominoplasty and thoracoplasty)
• Transplantation surgery (except skin and corneal transplantation)
• Trauma surgery, including open head injuries, facial and jaw fracture reductions, extensive soft-tissue trauma, and ophthalmic trauma
• Interactions with patients in situations during which the risk of the patient biting the physician is significant; for example, interactions with violent patients or patients experiencing an epileptic seizure
• Any open surgical procedure with a duration of more than 3 hours, probably necessitating glove change

Note: Modified from Reitsma et al.1
a. Does not include subgingival scaling with hand instrumentation.
b. If done emergently (e.g., during acute trauma or resuscitation efforts), peripheral phlebotomy is classified as Category III.
c. If there is no risk present of biting or of otherwise violent patients.
d. Use of an ultrasonic device for scaling and root planing would greatly reduce or eliminate the risk for percutaneous injury to the provider. If significant physical force with hand instrumentation is anticipated to be necessary, scaling and root planing and other Class II procedures could be reasonably classified as Category III.
e. Making and suturing an episiotomy is classified as Category III.
f. If unexpected circumstances require moving to an open procedure (eg, laparotomy or thoracotomy), some of these procedures will be classified as Category III.
g. If moving to an open procedure is required, these procedures will be classified as Category III.
h. If opening a joint is indicated and/or use of power instruments (eg, drills) is necessary, then this procedure is classified as Category III.
i. A procedure involving bones, major vasculature, and/or deep body cavities will be classified as
Category III.
HIV, HBV and HCV 6 of 8 Amended: 11/23/10 HIV, HBV and HCV 7 of 8 Amended: 11/23/10

j. Removal of an erupted or non-erupted tooth requiring elevation of a mucoperiosteal flap, removal of bone, or sectioning of tooth and suturing if needed.

REFERENCES ON TABLES

Exhibit D
See: http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6007a1.htm

**Student Rights, Responsibilities, and Disciplinary Procedures**
*Updated 4/22/2013*

The Policy

A. Student Responsibilities

1. RBHS students in the above stated educational programs have the following responsibilities:

   a. as U.S. citizens, residents or visitors: the responsibility to be aware of and to abide by all applicable Federal, state and local civil and criminal laws and regulations;

   b. as students at RBHS: the responsibility to be aware of and to abide by all applicable University and School policies, rules, procedures and standards, both general and academic; and the responsibility for personal and professional integrity and honesty; and

   c. as future health care professionals and/or biomedical scientists holding a public trust: the responsibility to adhere to all generally recognized standards of professional and ethical conduct; and the responsibility to help ensure that high standards of professional and ethical conduct are upheld by fellow students, colleagues and peers by reporting incidents of academic and professional dishonesty observed in others.

2. Each School shall have an Honor Code and/or Code of Professional Conduct which sets forth general principles of integrity and honesty as well as ethical and professional expectations for behavior. These may be patterned after codes of behavior promulgated by national professional associations. These codes shall be distributed to students upon enrollment, incorporated into catalogs, student handbooks and/or other
appropriate student materials, and discussed with students during their course of study. Students shall be informed at the same time that violations of the Code will be considered with the gravest concern and may be punishable with sanctions as severe as suspension or dismissal. Violations of the Code may be considered a failure to adhere to the academic standards of the School.

B. Student Rights

1. Students on Rutgers campuses have the following rights: the academic freedom to examine and discuss all questions of relevance and to express opinions publicly and privately; the right to be informed of and to participate, when invited, in the formulation and implementation of appropriate policies and procedures affecting student affairs, and to express views about policies and issues of student interest; the right to form associations to promote common interests; the right to be apprised of criteria for academic evaluation, advancement and graduation; all rights and protections mandated by applicable Federal and state constitutions, laws and regulations; and the right to seek redress of grievances and have complaints heard.

2. Each RBHS School shall have and shall publicize policies, procedures and standards ensuring that its students can exercise the above rights.

C. Academic Performance

1. In accordance with School Bylaws, the faculty of each School have the duty and authority to establish academic standards and rules, including standards for examinations, grading, academic standing, attendance, promotion, dismissal, and requirements for degrees and certificates. These academic standards and rules shall be set forth in the School’s catalog or student handbook.

2. All actions relating to student academic performance shall be governed by appropriate School bylaws and procedures, whether or not disciplinary action is taken pursuant to Section V.E. below.

3. Action may be taken to address a student’s ability to fulfill the Essential Functions required for participation in the course of study in which the student is enrolled pursuant to the RBHS policy, Student Essential Functions.

D. Student Ombudsperson

Each Dean shall designate an individual at his/her School to serve as an Ombudsperson to serve as a resource for students and to guide and assist students and the School in the evaluation of options for resolving problems. The Ombudsperson will have a functional relationship with the University Office of the Executive Vice President for Academic Affairs, and the ability to approach any individual within the School or University administration. The Ombudsperson will be independent of the offices and individuals who have notice, compliance, regulatory, enforcement, adjudicatory and disciplinary functions with respect to students. The Ombudsperson will have a set term, which may be renewed by the Dean at the end of each term, and may be removed during any term only for good cause. Ombudspersons shall maintain confidentiality to the extent permitted by law and will not maintain any records relating to consultations or activities other than statistical reporting. The policy, Student and Housestaff Ombudspersons, will serve as a model for each Ombuds office.

E. Disciplinary Infractions

The following list provides examples of actionable disciplinary infractions under this policy’s student
disciplinary procedures, and may also subject the student to action by the RBHS School concerning academic performance or research misconduct occurring on campus or off campus:

1. an infraction of Federal, state or local civil or criminal laws and regulations;
2. an infraction of University or School policies, procedures, rules and standards;
3. an infraction of professional and academic codes of honor or standards of behavior;
4. an act of harassment, intimidation or bullying, including any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic or any act that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:
   a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
   b. has the effect of insulting or demeaning any student or group of students; or
   c. creates a hostile environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student;

5. acts of sexual harassment, including sexual violence or sexual coercion, whether or not the acts are the subject of civil or criminal action;
6. physical sexual acts perpetrated against a person's will or when a person is incapable of giving consent;
7. stealing or other unethical means of acquiring materials and documents;
8. forging of any material or document;
9. falsification or fabrication of any document or data;
10. plagiarism;
11. preventing or interfering with other students in the fulfillment of their academic assignments;
12. cheating;
13. conduct that causes a material and substantial disruption to the educational mission of the school or an
individual's work or study.

F. Disciplinary Procedural Requirements

1. A request for disciplinary action against a student may be made in writing to the Dean by any student, faculty member or administrative officer within thirty (30) working days of an alleged infraction or the discovery of an infraction under Section V.E. of this policy.

2. The Dean or his/her designee may attempt to resolve the matter with the accused student, except in cases involving allegations of sexual violence or sexual coercion, which are not permitted to be resolved informally but must be forwarded by the Dean to the Hearing Body. A complainant alleging sexual harassment will not be required to meet in person with the accused at any time. In addition, if the Dean or his/her designee concludes that the matter cannot or should not be resolved informally, he/she shall refer it to the Hearing Body of the School within ten (10) working days of the decision that the matter cannot or should not be resolved informally. At the Dean's discretion, the awarding of a degree or certificate may be delayed pending the outcome of the disciplinary procedure.

3. The Hearing Body shall forward to the accused and to the complainant written notice of the complaint and of the time, date and place of the hearing, which shall be held within fifteen (15) working days of receipt of a request from the Dean or his/her designee.

4. The Hearing Body shall convene to hear the complaint and make recommendations for action to the Dean.

   a. The Hearing Body shall be an established committee at each School and shall be constituted according to rules established by each School, but in all events shall consist of at least four members, two of whom must be students, and others who may be faculty, administrators or students, or any combination thereof, who are not directly involved in the matter to be considered.

   b. Witnesses may be called by any participant. The accused student's education records, as defined by the Family Educational Rights and Privacy Act, may be examined and considered by the Hearing Body. Relevant materials may be presented by any participant. The Chair of the Hearing Body may at any time request submission of documents or an appearance by anyone involved in the matter, and may conduct as many hearing sessions as necessary to complete its consideration of the complaint, within the time period designated in this procedure. The Chair of the Hearing Body may request submission of information concerning other disciplinary actions taken by the School against any student, without identification of the student(s) involved, to inform the Hearing Body’s consideration of recommendations for discipline.

   c. Students may consult private legal counsel at any time for advice. Students or legal counsel may submit to the Hearing Body any documents or other evidence relevant to the matter at any time prior to the conclusion of the hearing. Legal counsel shall not be permitted to appear at the proceedings of the Hearing Body, but may be present outside the hearing room to consult with the student, at the student’s request. Students may be accompanied by a non-attorney advocate during the hearing to consult privately with the student and, at the student’s request, to present a final statement on the student’s behalf. No other participation by the advocate is permitted.
d. The burden of proof shall rest with the complainant. The standard of proof shall be the preponderance of the evidence standard (i.e. it is more likely than not that the offense occurred).

e. The Chair of the Hearing Body shall rule on all procedural matters in accordance with this policy, with the procedural rules of the School, and with generally accepted terms of academic fairness. Whenever necessary, the Chair may seek the advice of the Office of Legal Management in procedural matters. Hearing Body procedures shall, at a minimum, ensure:

i. that all allegations be fully heard and considered by the Hearing Body, whether or not the accused student admits committing the offense.

ii. that witnesses designated by the complainant, the accused, the School administration or the Hearing Body be heard and that the accused be permitted to be present during testimony; the Hearing Body may request the presence of the complainant during the testimony of other witnesses, in whole or in part. In addition, administrative staff may be present during the Hearing Body proceedings to provide assistance to the Hearing Body.

iii. that, subject to protections provided by FERPA, both the complainant and the accused be afforded similar and timely access to any information that is considered by the Hearing Body.

iv. that testimony during the hearing shall be tape recorded or recorded and transcribed by a court stenographer, excluding all deliberations by the Hearing Body; an accused student may request in advance that the School employ a court stenographer during the hearing, at the student's own expense, and obtain a copy of the recording or a transcript at his/her own expense.

v. that the Hearing Body complete its hearing procedures within forty (40) working days of the commencement of the hearing, and submit to the Dean, with copies to the complainant and to the accused, within seven (7) working days thereafter, a written recommendation, including any findings of fact made by the Hearing Body, and a reporting of the total vote tally of the Hearing Body's decision, without reference to individual votes.

vi. that the recommendations of the Hearing Body may consist of any or no disciplinary action, based on the factual findings, the severity of the infraction, the accused student's education records at the School, and any procedures, policies or codes of the School or of the University. Examples of possible disciplinary actions include, but are not limited to:

(a) Dismissal of charges: dismissal of the complaint and removal of the complaint from University records.

(b) Reprimand: an oral or written statement by the Dean to the student involved.

(c) Probation: a specific period of time during which conditions may be placed on the student's enrollment, and the student's academic achievement and/or conduct monitored by the School; findings by the Hearing Body of additional disciplinary infractions during this period will result in the dismissal of the student.
(d) Suspension: a specific period during which the student is barred from enrollment.

(e) Dismissal: severing of the affiliation between the student and the School.

(f) Withholding of degree or certificate: temporary or permanent withholding of degree or certificate.

(g) Degree or certificate revocation.

vii. that the Hearing Body recommendations are supported by no less than a majority vote of the members hearing the matter.

(h) All notices and correspondence to an accused student shall be sent certified mail, return receipt requested, or by another method providing confirmation of delivery, and such receipts or confirmations shall be retained by the School.

(i) The student may seek the advice of faculty or students who are not involved in the matter in question and who do not hold an administrative position in the School constituting a potential conflict of interest. Following the Dean’s submission of the matter to the Hearing Body, neither School nor other Rutgers University administrative officers, faculty, staff or representative may advise an accused student or his/her representative in any matter relating to the disciplinary action, except for explanation of the procedures to be followed. Administrative officers whose positions may constitute a conflict of interest may not advise an accused student in any matter pertaining to the alleged infraction. The Dean may designate an administrative officer to participate in the hearing in order to present testimony or materials on behalf of the School.

5. Within five (5) working days of receipt of the Hearing Body’s recommendation, any party may submit written exceptions to the Dean.

6. The Dean may review any education records of involved students, seek information and consult with any other party, including the student, complainant and members of the Hearing Body. Except in extraordinary circumstances, (notice of which shall be provided by the Dean to the accused student and the complainant) the Dean or his/her designee shall, within thirty (30) working days of the last submission by any party of written exceptions by any party, render a final decision on disciplinary action to be taken and shall provide written copies of the decision to the student, the complainant and Hearing Body members. The Dean’s decision shall be rendered earlier if the accused student is expected to graduate before the expiration of this thirty working day period.

7. Within five (5) working days of receipt of the Dean’s decision, the accused student and, solely in matters alleging sexual harassment, violence or coercion, the complainant may submit a written appeal to the RBHS Chancellor. RBHS Chancellor may, at his or her discretion, review any education records of involved students and seek information and consult with any other party, including the student, complainant, members of the Hearing Body and the Dean. Except in extraordinary circumstances, (notice of which shall be provided by the Dean to the accused student and the complainant) the RBHS Chancellor shall, within thirty (30) working days, render a non-appealable written decision and shall provide written copies of the decision to the student, the complainant, Hearing Body members and the Dean. Such decision shall be rendered earlier if the accused student is expected to graduate before the expiration of this thirty working day period.
8. The School shall retain all records, notices, correspondence, tapes and transcripts pertaining to any action taken pursuant to this policy for a period of seven (7) years following conclusion of the action.

9. The Office of Senior Vice President and General Counsel may advise the Hearing Body and any administrative officer on interpretation of this policy and any other legal or procedural question at any time, except that no legal counsel shall be present during the taking of testimony by the Hearing Body.

10. There shall be no action taken to suspend or expel a student from school prior to completion of these disciplinary hearing procedures, unless, in the judgment of the Dean or his/her designee, the continued presence of the student poses a substantial and immediate danger to the welfare or safety of any person or property. The Dean may in such cases take action to prevent harm prior to and during the conduct of a hearing; the Hearing Body shall convene as rapidly as possible to render recommendations. A student suspended in this manner shall be given an opportunity to appear personally before the Dean or his/her designee to discuss the alleged misconduct and whether the student’s continued presence poses a substantial and immediate danger to himself/herself, to others and/or to property. Alternatively, action may be taken pursuant to the University policy, Student Involuntary Leave of Absence and Involuntary Withdrawal.

11. Delays in any time period requirements in disciplinary procedures may be made by written agreement by the accused and the Dean or his/her designee, and, in the case of a matter before a Hearing Body, by the Chair of the Hearing Body.

G. Specific School Rules for Disciplinary Procedures

1. Each School shall adopt procedural rules to govern the conduct of disciplinary hearings in conformity with Section V.F of this policy and with the specific needs of the School.

a. Such rules shall establish the number, term and manner of appointment of Hearing Body members, alternates and the Chair. The responsibilities of faculty, staff and student members to make themselves available to participate when needed in the hearing process shall be established upon their appointment.

b. Such rules shall, in the case of joint programs between Schools of the University and outside institutions, establish procedures to govern hearings affecting students in those programs. So long as principles of academic fairness are included, the procedure of either institution may be employed at the discretion of the Dean, considering such factors as which School has administrative responsibility for the student and which School awards the degree from the program.

c. Such rules may contain a code of student rights and responsibilities, establishing rules of conduct and standards of personal and professional behavior.

2. Such rules will be available to students when adopted or amended through convenient means such as the Student Handbook.

H. Jurisdiction
1. Action initiated under either academic or disciplinary procedures does not preclude subsequent or simultaneous action under the other or under the University’s research misconduct procedures.

2. If a complaint alleging a disciplinary infraction is submitted to the Dean, the Dean may determine that the allegation warrants academic action instead of or in addition to the disciplinary procedure, and may forward the matter to the appropriate body for recommendations. The Dean may also refer the student for an evaluation pursuant to University policy, Student Essential Functions. See EXHIBIT for a sample letter.

3. If a complaint alleging a disciplinary infraction during a student’s enrollment or other participation in University activities is submitted after the student has graduated or otherwise terminated the relationship with the University, the complaint may, at the Dean’s discretion, be submitted to the Hearing Body in accordance with this policy and procedure. Revocation of a degree or certificate may be recommended by the Hearing Body to the Dean.

I. Permitted Communications and Confidentiality

To promote the safety and/or welfare of a student and/or of others, and to the extent permitted by FERPA and other applicable laws, the School or University officials may, when appropriate, report incidents of disruptive behavior, or other conduct of serious concern, to the student’s next of kin and/or to other appropriate School or University officials or health care or counseling providers, or to law enforcement agencies.

Except for such reports and communications made pursuant to this policy, and to the extent permitted by FERPA and other applicable laws, all proceedings and deliberations conducted pursuant to this policy and procedure will be considered confidential and may not be released or disclosed by any participant without permission from all of the involved parties or without valid subpoena or court order.
EXHIBIT

SAMPLE LETTER: STUDENT REFERRED FOR EVALUATION AS PART OF DISCIPLINARY PROCESS

[Date]

[Student Name and Address]

Dear [Student]:
Your well-being and safety are of great concern to me and your faculty. Because we are concerned about your well-being, and in light of recent incidents related to the current disciplinary process in which you are involved, you are being referred to [name of doctor/counselor/practice] for an evaluation to determine your fitness to continue as a student at the [Rutgers University -School].

This referral is being made after careful examination of information of concern presented through the disciplinary process. During the disciplinary hearing, the following incidents were related to the hearing body:

A report by a faculty member of a recent statement you made during a heated debate with a fellow student over a class assignment. It was reported that you said "if your lousy work influences my grade, you’re going to regret it, something bad will happen to you." The faculty member who reported this statement was very upset by the remark and believed it to be serious.

Earlier in the year, several students in your study group reported that you told them that if you did not do well this semester, you would hold them responsible and "there would be trouble." When approached about this remark, you admitted making the statement, but insisted that it was a joke.

On another occasion, you were interrupted by a school administrator while engaging in a loud, angry confrontation with a fellow student. Although you later apologized, the fellow student reported feeling threatened.

The Rutgers University -[Name of School] Essential Functions for participation in courses includes the following requirements:

"E. Behavioral and Social Skills

The student must demonstrate emotional stability with appropriate interpersonal relationships and communication skills. He/she must be able to exercise good judgment and sustain an attention level necessary to complete all responsibilities promptly; be attendant to the diagnosis and care of patients, and develop mature, sensitive, professional and effective relationships with patients/clients (in well and diseased states from every gender, socioeconomic status and cultural group) and health care workers. The student must be able to tolerate taxing workloads and to function effectively under stress. He/she must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical setting. Compassion, integrity, concern for others, appropriate hygiene, appearance, interpersonal skills, interest and motivation are all personal qualities that are required throughout the admissions and educational
A student whose behavior or performance raises questions concerning his or her ability to fulfill the essential functions may be required to obtain evaluation and/or testing by a health care provider designated by the School, and to provide the results to the Campus Student Health Service for the purpose of determining whether the student is fit to pursue the educational program. If the student is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including further testing, counseling, monitoring, leave of absence, etc."

We are requiring that you submit to an evaluation that will assist us in determining your ability to safely participate in the School’s educational program; this includes your continued clinical contact with patients in health care facilities and classroom participation.

Please note that the results of this evaluation will be shared with my office and University officials, as may be deemed necessary, to help ensure your safety and well-being. Following the evaluation, if you wish to view the results, please contact me directly and I will arrange for you to review the results in the presence of an appropriate healthcare provider who will be available to assist with questions.

Yours truly,

[Dean or Associate Dean for Student Affairs]

Recommendations for Applicants for Admission to RBHS Education Programs

Updated 4/3/2013

The Policy

A. In making admissions decisions, admissions officers or admissions committees will consider only recommendations that are in writing in accordance with the format and other requirements of each School.

B. Only those recommendations that clearly demonstrate that the applicant is personally known to the person making the recommendation through educational, professional or personal relationships will be considered.

C. Letters of recommendation are one of many considerations in admissions decisions, which occur in light of all the School’s requirements for admission. In making admissions decisions, only the School’s objectives of providing the most talented and diverse graduates will be considered. Students Participating in Educational Activities Outside Rutgers or Any of its Affiliates
Students Participating in Educational Activities Outside Rutgers or Any of its Affiliates

Updated 4/17/2013

The Policy

A. Any RBHS student who wishes to participate, as part of an academic program, in an educational activity outside the University or any of its affiliates shall obtain written approval from the School’s designated Assistant/Associate Dean. Prior to granting approval, the designated Assistant/Associate Dean shall require the student to submit information documenting the name and location of the facility hosting the activity and written permission for the student's participation from the host facility.

The School’s designated Assistant/Associate Dean shall consider the information provided by the student to determine whether the host facility's program and the proposed educational activity is consistent with the educational program in which the student is enrolled. For facilities located outside the United States, the School’s designated Assistant/Associate Dean shall also consult the U.S. Department of State Travel Warnings and Alerts and the Centers for Disease Control and Prevention (CDC) Travel Health Warnings and immunization recommendations. If the location in which the proposed activity will take place is subject to a United States Department of State or CDC Travel Health Warning, the designated Assistant/Associate Dean shall not authorize the activity as a University-approved activity. Following approval by the Assistant/Associate Dean, students shall monitor the U.S. Department of State and CDC websites for Travel Warnings, Alerts Travel Health Warnings and advise the Assistant/Associate Dean of the imposition of any such warnings or alerts. Approval for any proposed activity will be revoked if the location becomes subject to a U.S. Department of State or CDC Travel Health Warning, or if concerns regarding safety and security arise prior to the commencement of the activity.

B. If a program of comparable educational value is not available in a location not on a US Department of State’s or CDC’s Travel Warnings or Alerts, and if the student provides specific, cogent arguments that the educational value of travel to a location subject to a U.S. Department of State Travel Warning or Alert or a CDC Travel Health Warning outweighs safety concerns, or is of the opinion that the Travel Warning, Alert or Travel Health Warning is not pertinent to the specific area of the county to which the student will be traveling, the student may request an exemption to the denial of travel by submitting a written justification to the appropriate Assistant/Associate Dean.

If the Assistant/Associate Dean supports the student’s decision to travel to a location subject to U.S. Department of State Travel Warning or Alert or CDC Travel Health Warning, she/he will forward all pertinent information, including the student’s written justification, to the Vice Chancellor for Academic Affairs who will convene an ad hoc committee of that School’s Assistant/Associate Dean for Academic Affairs, Student Affairs, or Global Health, as appropriate, a designee from another RBHS school, and a designee from the Office of Academic Affairs. The ad hoc committee will review the pertinent information and consider the educational value of the travel versus the risk of travel. The committee may consult with outside agencies and/or University resources, including the Department of Risk Management, and Insurance, with expertise in study abroad and/or international travel. The decision of the committee is final. The University’s Office of Emergency Management is available to assist the School’s designated Assistant/Associate Dean with the risk assessment and management process.
C. Students must secure health insurance to provide adequate coverage for any injuries or illnesses sustained or experienced while participating in University-approved educational activities outside the University or any of its affiliates. If studying outside the U.S., the insurance policy, or such insurance as described in Exhibit D, must include, but not be limited to, coverage for medical evacuation and repatriation.

D. Students are required to review the immunization guideline recommendations of the Centers for Disease Control and Prevention for travel to a particular country or region and to consult with the School’s Assistant/Associate Dean for Academic Affairs, Student Affairs, or Global Health, as appropriate to review the immunization recommendations.

E. Students are required to monitor the U.S. Department of State website for recommendations for notifications to local U.S. Embassies of their local contact information and any other suggested data. Travelers are also advised to enroll in the State Department’s “Smart Traveler Enrollment Program (STEP)”; information can be found at https://travelregistration.state.gov/ibrs/ui. This program allows the traveler to enter information about the trip so the Department of State can assist in an emergency and provide routine information from the nearest U.S. embassy or consulate. In addition, all travelers should have the U.S. Department of State Citizens Emergency Center Assistance to Travelers phone number readily available and accessible to them when in the foreign country: (202) 647-5225.

F. All students participating in a University-approved educational activity outside the University or any of its affiliates for either a single activity of an extended period of time or for time periods in which they will likely participate in more than one shorter-term activity (e.g., University-sponsored trips to conferences), must sign a "Waiver and Release Agreement" (see EXHIBITS A and B) prior to embarking on the activity. If EXHIBIT B is not signed and on file prior to the activity, then EXHIBIT A must be signed and filed. These forms are available to students at the office of each School’s designated Assistant/Associate Dean.

G. Each School of the University shall include the statement concerning waiver and release (see EXHIBIT C) in its catalog and/or student handbook indicating the requirements for students participating in University-approved educational activities outside of the University or any of its affiliates.

H. The designated Assistant/Associate Dean shall maintain information concerning all approved educational activities outside Rutgers or any of its affiliates, including identification of the student, the host facility, dates of participation, assurance by the student that required health insurance is in place (included in EXHIBIT A and EXHIBIT B), telephone number or other reliable means of contacting the student and documentation of approval of the activity by the School. The information should be maintained in a manner in which names of host facilities, students and category of educational activity are available for reference.

I. Travel with or Transportation of Research-Related Materials and Data - Students traveling outside the United States must be aware of federal limitations on items that can be carried abroad. All transfers of research materials, software or data must comply with export control and trade sanction regulations. Export controls are federal laws that regulate the export of sensitive technologies, equipment, software, biological agents and related data services. These laws require that licenses be obtained for exports of these sensitive items unless an exemption exists. Trade sanctions against hostile targets, including countries, may prohibit travel, payment or providing anything of value to the sanctioned country, regardless of exemptions. More information regarding export controls can be found at: http://www.bis.doc.gov/deemedexports/deemedexportsfaqs.html. Questions
should be directed to the Office of Legal Management.
EXHIBITS

A. WAIVER AND RELEASE AGREEMENT FOR USE PRIOR TO PARTICIPATION IN A UNIVERSITY-APPROVED EDUCATIONAL ACTIVITY OUTSIDE RUTGERS OR ITS AFFILIATES FOR AN EXTENDED PERIOD OF TIME

B. WAIVER AND RELEASE AGREEMENT FOR USE PRIOR TO PARTICIPATION IN ONE OR MORE SHORT-TERM UNIVERSITY-APPROVED EDUCATIONAL ACTIVITIES OUTSIDE RUTGERS OR ITS AFFILIATES

C. WAIVER AND RELEASE FOR STUDY OUTSIDE RUTGERS OR ITS AFFILIATES (For Inclusion in Catalog and/or Student Handbook. This Statement Does Not Eliminate the Need for Students to Sign Waiver Forms).

D. INTERNATIONAL TRAVEL INSURANCE
EXHIBIT A
WAIVER AND RELEASE AGREEMENT FOR USE PRIOR TO PARTICIPATION IN A UNIVERSITY-APPROVED EDUCATIONAL ACTIVITY OUTSIDE RUTGERS OR ITS AFFILIATES FOR AN EXTENDED PERIOD OF TIME

This is a release of legal rights - read and understand before signing.

I am a student at Rutgers, The State University ("University") and have asked and been granted permission to participate in a program of study or educationally related experience ("Program") outside the University or any of its affiliates.

Name of Program institution, dates of participation and Program contact information:

________________________________________________________________________________________
________________________________________________________________________________________

In consideration for being permitted to participate in the Program, I agree to the following:

1. I have secured, or will have secured before commencing the Program, health insurance to provide adequate coverage for any injuries or illnesses that I may sustain or experience while participating in the Program. In addition to and separate from the requirement for me to carry health insurance, if studying outside the U.S., I understand that I must be covered by insurance for medical evacuation and repatriation. Medical and repatriation insurance may be provided through my health insurance coverage, by my independently obtained travel insurance or by travel insurance which may be obtained on my behalf by the University. I acknowledge that the University has provided me with information concerning any insurance engaged by the University on my behalf and concerning the availability of such commercial insurance for my purchase. By my signature below I certify that I have confirmed that my health care coverage will adequately cover me while outside of my area of residence or, if applicable, outside the United States, and hereby release the University, its officers, employees, faculty and agents from any responsibility or liability for expenses or damages incurred by me for injuries or illnesses (including death) that I may incur, including any expenses or funds that may be advanced by the University, or by an insurer covering my travel, to facilitate my safety or wellbeing. By way of example, an international travel insurer, such as International SOS, may advance funds to me to allow immediate medical treatment. Those funds may be charged to the University, and I agree to reimburse the University for the full amount. I agree to be personally responsible for seeking any available reimbursement from my health insurance provider and to be solely responsible for any costs not covered by my health insurer due to deductibles, co-payments, uncovered services or any other reason whatsoever. If I am an employee of the University, I agree to allow the University legal authority to withhold from or garnish my future wages in the event of any such costs. (Please consult the Office of Student Affairs for current travel insurance information.)

2. I hereby authorize Rutgers to approve payment by any international travel insurer for overseas medical, dental or other offered services, on my behalf, in the event of an emergency.

3. I understand that the Program institution or agency is an independent operator and not sponsored by or affiliated with the University in any manner. Notwithstanding any agreement by the University to award academic credit for the course of study I undertake, the University has not required me to participate in the Program in any way, and my academic progress at the University will not be adversely affected if I decide not to
participate. I understand that the University has not undertaken any kind of control or supervision over the Program institution, my program of study, my itinerary, obtaining/maintaining the appropriate documents (passport/visa) for travel outside of the US, travel arrangements or accommodations.

4. I understand that there are unavoidable risks in travel and living away from home, including the risks of transportation, foreign political, legal, social and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; local medical and weather conditions and other unanticipated risks. Knowing these risks, and in consideration of being permitted to participate in the Program, I hereby release and waive, on behalf of myself, my family, heirs and personal representative(s), any claims or potential claims whatsoever for any and all liability for harm, injury, damage, claims, demands, actions, causes of action, costs and expenses of any nature that I may have or that may accrue to me, arising out of or related to my participating in this Program. I further agree to save and hold harmless the University, its officers, employees, faculty and agents, from any claim made by me or my family or personal representative(s) arising out of and my participation in the Program and any travel I undertake in connection with it.

5. I will become informed of any recommendations or advisories issued by any United States governmental entity as to the risks of travel to and within my Program location. I will enroll in the State Department’s "Smart Traveler Enrollment Program (STEP)" at https://travelregistration.state.gov/ibs/ui. This program allows me to enter information about the trip so the Department of State can assist me in an emergency and provide me routine information from the nearest US embassy or consulate. I will have the U.S. Department of State Citizens Emergency Center Assistance to Travelers phone number readily available and accessible when in the foreign country: (202) 647-5225. If notification of the local U.S. Embassy is suggested by the Department of State website, I agree to maintain such notification of my local contact information and any other suggested data.

6. I understand that each state and foreign country has its own laws and standards of acceptable conduct, and recognize that behavior which violates those laws or standards could harm the University, as well as my own health and safety. I will become informed of, and will abide by, all such laws and standards for the location of the Program and will assume the risk of any legal problems I may encounter with any government or controlling administration. The University is not responsible for providing any assistance under such circumstances.

7. I understand that I am required to monitor the U.S. Department of State and Centers for Disease Control websites for travel warnings, alerts or travel health warnings concerning any location in which I have obtained approval to participate in a Program. If a travel warning, alert or travel health warning is issued, I agree that I will immediately advise the University and that the approval will be revoked.

8. I understand that the University may engage travel insurance coverage which will provide assistance to me related to my safety and security before and during international travel. I agree that I will acquaint myself with the coverage and assistance offered. I agree that, if such travel insurance is in force, I am required to register requested information on the insurer’s student travel information form so that the insurer and the University may locate and assist me in case of emergency occurring during my travels.

9. I agree that should any provision or aspect of this agreement be found to be unenforceable, all remaining provisions of the agreement will remain in full force and effect.

10. I represent that my agreement to the provisions herein is wholly voluntary, and further understand that,
prior to signing this release. I have the right to consult with the advisor or attorney of my choice.

11. I agree that, should there be any dispute concerning my participation in the Program that would require the adjudication of a court of law, venue will lie in Essex County, New Jersey and that the laws of the State of New Jersey will govern.

12. This agreement represents my complete understanding with the University concerning the University’s responsibility and liability for my participation in the Program, supersedes any previous or contemporaneous understandings I may have had with the University on this subject, whether written or oral, and cannot be changed or amended in any way without my written concurrence.

13. I represent that I am at least eighteen years of age, or, if not, that I have secured below the signature of my parent or guardian as well as my own.

I HAVE CAREFULLY READ THIS RELEASE FORM BEFORE SIGNING IT.

Student Signature   Date   Student Name (printed)

School Official Signature   Date   School Official Name (printed)

Parent or Guardian Signature   Date   Parent or Guardian Name (printed)
EXHIBIT B
WAIVER AND RELEASE AGREEMENT FOR USE PRIOR TO PARTICIPATION IN ONE OR MORE SHORT-TERM UNIVERSITY-APPROVED EDUCATIONAL ACTIVITIES OUTSIDE RUTGERS OR ITS AFFILIATES

This is a release of legal rights – read and understand before signing.

I am a student at Rutgers, The State University of New Jersey (University”) and may, during my enrollment at the University, participate in one or more educational or other related programs (“Program(s)”) outside the University or its affiliates. In consideration for being permitted to participate in Program(s), I agree to the following:

1. I have secured, or will have secured before commencing the Program, health insurance to provide adequate coverage for any injuries or illnesses that I may sustain or experience while participating in the Program. In addition to and separate from the requirement for me to carry health insurance, if studying outside the U.S., I understand that I must be covered by insurance for medical evacuation and repatriation. Medical and repatriation insurance may be provided through my health insurance coverage, by my independently obtained travel insurance or by travel insurance which may be obtained on my behalf by the University. I acknowledge that the University has provided me with information concerning any insurance engaged by the University on my behalf and concerning the availability of such commercial insurance for my purchase. By my signature below I certify that I have confirmed that my health care coverage will adequately cover me while outside of my area of residence or, if applicable, outside the United States, and hereby release the University, its officers, employees, faculty and agents from any responsibility or liability for expenses or damages incurred by me for injuries or illnesses (including death) that I may incur, including any expenses or funds that may be advanced by the University, or by an insurer covering my travel, to facilitate my safety or wellbeing. By way of example, an international travel insurer, such as International SOS, may advance funds to me to allow immediate medical treatment. Those funds may be charged to the University, and I agree to reimburse the University for the full amount. I agree to be personally responsible for seeking any available reimbursement from my health insurance provider and to be solely responsible for any costs not covered by my health insurer due to deductibles, co-payments, uncovered services or any other reason whatsoever. If I am an employee of Rutgers, I agree to allow the University legal authority to withhold from or garnish my future wages in the event of any such costs. (Please consult the Office of Student Affairs for current travel insurance information.)

2. I hereby authorize Rutgers to approve payment by any international travel insurer for overseas medical, dental or other offered services, on my behalf, in the event of an emergency.

3. I understand that all Program(s) institutions or agencies are independent operators and not sponsored by or affiliated with the University in any manner. Notwithstanding any agreement by the University to award academic credit for the course of study I undertake, the University has not required me to participate in the Program(s) in any way, and my academic progress at the University will not be adversely affected if I decide not to participate. I understand that the University has not undertaken any kind of control or supervision over any Program(s) institution, my Program(s) of study, my itinerary, obtaining/maintaining the appropriate documents (passport/visa) for travel outside of the US, travel arrangements or accommodations.

4. I understand that there are unavoidable risks in travel, lodging and living away from home, including the risks of transportation, foreign political, legal, social and economic conditions; different standards of design,
safety and maintenance of buildings, public places and conveyances; local medical and weather conditions and other unanticipated risks. Knowing these risks, and in consideration of being permitted to participate in the Program(s), I hereby release and waive, on behalf of myself, my family, heirs and personal representative(s), any claims or potential claims whatsoever for any and all liability for harm, injury, damage, claims, demands, actions, causes of action, costs and expenses of any nature that I may have or that may accrue to me, arising out of or related to my participating in any Program(s). I further agree to save and hold harmless the University, its officers, employees, faculty and agents, from any claim made by me or my family or personal representative(s) arising out of and my participation in any Program(s) and any travel I undertake in connection with it.

5. I will become informed of any recommendations or advisories issued by any United States governmental entity as to the risks of travel to and within my Program(s) location. I will enroll in the State Department’s “Smart Traveler Enrollment Program (STEP)” at https://travelregistration.state.gov/ibrs/ui. This program allows me to enter information about the trip so the Department of State can assist me in an emergency and provide me routine information from the nearest US embassy or consulate. I will have the U.S. Department of State Citizens Emergency Center Assistance to Travelers phone number readily available and accessible when in the foreign country: (202) 647-5225. If notification of the local U.S. Embassy is suggested by the Department of State website, I agree to maintain such notification of my local contact information and any other suggested data.

6. I understand that each state and foreign country has its own laws and standards of acceptable conduct, and recognize that behavior which violates those laws or standards could harm the University, as well as my own health and safety. I will become informed of, and will abide by, all such laws and standards for the location of any Program(s) and will assume the risk of any legal problems I may encounter with any government or controlling administration. The University is not responsible for providing any assistance under such circumstances.

7. I understand that I am required to monitor the U.S. Department of State and Centers for Disease Control websites for travel warnings, alerts or travel health warnings concerning any location in which I have obtained approval to participate in a Program. If a travel warning, alert or travel health warning is issued, I agree that I will immediately advise the University and that the approval will be revoked.

8. I understand that the University may engage travel insurance coverage which will provide assistance to me related to my safety and security while on international travel. I agree that I will acquaint myself with the coverage and assistance offered. I agree that, if such travel insurance is in force, I am required to register requested information on the insurer’s student travel information form so that the insurer and the University may locate and assist me in case of emergency occurring during my travels. (Please consult the Office of Student Affairs for current travel insurance information.)

9. I agree that should any provision or aspect of this agreement be found to be unenforceable, all remaining provisions of the agreement will remain in full force and effect.

10. I represent that my agreement to the provisions herein is wholly voluntary, and further understand that, prior to signing this Release, I have the right to consult with the advisor or attorney of my choice.

11. I agree that, should there be any dispute concerning my participation in any Program(s) that would require the adjudication of a court of law, venue will lie in Essex County, New Jersey and that the laws of the State of New Jersey will govern.
12. This agreement represents my complete understanding with the University concerning the University’s responsibility and liability for my participation in any Program(s), including any number of Program(s) I may undertake during my enrollment, and that it supersedes any previous or contemporaneous understandings I may have had with the University on this subject, whether written or oral, and cannot be changed or amended in any way without my written concurrence.

13. I represent that I am at least eighteen years of age, or, if not, that I have secured below the signature of my parent or guardian as well as my own.
I HAVE CAREFULLY READ THIS RELEASE FORM BEFORE SIGNING IT.

__________________________  ______________________  __________________________
Student Signature       Date       Student Name (printed)

__________________________  ______________________  __________________________
School Official Signature Date       School Official Name (printed)

__________________________  ______________________  __________________________
Parent or Guardian Signature Date       Parent or Guardian Name (printed)
EXHIBIT C

WAIVER AND RELEASE FOR STUDY OUTSIDE RUTGERS OR ITS AFFILIATES

(For Inclusion in Catalog and/or Student Handbook. This Statement Does Not Eliminate the Need for Students to Sign Waiver Forms).

Students at Rutgers Biomedical and Health Sciences may request permission to participate in a program of study or other educationally related experiences ("Program") outside the University or its affiliates. In consideration for being permitted to participate in a non-affiliated Program, students accept the following responsibilities and risks:

1. Before commencing the Program, the student must secure health insurance to provide adequate coverage for any injuries or illnesses sustained or experienced while participating in the Program. In addition to and separate from the requirement to carry health insurance, if studying outside the U.S., the insurance policy must include, but not be limited to, coverage for medical evacuation and repatriation. Medical and repatriation insurance may be provided through the student’s own health insurance coverage, by independently obtained travel insurance or by travel insurance which may be obtained by the University. The University will provide students with information concerning the availability of such commercial insurance for purchase. Students must confirm that their health care coverage will adequately cover them while outside of their area of residence or, if applicable, outside the United States, and release the University, its officers, employees, faculty and agents from any responsibility or liability for expenses or damages incurred for injuries or illnesses (including death) that may occur, including any expenses or funds that may be advanced by the University, or by an insurer covering travel, to facilitate the student’s safety or wellbeing. By way of example, an international travel insurer, such as International SOS, may advance funds to allow immediate medical treatment. Those funds may be charged to the University, and the student must agree to reimburse the University for the full amount. Student must agree to be personally responsible for seeking any available reimbursement from the health insurance provider and to be solely responsible for any costs not covered by the health insurer due to deductibles, co-payments, uncovered services or any other reason whatsoever. If an employee of Rutgers, employee must agree to allow the University legal authority to withhold from or garnish my future wages in the event of any such costs.

2. Student/employee is required to authorize Rutgers to approve payment by any international travel insurer for overseas medical, dental or other offered services in the event of an emergency.

3. Non-affiliated Program institutions or agencies are independent operators and not sponsored or administered by the University in any manner. Notwithstanding any agreement by the University to award academic credit for a course of study, the University does not require students to participate in such Programs in any way, and academic progress at the University will not be adversely affected by a decision not to participate. The University does not undertake any kind of control or supervision over Program institutions, or a student’s program of study, itinerary, obtaining/maintaining the appropriate documents (passport/visa) for travel outside of the US, travel arrangements or accommodations.

4. There are unavoidable risks in travel and living away from home, including the risks of transportation, foreign political, legal, social and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; local medical and weather conditions and other unanticipated risks. Knowing these risks, and in consideration of being permitted to participate in the Program, students release and
waive, on behalf of them, their family, heirs and personal representative(s), any claims or potential claims whatsoever for any and all liability for harm, injury, damage, claims, demands, actions, causes of action, costs and expenses of any nature that they may have or that may accrue to them, arising out of or related to participation in the Program. Students further agree to save and hold harmless the University, its officers, employees, faculty and agents, from any claim made by them or their family or personal representative(s) arising out of participation in the Program and any travel undertaken in connection with it.

5. Students are required to become informed of any recommendations or advisories issued by any United States governmental entity as to the risks of travel to and within Program locations. Students are also required to monitor the U.S. Department of State and Centers for Disease Control websites for travel warnings, alerts or travel health warnings concerning any location in which they have obtained approval to participate in a Program. If a travel warning, alert or travel health warning is issued, students are required to immediately advise the University and that the approval will be revoked. Travelers will enroll in the State Department’s “Smart Traveler Enrollment Program (STEP)” at https://travelregistration.state.gov/ibs/ui. This program allows the traveler to enter information about the trip so the Department of State can assist in an emergency and provide routine information from the nearest US embassy or consulate. In addition, all travelers should have the U.S. Department of State Citizens Emergency Center Assistance to Travelers phone number readily available and accessible to them when in the foreign country: (202) 647-5225. If notification of the local U.S. Embassy is suggested by the Department of State website, students agree to maintain such notification of their local contact information and any other suggested data.

6. The University may engage travel insurance coverage which will provide assistance to students related to their safety and security while on international travel. Students are required to acquaint themselves with the coverage and assistance offered and are required to register requested information on the insurer’s student travel information form so that the insurer and the University may locate and assist the student in case of emergency occurring during international travels. (Please consult the Office of Student Affairs for current travel insurance information.)

7. Students must recognize that each state and foreign country has its own laws and standards of acceptable conduct, and recognize that behavior which violates those laws or standards could harm the University, as well as the student’s own health and safety. Students are required to become informed of, and will abide by, all such laws and standards for the location of the Program and will assume the risk of any legal problems encountered with any government or controlling administration. The University is not responsible for providing any assistance under such circumstances.

ANY STUDENT WHO PARTICIPATES IN A PROGRAM OUTSIDE THE UNIVERSITY OR ITS AFFILIATES ACCEPTS THE ABOVE LIMITATIONS AND REQUIREMENTS AND ANY OTHER RELATED PROCEDURES ESTABLISHED BY THE UNIVERSITY.
EXHIBIT D

INTERNATIONAL SOS TRAVEL INSURANCE

Effective March 1, 2011 the University has engaged International SOS to provide travel assistance and insurance for University students traveling internationally on University approved activities. Please go to www.internationalsos.com for a full program description and coverage information.

Students who are approved by the University to engage in international travel are required to review the International SOS website and program description and to complete the online Personal Travel Record prior to departure. The Personal Travel Record calls for travel and destination information so that a student’s itinerary and other information can be accessed by International SOS or by the University, should a student need to be located in the event of an emergency.

International SOS is NOT Health Insurance. Obtaining medical treatment and hospital care abroad can be expensive and medical insurance is often not accepted outside of the United States or your country of residence. Prior to traveling students should check with their health insurance carrier to determine what medical services are covered abroad. In most instances, medical expenses incurred abroad will have to be paid out of pocket and reimbursed later from the insurance carrier. Please review the International SOS program description regarding how ISOS will provide medical assistance, including medical and dental referrals and claims assistance. ISOS can guarantee and pay the out of pocket costs associated with a student’s medical care overseas, however the student must reimburse the University for any costs or additional fees charged to the University for these services.

The Rutgers University Department of Risk Management & Insurance makes available HTH International Travel Health Select Overseas insurance for all student travelers. Students enrolled in the Rutgers Study Abroad program are automatically covered by HTH. Other students who are planning to travel overseas and who are not enrolled in Study Abroad must contact the Department of Risk Management & Insurance to enroll in this coverage at a cost of $38 per month.

HTH is international health insurance. HTH assists in providing health networks and medical care outside of the US. Rutgers requires all international STUDENT travelers to purchase the HTH international health insurance. It is optional for faculty and staff. HTH health coverage currently costs $38/month (no prorate) to Rutgers students/faculty and staff. Registration for HTH is done through Rutgers Dept. of Risk Management & Insurance. Contact Steve Martini at steven.martini@rutgers.edu or 848-932-3008. The students, faculty and staff can also contact Mr. William Troy directly regarding the International Travel SOS program and he will guide you through the process.

International SOS is NOT health insurance. ISOS provides international emergency travel services, from lost passports to medical/political evacuations. Rutgers Department of Risk Management & Insurance provides ISOS services free of charge to its students, faculty and staff. No registration is necessary for ISOS. Certain services are subject to the authorization and approval of Rutgers Risk Management. Please visit www.internationalsos.com with the membership # 11BSGC000021 to review available services, prior to travel.

For more information visit: http://riskmanagement.rutgers.edu/student-information/international-travel-
insurance
DEFINITIONS

A. **Student & Housestaff Ombuds** are appointed by the Dean of each RBHS school as outlined in section 1. Student & Housestaff Ombuds’ responsibilities are typically a collateral function assigned to a faculty or staff member, and focuses on providing Ombuds services to their school’s students and housestaff.

B. **Ombuds** refers to the schools’ Student & Housestaff Ombuds.

C. **A visitor** is a student or member of the housestaff who voluntarily communicates with their school's Student and Housestaff Ombuds, in order to express a concern, seek guidance, or impart information.

D. **A third party** is a member of the University community who is contacted by an Ombuds, in order to obtain information, or for the purpose of addressing a visitor’s concern.

E. **Notice** is a formal communication of a University-related issue or concern by a visitor or a third party to Rutgers through established formal channels.

POLICY

A. Each RBHS Dean shall designate an individual at his/her School as an Ombuds to serve as a resource for students and housestaff, and to guide them in the evaluation of options for resolving University-related concerns. Student & Housestaff Ombuds will be independent of the offices and individuals who have notice, compliance, regulatory, enforcement, adjudicatory and disciplinary functions with respect to students and housestaff. The Student & Housestaff Ombuds will have the ability to approach any individual within the School or University administration to facilitate problem resolution.

B. The Student & Housestaff Ombuds will have a set term, which may be renewed by the Dean at the end of each term, and may be removed during any term only for good cause.

C. The RBHS Vice Chancellor for Academic Affairs is responsible for setting the minimum training and certification standards for all Student & Housestaff Ombuds.

D. Confidentiality

   i. Except as noted in Sections VI.D.3. and VI.D.5., Ombuds hold all communications with those seeking assistance in strict confidence, and do not disclose confidential communications unless given express permission to do so by the visitor.

   ii. The University does not consider communications made to Student & Housestaff Ombuds, to be notice to the University or any of its Schools and component business units. Ombuds neither act as agents for their School or the University, nor do they accept notice on its behalf. However, Ombuds may refer visitors to the appropriate place where formal notice can be made.
iii. Ombuds will disclose confidential information when there appears to be an imminent risk of serious harm to either an individual, property, or to the University, where there is no other reasonable option. Except in emergent situations, when disclosure is contemplated, Student & Housestaff Ombuds should first notify the RBHS Vice Chancellor for Academic Affairs for his/her concurrence. Except under emergent circumstances, the determination of whether this risk exists is to be made only by the RBHS Vice Chancellor for Academic Affairs at his/her discretion. Student & Housestaff Ombuds will also disclose confidential information when required to do so by law, after first receiving concurrence from the RBHS Vice Chancellor for Academic Affairs. Visitors will be advised prior to disclosures being made under this section. Any such disclosures will be made in a manner and to the extent possible, of protecting the identity of the visitor. To prevent individuals from divulging information with an incomplete understanding of this possibility, the limitations on the confidentiality of communications to the Ombuds shall be clearly written, published, distributed and explained to students and housestaff before any consultation with an Ombuds.

iv. When third parties are contacted by an Ombuds, in order to obtain information or in furtherance of addressing a concern from an originating visitor, these communications too, will be kept confidential.

v. Ombuds will not testify at any formal process within the University, and shall resist testifying in any formal process outside of the University. Confidential communications may be disclosed if a Student & Housestaff Ombuds is mandated to do so through court order or subpoena, and after first notifying the RBHS Vice Chancellor for Academic Affairs. In such instances, the University will vigorously seek to limit the scope of the disclosure.

vi. Student & Housestaff Ombuds may maintain and provide their Dean, and senior management with demographic, statistical and trending data, so long as visitors’ confidentiality is not compromised. Ombuds may identify trends, issues and concerns about policies and procedures, including potential future issues and concerns, without breaching confidentiality or anonymity, and provide recommendations for responsibly addressing them. The RBHS Vice Chancellor for Academic Affairs will ensure consistency in data collection, and that the data collected adheres to the Ombuds’ standards of practice. Written records or reports about specific individuals or cases will not be maintained.

vii. The decision to waive confidentiality, under Sections VI.D.3. and VI.D.5., belongs solely to the RBHS Vice Chancellor for Academic Affairs, rather than to any party at issue. Requests for Student & Housestaff Ombuds to waive confidentiality must be forwarded to the RBHS Vice Chancellor for Academic Affairs for concurrence. By taking advantage of the services offered by an Ombuds, visitors implicitly agree to also be bound by these rules of confidentiality.

viii. Communications made under this subsection between Student & Housestaff Ombuds and the RBHS Vice Chancellor for Academic Affairs, relating to specific visitors or concerns, are not considered a disclosure of confidential information under this policy.

ix. Members of the University community may not inquire about confidential communications made to or by an Ombuds.

E. Neutrality/Impartiality

i. Ombuds are designated neutrals, and thus remain unaligned and impartial, and should not engage in any situation which could create or give the appearance of a conflict of interest.

1. If a specific concern brought to a Student & Housestaff Ombuds relates to an individual who is in a
supervisory/subordinate “chain of command” position, or is a member of the same department, the Student & Housestaff Ombuds must refer the visitor to the RBHS Vice Chancellor for Academic Affairs for a referral to another Student and Housestaff Ombuds who is not in a supervisory/subordinate “chain of command” position.

2. If a specific concern brought to a Student & Housestaff Ombuds relates to an individual with whom the Student & Housestaff Ombuds shares a professional or personal relationship and which may impact, or appear to impact, on the Student & Housestaff Ombuds neutrality, then that visitor should be referred to the school’s alternate Student and Housestaff Ombuds, if one has been appointed, or to the Student and Housestaff Ombuds of another school. The RBHS Vice Chancellor for Academic Affairs may be of help in making this referral.

ii. Ombuds advocate for fair and equitably administered processes, and do not advocate on behalf of any individual, the School or University.

iii. Ombuds have a responsibility to consider the legitimate concerns and interests of all the individuals affected by the matter under consideration, helping to develop a range of responsible options to resolve problems and facilitate discussion to identify the best option. They may provide students and housestaff with information on resources available within and outside of the University, clarify policies and procedures, and serve as a neutral informal conflict resolution office. Ombuds will not advocate for the exercise of a particular option. That decision remains solely with the individuals involved.

iv. Ombuds may bring to management’s attention those policies and procedures that are inherently unfair, or are applied in an unfair manner, or may be failing to accomplish what was intended. Ombuds may suggest (but not mandate or implement) corrective action.

F. Individual’s Responsibility to Report
This policy does not diminish an individual’s responsibility to report illegal or wrongful conduct under the University or School’s Code of Conduct/Honor Code, or as specified under University policies, such as: Student Rights, Responsibilities & Disciplinary Procedures.

G. Protection Against Retaliation
The University strictly prohibits retaliation against any member of the University community, including students and housestaff, because they have communicated with an Ombuds. All allegations of retaliation should be reported to the Ethics & Compliance Helpline.

EXHIBIT
What Ombuds Offices DO; What Ombuds Offices DO NOT DO
Adapted from information provided by the International Ombudsmans Association

What Ombuds Offices DO:
- Listen and discuss questions, concerns, and complaints
- Help evaluate various options to address concerns
- Answer questions or help find others who can
- Explain University policies and procedures
- Facilitate communication between people
• Advise individuals about steps to resolve problems informally
• Advise individuals about formal and administrative options
• Mediate disputes to seek "win-win" resolution of problems
• Make appropriate referrals when informal options do not work
• Point out patterns of problems/complaints to administrators
• Suggest to administrators changes to policies and procedures

What Ombuds Offices DO NOT DO:
• Participate in formal grievance processes
• Serves as an "agent of notice" for the School or University
• Make administrative decisions for administrators
• Reverse administrative decisions or findings
• Conduct formal investigations
• Determine "guilt" or "innocence" of those accused of wrong-doing
• Assign sanctions to individuals
• Maintain permanent records, notes, or reports identifiable to specific visitors
Policy Prohibiting Discrimination and Harassment  
*Updated 7/5/2016*

Policy 60.1.12

I. DEFINITIONS

A. **Discrimination** is defined as an intentional or unintentional act which adversely affects employment or educational opportunities on the basis of membership in one or more protected classes. Rutgers provides equal employment opportunity to all its employees and applicants for employment regardless of their race, religion, color, national origin, ancestry, age, sex, sexual orientation, pregnancy, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. Rutgers considers as a basis for selection in employment only those characteristics which are demonstrably related to job performance or requirements.

B. **Harassment** is conduct directed toward an individual or group based on membership in one or more protected classes. Such conduct must be sufficiently severe or pervasive to alter an individual's employment conditions, or a student’s educational opportunities which, in turn, creates an unreasonably intimidating, offensive, or hostile environment for employment, education, or participation in University activities. A person does not have to be the direct and immediate target of harassment to complain about it. Harassing behavior toward others may be so offensive, demeaning, or disruptive as to constitute a hostile work or academic environment, though not specifically directed at the observer or individual lodging the complaint. Conduct alleged to constitute harassment will be evaluated according to the objective standard of a reasonable person. Examples of conduct that may constitute or support a finding of harassment in violation of this Policy include, but are not limited to, the following types of behavior:

**PHYSICAL CONDUCT**
- Unnecessary or unwanted physical contact
- Blocking someone’s path or impeding movement
- Physical interference with work
- Stalking, Deliberate destruction of property

**NON-VERBAL CONDUCT**
- Display of offensive material or objects
- Suggestive or insulting gestures, or sounds

**VERBAL CONDUCT**
- In some instances, innuendo or other suggestive, offensive, or derogatory comments or jokes about a protected group listed in Section I above
- Extortion, overt threats, or intimidation
- Obscene or harassing messages sent via computer or left on an answering machine or voicemail

C. Sexual harassment, sexual assault, sexual exploitation, gender-based harassment, stalking, relationship violence (including dating and domestic violence), and related misconduct committed are also acts of
II. POLICY
Rutgers University is committed to a working and learning environment for all faculty, staff and students that is free from discrimination and harassment. The University strictly prohibits discrimination and harassment based on membership in certain enumerated protected classes ("protected classes"). These classes are race, religion, color, national origin, ancestry, age, sex, sexual orientation, pregnancy, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. Harassment is a form of discrimination and, therefore, harassment directed toward an individual or group, or experienced by an individual or group, based on membership in a protected class, also violates University policy.

Discrimination and harassment compromise the integrity of the University and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment at Rutgers. The University recognizes the human dignity of each member of the Rutgers community and believes that each member has a responsibility to promote respect and dignity for others so that all employees and students are free to pursue their educational and work goals in an open environment, participate in the free exchange of ideas, and to share equally in the University's employment and educational opportunities. To achieve this end, the University strives to foster an academic, work, and living environment that is free from discrimination and harassment on the basis of membership in the protected classes referenced above.

At the same time, the University is committed to the principles of academic freedom and believes that vigorous discussion and debate, as well as free inquiry and free expression, are an integral part of the University community.

III. SCOPE
This policy applies to all areas of university operations and programs, including the conduct of all university employees and student employees that arises out of their employment status, as well as to the conduct of all interns, volunteers, vendors, contractors, subcontractors, and others who do business with the university.

IV. DESIGNATION OF UNIVERSITY OFFICES AND EMPLOYEES
Throughout this Policy, the University office and/or employee(s) who will typically perform certain roles or duties are identified. However, the University may designate other University offices or employees to perform any roles or duties described in this Policy where necessary to effectuate this Policy. IV.

V. ACADEMIC FREEDOM
The classroom and other instructional settings (e.g., studio, laboratory) present special problems because academic freedom protects the expression of ideas, even when the idea or its expression may be perceived to be offensive, if conduct or statements which are the subject of a complaint are germane to the subject matter taught. The educational process is predicated upon the free exchange of ideas, and this Policy shall not be interpreted to prohibit free expression protected by the First Amendment. The National AAUP's Statement on Professional Ethics provides that professors should avoid any exploitation, harassment, or discriminatory treatment of students. The 1940 Statement of Principles on Academic Freedom and Tenure provides that
Professors should not introduce into their teaching controversial matter which has no relation to their subject. Accordingly, if conduct or statements which are the subject of a complaint occur in an instructional context and are germane to the subject matter being taught, wide latitude is required for professional judgment in determining the appropriate content and presentation of the academic material being taught. Therefore, harassment in violation of this Policy will not be found to exist in an instructional setting unless the conduct or statements which are the subject of a complaint are not germane to the subject matter taught and:

- are directed toward an individual or group based on one or more of the protected classes listed in Section I above;
- are sufficiently severe or pervasive to alter an individual’s educational environment;
- create an objectively hostile learning environment; and
- are, in fact, perceived as hostile by the complainant.

VI. REPORTING DISCRIMINATION AND HARASSMENT

Any member of the University community alleging discrimination or harassment on the basis of membership in any of the protected classes is encouraged to report it immediately to the Office of Employment Equity. If managers and supervisors receive reports of discrimination or harassment, they are required to refer them immediately to the Office of Employment Equity. One does not have to be the direct target of the discrimination or harassment to report it. Complaints against students, arising out of their conduct as students, are addressed by the Code of Student Conduct, Policy 10.2.11. Any individual who believes that he or she has been the victim of a crime (including but not limited to forced physical contact and/or sexual violence) also has a right, and is encouraged, to report the incident to the appropriate law enforcement agency. Questions about law enforcement assistance and involvement may be directed to the Chief of Police at Rutgers University–New Brunswick, Rutgers University–Newark, and Rutgers University–Camden.

The University is committed to responding to reports and complaints of discrimination and harassment promptly, fairly, and with sensitivity, as outlined in the Discrimination, Harassment, Workplace Violence, Sexual Misconduct, and Retaliation Complaint Process: Complaints Against University Employees and Third Parties (“Complaint Process”). Upon completion of the Complaint Process, the University will take appropriate corrective action consistent with the results of the investigation. Disciplinary action, up to and including discharge, may be taken against an employee who violates this Policy.

The University will maintain confidentiality as to discrimination and harassment complaints, and the investigation of those complaints, to the extent possible. Only those who have a need to know will be told the identity of the parties to a complaint. Any manager, supervisor or other employee who violates confidentiality as to a complaint of discrimination and/or harassment will be subject to appropriate sanctions. Please contact the Office of Employment Equity with any questions regarding confidentiality.

In some instances, a complainant may choose to take no action or to defer action until a later date in order to maintain anonymity. In these instances, the University reserves the right to limited disclosure and to take appropriate action in order to ensure the safety and well-being of members of the University community.

VI. RETALIATION

The University prohibits retaliation against individuals who, in good faith, assert their rights to bring a complaint of discrimination or harassment as defined in this Policy, participate in a discrimination or harassment investigation, or protest the alleged discrimination, harassment, or retaliation. Retaliation is an offense separate from the original complaint of discrimination, and will be considered independently from the merits of the underlying complaint. Individuals who believe they have been subjected to retaliation should
VII. FALSE ACCUSATIONS

Knowingly making a material misstatement of fact may subject the complainant to discipline. Anyone who believes that he or she has been the subject of a false complaint may meet with the Director of the Office of Employment Equity to discuss the allegations. The filing of a complaint that does not result in a finding of prohibited conduct is not alone evidence of the intent to file a false complaint.

Transfer and Receipt of Materials (Patents)

Updated 7/1/2013

The Policy

A. Rutgers University is committed to fostering research related to the advancement of scientific knowledge and to the publication and the use of the results of such research. While such research performed with the facilities and/or funds of the University by faculty, staff and students is not intended to be a profit making endeavor, the University recognizes that some research may lead to the isolation or production of materials which may be of scientific or commercial value to other institutions or companies. The transfer of such materials should be carried out only through the University’s Office of Innovation and Technology Commercialization:

1. to ensure that the materials will only be used in compliance with all Federal or State rules governing the use of such materials;

2. to shield the University, its faculty members and other employees from liability if the materials are used in an inappropriate, unintended, illegal or dangerous fashion;

3. to confirm that, in the case of any materials obtained from patients, a suitable consent form has been executed and that the University has rights to the material;

4. to comply with the requirements of Federal, State or private research grants, awards and contracts for research;

5. to make sure that potential intellectual property rights are not jeopardized;

6. to ensure that the University obtains an appropriate return on its investment in the staff and facilities of the University.

B. Receipt of Materials

Rutgers University is committed to fostering research related to the advancement of scientific knowledge and to the publication and the use of the results of such research. The University also recognizes that research requires collaboration with outside parties that may have an interest in materials being received by the University. Therefore, the receipt of such materials should be carried out only through the University’s Office of Patents and Licensing under the terms of a written agreement for one or more of the following reasons:
1. to shield the University, its faculty members and other employees from liability if the materials are used in an inappropriate, unintended, illegal or dangerous fashion;

2. to comply with the requirements of Federal, State or private research grants, awards and contracts for research;

3. to make sure that potential intellectual property rights are not jeopardized;

C. Ownership of Materials
All materials developed with University support or using University facilities shall belong to the University.

D. Administration of Contracts for the Transfer or Receipt of Materials
The Office of Patents and Licensing in the Office of the Vice President for Research and Economic Development shall be responsible for providing information and assistance on contracts for the transfer and receipt of materials after consultation with the developer(s) of the material(s).

E. Disclosure Responsibilities of the Developer(s) of Material(s)

1. Every developer of a material, who has received a request for its transfer to an outside person or entity should, promptly contact the Director of Patents and Licensing who will advise the developer as to the procedure to be followed. The Director of Patents and Licensing will, within a reasonable period of time, provide a suitable agreement for the transfer without payment of the material. All agreements for the transfer of materials belonging to the University shall be signed on behalf of the University by the President or by another officer with the authority to commit the University under the University policy, Legal Commitment Authority.

2. When any question exists as to whether a material is covered by this policy, the material must be disclosed through the usual disclosure mechanism described above, with a request for a determination as to whether the material is covered. In cases where a developer seeks to establish that a material is not covered by this policy, the burden of proof shall be with the developer.

F. Distribution of Income from Sales of Materials and Devices shall be governed by the Legacy UMDNJ University policy on Patent