STUDENT HANDBOOK
2023-2024

Robert Wood Johnson Medical School
675 Hoes Lane West
Piscataway, NJ 08854
rwjms.rutgers.edu
This handbook is informational only and does not constitute a contract between Robert Wood Johnson Medical School (RWJMS), part of Rutgers, The State University of New Jersey, and any student. It may be changed by RWJMS without prior notice to students. Any rules, regulations, policies, procedures, or other representations made herein may be interpreted and applied by RWJMS to promote fairness and academic excellence, based on the circumstances of each individual situation. This handbook represents a program of the current curricula, educational plans, offerings and requirements of RWJMS. The school reserves the right to change any provisions, offerings, tuitions, 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, consult http://www.rwjms.Rutgers.edu/education and follow the respective links.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Winter break</th>
<th>End of Academic Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>7/17/23*</td>
<td>12/18/23-12/29/23</td>
<td>Orientation is the first week SCE occurs on 5/29 with 2 study days prior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/29/24</td>
<td></td>
</tr>
<tr>
<td>M2</td>
<td>8/7/23</td>
<td>12/18/23-12/29/23</td>
<td>• SPICE for Class of 2025 week of 5/1/23.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4/12/24</td>
<td>• Class 2026: Last day of class prior to dedicated is 2/16/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• SPICE week * 4/8/24</td>
</tr>
<tr>
<td>M3</td>
<td>5/8/23</td>
<td>12/18/23-12/29/23</td>
<td>OSCE begins 4\textsuperscript{th} year 5/13/24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/3/2024</td>
<td></td>
</tr>
<tr>
<td>M4</td>
<td>5/10/23</td>
<td>12/18/23-12/29/23</td>
<td>OSCE &amp; Int 12/4/23-12/15/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5/03/24</td>
<td></td>
</tr>
</tbody>
</table>

*M1 Orientation-7/17/23-7/21/23, 1\textsuperscript{st} day of PDP= 7/24/23

*2023 SPICE will happen week of 5/1/23. Note on M2 in 2022-2023: Last day of class is 3/10/23, Dedicated is from 3/13/23 - 4/28/23.
Rutgers Official Holidays (estimated):

Memorial Day: 5/29/23
Juneteenth: 6/16/23
Independence Day: 7/4/23
Labor Day: 9/4/23
Thanksgiving Day & Day after: 11/22/23 and 11/24/23
Christmas Day: 12/25/23
News Year’s Day: 1/1/24
Martin Luther King Day: 1/15/24
**RWJMS GLOSSARY OF TERMS**

- **AMP:** Academic Management Platform
- **AOA:** Alpha Omega Alpha Honor Medical Society
- **AUA Match:** American Urology Association Match (urology match)
- **CAP:** Career Advising Program
- **CATS:** Clerkship Activity Tracking System
- **CBSE:** Comprehensive Basic Science Exam
- **CCSE:** Clinical Sciences Comprehensive Examination (exam preparing for CK exam)
- **Dedicated:** Protected study time for USMLE Step 1 exam (during M2 year)
- **EAP:** Early Access Program
- **EPA:** Entrustable Professional Activities (core activities all medical students should be able to perform upon entering residency)
- **ERAS:** Electronic Residency Application Services
- **Flex year:**
- **GHHS:** Gold Humanism Honor Society
- **MSPE:** Medical Student Performance Evaluation
- **NRMP:** National Residency Matching Program
- **PDP:** Physicianship Development & Practice course
- **RIME-P:** Reporter-Interpreter-Manager-Educator-Professional (descriptive evaluation framework for students on clinical rotations)
- **R3:** Residency, Ranking & Results
- **SF Match:** San Francisco Match (ophthalmology match)
- **SPICE:** Simulation Procedures & Introduction to Clerical Experiences
- **Texas STAR:** Seeking Transparency in Application to Residency (dashboard of match stats across US schools)
- **VSLO:** Visiting Student Learning Opportunities (away rotations)
ADMINISTRATION

Phil Mesisca, MBA
- Executive Vice Dean for Finance and Administration

Rhonda M. Smith, PhD
- Associate Dean for Faculty and Staff Affairs

John Drudy, MBA, CRA
- Director of Financial Operations

Georgia Kyrifides, PE, MS
- Director of Operations

Maged Mohamed, MBA
- Director of Office of Information Technology

Beth Salamon, M.Ed.
- Director, Communications & Public Affairs
OFFICE OF EDUCATION & ACADEMIC AFFAIRS
TC-116, Piscataway; (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

Archana Pradhan, MD, MPH
Associate Dean for Clinical Education
pradhaar@rwjms.rutgers.edu

Joyce Afran, MD
Associate Dean for Primary Care Education
afranjo@rwjms.rutgers.edu

Meigra Myers Chin, MD
Chair of Curriculum Committee
chinmm@rwjms.rutgers.edu

Frecia Tapia, MA
Chief of Staff for Education and Academic Affairs
frecia.tapia@rutgers.edu

Paul Weber, MD
Associate Dean for Continuing Medical Education
pfw6@rwjms.rutgers.edu

Colleen Donovan, MD
Simulation Medical Director
donovac1@rwjms.rutgers.edu
OFFICE OF STUDENT AFFAIRS

- Provides students with programs and resources which foster personal and professional growth
  - Student wellness programming
  - Career Advising
  - Monitor students’ academic progress
  - Medical Student Performance Evaluations
  - Assess issues which impact performance
    - Flexible Curriculum
    - Student Scholar Program
    - Leaves of absence
    - Transfers/Withdrawals

- Promotes inclusiveness and diversity by collaborating across RWJMS, RBHS + Rutgers University
- Provides orientation content across all years to assist with student transition
- Facilitates/assists students with access to financial aid, student health services, and student wellness program
- Provides letter of support for scholarships and research opportunities
- Collaborates with SGA
- Supports and provides funding for 50+ student groups and student travel to present research
- Directs College Advising Program (CAP) initiatives
COLLEGE ADVISING PROGRAM (CAP)

facilitate non-academic portions of medical student’s career

student-mentoring program

introduce students to faculty and alumni mentors

create community

each advising college led by Dean of Student Affairs (SA)

named in honor of faculty members formative in RWJMS history:

- Pamela C. CHAMPE, PhD: Illuminate, eruditio, et fortitude
- Robert L. TRELSTAD, MD: Scientiam, praestantia, et verita
- Parvin SAIDI, MD: Compasion, perseverantia, et confidentia

coaching and check-in meetings with SA Deans
• maintenance, management and accountability of all student educational and academic records

• provides proof of enrollment, verifications to third parties

• academic file containing grades, instructors’ official comments and other official academic record
Mary Beth Green
Program Support Specialist
mg1373@rwjms.rutgers.edu

Carol A. Terregino, MD
Associate Dean for Admissions
terregca@rwjms.rutgers.edu

Liesel Copeland, PhD
Assistant Dean for Medical Education and Admissions
liesel.copeland@rutgers.edu

OFFICE OF ADMISSIONS
TC-109, Piscataway
(732) 235-4576 or 4577

RBHS OFFICE OF FINANCIAL AID
675 Hoes Lane West, Room C-103,
Piscataway
P (732) 235-4689
F (732) 235-3264
Email: PISC@ofa.rutgers.edu

Andrea L. D’Angelo
Associate Campus Director of Financial Aid
Rutgers Biomedical & Health Sciences - Piscataway
Email: andrea.dangelo@ofa.rutgers.edu
Office: (732)235-4689
Fax: (732)235-3264

Marshall C. Anthony
Associate University Director of Financial Aid
Rutgers Biomedical and Health Sciences
Administration Complex, Building 12 Room 1208
30 Bergen St Newark NJ 07107
Phone: 973-972-4376
Fax: 973-972-7436
Email: marshall.anthony@rutgers.edu
*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 communities.

*Oversees the Distinction in Inclusion and Diversity (DID)
KESSLER TEACHING LABORATORIES, OFFICE, STOCKROOM

- Piscataway N-223 (Teaching Labs Office)
- Piscataway N-227 (Stockroom)
- Piscataway N-222 (Research Teaching Specialists)
- Accommodate the instructional modalities for the basic science portion of the medical curriculum
- **Small Group Rooms** = seminars, labs, demonstrations and AV education
  - AV equipment (LCD projectors, monitors and cameras for feedback during clinical sessions)
  - White boards
- **Simulator Room** = medical student simulated scenario training
- **Stockroom** = source for AV assistance for small group rooms, educational supplies, lab coat exchange
- Operation of equipment only accessible via authorized teaching lab staff
- 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
  - centrally located educational computer lounge
  - computer-assisted self-instruction
  - word processing
  - email
  - wireless Internet access.

---

**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
OFFICE OF ALUMNI AFFAIRS
317 George Street, Second Floor Suite 215, New Brunswick NJ (732) 235-6310
http://rwjms.rutgers.edu/alumni/

Jillian Prior, MPA
Assistant Director, Alumni Affairs
jillian.prior@rwjms.rutgers.edu

Deborah Saez-Lacy, MD ’86,
President, Alumni Association
damsl@mac.com

OFFICE OF RESEARCH
Research Tower, Room 102
Piscataway
(732) 235-4550
rwjmsresearch@rwjms.rutgers.edu

Céline Gélinas, PhD
Senior Associate Dean for Research
gelinas@cabm.rutgers.edu

Sally Radovick, MD
Senior Associate Dean for Clinical and Translational
Research sr1123@rwjms.rutgers.edu

RWJMS Office of Research
Evelyn Blas, Program Support Specialist,
blasev@rwjms.rutgers.edu

• Distinction in Research (DIR) Program
• RWJMS Summer Research Program
• Students Interested in Research (SIR) electives

OFFICE OF GLOBAL HEALTH
303 George Street, 3rd floor
New Brunswick
Phone: 848-932-0230
https://rwjms.rutgers.edu/global_health/about-the-office/overview

Karen W. Lin, MD, MS
Assistant Dean for Global Health
karen.weiru.lin@rutgers.edu

Angela Gitau, MD
Program Manager angela.gitau@rutgers.edu
STUDENT SUPPORT SERVICES
COGNITIVE SKILLS PROGRAM (a.k.a. “CogSkills”)

Location: R-109 (Research Tower)

- Individual counseling and group seminars
- Study strategies:
  - learning in medical school
  - test-taking
  - time management
  - create individualized study plan for USMLE Step 1 and 2
- Available to students throughout all 4 years

Tutoring services:
- As needed for M1 and M2 students
- Provided by M2/M3/M4 tutors

Robert Lebeau, EdD
Director, Cognitive Skills Program
robert.lebeau@rwjms.rutgers.edu

Kristen Coppola, PhD
kristen.coppola@rwjms.rutgers.edu

Hanin Rashid, PhD
Hanin.rashid@rwjms.Rutgers.edu

SECRETARY (to make appt.):
Sharri Levine-Drago
levinesa@rwjms.rutgers.edu
732-235-4129
Location: R-109
Cindy Poore-Pariseau, PhD
Director, Disability Services
RBHS
65 Bergen Street, Suite 1441
Newark, NJ 07107
(V) 973 972 5396
(F) 973 972 5320
cp803@rbhs.rutgers.edu

Jenna Rose, MA
Coordinator of Disability Services
jer298@rbhs.rutgers.edu

Letter of Accommodations (LOA)
• explains to faculty reasonable accommodations to be provided to student
• given to students who have met ALL following criteria:
  • submitted appropriate documentation to verify their disability
  • met with representative from ODS
  • approved as individual covered under Americans with Disabilities Act, Amendments Act (ADAAA) of 2008
  • eligible to receive reasonable accommodations at RU

OFFICE OF DISABILITY SERVICES (ODS)
https://ods.rbhs.rutgers.edu/
PROFESSIONALISM & THE LEARNING ENVIRONMENT

• RWJMS is committed to maintaining a positive academic and clinical learning environment
• Professionalism is an important and valued requirement of all within RWJMS
• Students and faculty expected to perform in 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
• Since RWJMS 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 Citation Form

Susannah wise, MD
Assistant Professor of Surgery
Dean of Learning Environment

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. 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.
TO REPORT LEARNING ENVIRONMENT ENCOUNTER

• Go AMP (Academic Management Platform)
  • Upper righthand corner → “Create Learning Environment Counter”
  • https://amp.rwjms.rutgers.edu/rwjmsed/block/index.php?m=index&a=page_report_learning_environment_encounters
• Provide as little or as much information as you are comfortable sharing
• More detail that you report will allow for more specific follow up from administration
• If this is an issue that is an emergency or affects anyone’s personal safety or well-being, please contact a Student Affairs Dean immediately.
• Report will be forwarded to Chair of the Learning Environment Committee
• Mistreatment can also be reported by speaking with/e-mailing the Student Affairs Deans directly
• Students can also report to course directors or clerkship and site directors of their specific rotations
• Student Professionalism Conduct Committee representative from each class that can be reached in confidence.
• The Chair’s or Professionalism Committee’s specific actions and recommendations are strictly confidential and will not be reported back to the individual(s) submitting a report.
• If you have disclosed your name when making this report, you will receive a follow up email when the matter has been considered closed by the committee.
STUDENT HEALTH SERVICES

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

Jennine Boruta, LPN
Program Assistant
jb1481@rwjms.rutgers.edu

Department of Family Medicine at Monument Square
317 George Street, First Floor
New Brunswick
732-235-5160

Walk-in and same day visits when office is open and are based on availability.

Emergency coverage by on-call physicians is provided 24 hours a day; 7 days a week

Call 911 for life threatening emergencies

Scheduling an appointment
• Call Jennine Boruta, LPN
• (732) 235-5160
• Generally sick appointments on same day or within 24 hours
• Care provided on-site or hospital emergency room
• On day of appointment:
  • bring insurance card and student ID
  • identify yourself as a medical student

To access Rutgers University arranged plan underwritten by UnitedHealthcare, go to www.universityhealthplans.com.

POLICY:
• All student records kept confidential in accordance with federal law and University policy
• All students must have following infectious disease screening and immunizations:
  • Annual tuberculosis screening required of all students with test performance and interpretation following CDC guidelines
    • If a student tests positive, he/she must provide Student Health Services with documentation of follow-up.
  • Hepatitis B vaccine completed series
  • Influenza vaccine required of all students who have patient contact by December 1 of that year
• If the results of the initial history or physical examination of student prior to matriculation indicate need for periodic evaluation, student must provide Student Health Services with record from the health care provider
• Students are responsible for ensuring that they have met infectious disease screening and immunization guidelines.
STUDENT WELLNESS

Sarah Ben Younes-Millot, LCSW
Rutgers Health, UBHC
Employee Assistance & Student Wellness Programs
151 Centennial Avenue, Room #1105
Piscataway, NJ 08854
(732) 235-5930

- Employee and Student Assistant Program
- Mon-Fri
- 8:30am- 5:00pm
- Crisis Care available 24 hours/day, 7 days/week
- 24-hour Piscataway hotline number: 800-327-3678

- Free and confidential mental health services for students on Piscataway/New Brunswick Campuses
- Assists students in adjusting to the stressors and pressures of medical school
- Services include:
  - individual, couple, family counseling
  - medication management
  - crisis intervention
  - prevention oriented groups and workshops
- Diverse staff of mental health professionals independent of RWJMS

- Participating clinicians do not evaluate students academically or play any role affecting a student's status in school
STUDENT HEALTH SERVICES

WHAT’S COVERED? Unlimited visits and consultations with physicians at FMMS

• Women’s health services
• Routine physical examinations
• Preventive care and chronic medical issues- physicals, hypertension, diabetes, etc.
• Acute care-injuries (Sports med physicians on staff)
• Minor surgery
• In-office testing: Saline and KOH, rapid pregnancy test, strep testing, 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 covered by health plan
  • All immunizations billed to your insurance.
• Transmittal of health records to other physician and graduate/professional school, with student’s permission (HIPAA authorization)
• Follow-up management of exposures to blood borne pathogens

WHAT’S NOT COVERED?

• Allergy desensitization
• Laboratory testing requiring or requesting such services
  • charge made for all lab work performed through contract laboratory (including all titers) affiliated with your insurance company
  • invoice will come directly from 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
• Travel immunizations

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

All students 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.

• Rutgers University Student Health Insurance Plan serviced by University Health Plans and underwritten by UnitedHealthcare Insurance Company (UHC).
• FOR additional premium, spouses and dependents may also be covered by University Healthcare plan.
• Coverage can be continued while on leave of absence
• VISIT http://www.universityhealthplans.com---> Rutgers, The State University of New Jersey.
  • UPDATED info for Student Health Insurance Plan

WAIVER
• Students w/other health insurance coverage may opt out by submitting online waiver form
  • required to submit online waiver form prior to posted deadline EACH ACADEMIC YEAR
  • Students who do not respond by deadline will be automatically enrolled in Fall plan and will be responsible for paying the premium
  • online waiver form available University Health Plans -- > Rutgers
  • If waiver form Successfully submitted, you will receive waiver confirmation number and email
  • If you do not receive confirmation email, your form may not have been submitted
  • contact University Health Plans at 1-800-437-6448 for assistance

FOR MORE INFO:
• adding eligible dependents
• Optional Dental and Vision Plans
• DeltaCare Dental Plan or VSP Vision Care Plan.
• VISIT: www.universityhealthplans.com
• Select Rutgers, The State University of New Jersey

QUESTIONS ABOUT BENEFITS OR CLAIMS, CONTACT:
• United Healthcare Student Resources
  • 1-866- 599-4427
  • customerservice@uhcsr.com
  • claims@uhcsr.com

QUESTIONS ABOUT THE WAIVER/ENROLLMENT PROCESS, DEPENDENTS, OPTIONAL PLANS, contact
University Health Plans
1-800-437-6448
info@univhealthplans.com.
TRAVEL HEALTH INSURANCE

MEDICAL ACCESS 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
• Students who are planning to travel overseas and not enrolled in Study Abroad must contact Department of Risk Management & Insurance to enroll
• Email it to Matt Spaventa with:
  • Complete International Travel Registration Form [XLSM]
  • Check made payable to Rutgers, The State University of New Jersey for $2.10 x number of days you will be overseas.
  • Instructions can be found on their website
  • Alternatively, departments can issue a Journal Entry as a form of payment
  • 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
  • $0 deductible for each injury or illness claimed
  • Cashless transaction if an approved provider is utilized for service
  • 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. Please contact the Department of Risk Management & Insurance with any questions about enrollment or coverage.

International Medical Insurance (MPA Global Explorer Plan)
• Responsive medical management 24/7/365 for emergencies anywhere in the world
• Access to global network of highly qualified providers
• International and multilingual customer service centers
• Online service anytime, anywhere through MyIMG
• For more information and to purchase
• Visit http://www.medplustravel.com/
LONG TERM DISABILITY INSURANCE

- RWJMS + AMA-sponsored Med Plus Advantage Program (MPA) + Standard Insurance Company provide disability income insurance for full time students.
- designed to meet needs and concerns of medical students
- Liaison Committee on Medical Education (LCME) requires disability coverage for our medical students.
- University’s disability income insurance plan (MPA) mandatory for all M3 and M4s
  - M1, M2 and other full-time students have option to purchase a similar plan.

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 $250,000 at the end of 12 months of permanent & total disability
- Annual Premiums for coverage period (7/1/2021-6/30/2022):
  - Years 1&2 (Voluntary): $52.44
  - Years 3+ (Mandatory): $78.60
- Coverage Certificates
- Member ID cards for Students available at www.medplusadvantage.com by entering 644211.
PRE-CLERKSHIP CURRICULUM (M1/M2): 18 MONTHS
6 blocks composed of courses presented below

- Foundational knowledge in context of practice of medicine
- Rutgers RWJMS 33 Core Clinical Conditions
- Clinical cases threaded throughout 18 months
- Follow foundational and integrated systems courses
  - clinical experiences
  - simulation
  - objective structured cases
  - reflections
  - independent study
Physicianship Development and Practice (PDP I) Sessions

- introduces students to the profession
- professionalism, medical ethics, humanism, patient-centered care, population health, health disparities, clinical skills, evidence-based medicine, health systems science
- PDP sessions over 3 years
- reinforce basic and clinical sciences
- provide clinical experiences related to content

COURSE DIRECTOR:
Betsy Mathew, MD
Department of Family Medicine
732-235-4200
bm683@rwjms.rutgers.edu

COURSE DIRECTOR:
Paul Weber, MD, RPh, MBA
Associate Dean for Continuing Medical Education
732-235-4833
pfw6@rwjms.rutgers.edu

COORDINATOR:
Melinda Torok
(732) 235-4969
melindma@rutgers.edu
Cells to Structure Aug 21-Oct 20
- foundational concepts
- span genetics, molecular/cellular bio, histology, anatomy with health and disease
- gross/developmental anatomy of musculoskeletal, peripheral nervous, gastrointestinal, reproductive and cardiopulmonary systems
- cellular to gross anatomic cadaveric dissection - back, extremities, thorax, and abdomen

Principles of Pharmacology, Disease & Defense Oct 30 – Jan 26
- Immunity in Health and Disease
- Hematopoiesis and Neoplasia
- Etiologic Basis of Infectious Diseases

Malvika Kaul, PhD
Dept of Pharmacology
732-235-6414
kaulma@rwjms.rutgers.edu

John Pintar, PhD
Dept of Neuroscience & Cell Biology
732-235-4250
pintar@rwjms.rutgers.edu

Grace Pinhal-Enfield, PhD
Dept of Neuroscience & Cell Biology
732-235-4432
grace.pinhalenfield@rutgers.edu

Lee Ann Schein, PhD
Dept of Pharmacology
732-235-3446
scheinla@rwjms.rutgers.edu
NON-CREDIT CLINICAL EXPERIENCES (NCE)/EXTERNSHIPS

Externship form

- needed to protect for professional liability
- *find on RWJMS intranet*

NCE: Complete Sections A, B, C, and D prior to start of NCE

- Must be signed by a Dean of Student Affairs
- Exceptions:
  - *Global Health Experiences – Dr. Escobar or Dr. Lin*
  - *Basic Science Research – Dr. Gelinas*
- If research experience in clinical setting – Dean of Student Affairs
- Section D to be signed by Registrar

- Copy placed in Student File and original returned to student

- Section E to be signed and returned to Registrar’s Office upon completion of NCE

TIME LIMITATIONS:

NCE/Externship CANNOT be > 1 year.

Externship form may cover up to 1 year if activity < or = to 2x/week

- Must be specific stated in activity dates

- If > 2x/week for more than 1 year → new form needs to be completed every 3 months
NON-CREDIT ELECTIVES

Dr. Meigra Chin
chinmm@rwjms.rutgers.edu
Curriculum Committee Chair

Dr. Igor Rybinnik
r158@rwjms.rutgers.edu
Curriculum Committee Vice-Chair

• Students can personalize their education in their pre-clinical years by participating in NCEs
• Open to all M1 and M2
• Exposure and additional understanding in specific
• Completed NCEs will be noted on students’ transcripts

Creating New Non-Credit Electives
• Propose to Curriculum Committee Chair
• Submit form to chair with all necessary information and signatures
• Form found at:
  • http://rwjms.rutgers.edu/education/current_students/academics/forms.html
  • Curriculum Committee approves new NCEs

**Please note NCEs are changing throughout the year and this information may not reflect most recent changes. Refer to website for the most up to date information.**
NON-CREDIT ELECTIVES

Examples:

- Anatomy Lunch Lectures (ALL) - Clinical Neuroscience
- Complementary and Integrative Health
- Medical Spanish
- Healthcare Innovation Task Force
- Healthy Living Task Force
- International & Global Health
- Visual Literacy
- Trauma, Emergency, and Disaster Response

Distinction Programs
- Career Interest Groups
- HIPHOP programs
Summer Programs after M1

• Refer to Student Affairs website for detailed information

Letter of Good Academic Standing
• obtained from Registrar
• myregistrar@rwjms.rutgers.edu

Letter of Recommendation (LoR)
• from Dean of Student Affairs or faculty member student has worked with
• schedule appt with SA Dean:
  • studentaffairs@rwjms.rutgers.edu
  • 732.235.4690

When requesting LoRs meet with letter writer and provide updated CV at least 3 weeks PRIOR to letter due date
Integrated Systems 1 and 2

Block 3: Integrated Systems 1
- Nutrition and Metabolism
- Cardiovascular System
- Pulmonary & Renal Systems

Siobhan Corbett, MD
732-235-7348
corbetsi@rwjms.rutgers.edu

Rob Zachow, PhD
732-235-5658
zachowrj@rwjms.rutgers.edu

Block 4: Integrated Systems 2
- Endocrine and Reproductive Systems
- Gastrointestinal System
NERVOUS SYSTEMS:
• brain anatomy and function
• clinical neuroscience underlying normal function
• anatomical structures and cellular mechanisms
• central nervous system (CNS)
• sensation, perception, behavior, executive functions, homeostasis and movement
• wet laboratory experience
• principles and pathophysiological mechanisms
• pathology, symptomatology, and major drug classes used in treatment

NERVOUS SYSTEMS AND BEHAVIOR
• principles of normal and abnormal function of CNS
• behavioral Science, Psychiatry, child development and mental status exam
• major psychiatric disorders
• distinguishing between related disorders
• treatment approaches including pharmacological and non-pharmacological treatments

Grace Pinhal-Enfield, PhD
Dept of Neuroscience and Cell Biology
732-235-4432
grace.pinhalenfield@rwjms.rutgers.edu

Diana Glendinning, PhD
Dept of Neuroscience
732-235-4137
glendids@rwjms.rutgers.edu
Block 6: Physicianship Development and Practice (PDP) 2

**COURSE DIRECTOR:**
Betsy Mathew, MD  
Department of Family Medicine  
732-235-4200  
bm683@rwjms.rutgers.edu

**COURSE DIRECTOR:**
Paul Weber, MD, RPh, MBA  
Associate Dean for Continuing Medical Education  
732-235-4833  
pfw6@rwjms.rutgers.edu

**COORDINATOR:**
Melinda Torok, MA  
N-103  
(732) 235-4969  
melindma@rutgers.edu
Simulated Patient and Introduction to Clerkship Experience (SPICE)

- 1-week course to introduce students to M3 clinical clerkships
- acclimation to clerkship experience
- computer resources
- hospital orientation
- diagnostic radiology
- clinical procedure workshop
- universal precautions
- venipuncture training
- safety in health care setting
- case-based learning
- death and dying

PDP III

- increase understanding of Health Systems Science
- increase ability to meet the quintuple aim
  1. enhance the patient experience
  2. improve population health
  3. reduce costs
  4. improve the work-life balance of health care providers
  5. advance health equity.

- build on content areas introduced in PDP I and II
  - communications
  - ethics
  - diversity
  - equity
  - safety
  - quality
  - cost
  - teamwork

- Students meet in Physicianship small groups to reflect on clerkship experiences as they relate to above
Core Clerkships = 4 BLOCKS

- **Family & Behavioral Health =**
  - 5 weeks FAMILY MEDICINE + 5 weeks PSYCHIATRY
  - + 2 weeks INTERSESSION

- **Women and Children =**
  - 5 weeks OB/GYN + 5 weeks PEDIATRICS
  - + 2 weeks INTERSESSION

- **Hospital Medicine:**
  - 6 weeks MEDICINE + 6 weeks SURGERY

- **Rapid Diagnosis, Challenging Differentials and Critical Learning:**
  - 4 weeks EMERGENCY MEDICINE + 4 weeks NEUROLOGY
FAMILY & BEHAVIORAL HEALTH: FAMILY MEDICINE + PSYCHIATRY

FAMILY MEDICINE

Clerkship Director: Joyce Afran, MD
Afranjo@rwjms.rutgers.edu

Assoc. Clerkship Director
Betsy Mathew, MD
Bm683@rwjms.rutgers.edu

Clerkship Coordinator:
Enid Cruz
Cruze2@rwjms.rutgers.edu
732.235.4200

PSYCHIATRY

Clerkship Directors:
Cheryl Graber, MD
Cherylrg@rwjms.rutgers.edu

Roseann Dobkin, PhD
Dobkinro@rwjms.rutgers.edu

Clerkship Coordinator:
Kathy Knoll
Knollkm@rwjms.rutgers.edu
732.235.4403
HOSPITAL MEDICINE: MEDICINE + SURGERY

MEDICINE
Clerkship Director
• Sarang Kim, MD
• Sarang.kim@rwjms.Rutgers.edu

Clerkship Coordinator:
• Missy Wimbush
• Missy.wibush@rutgers.edu
• 732.235.9136

SURGERY
Clerkship Director
Dylan Nieman, MD, PhD
dn301@rwjms.Rutgers.edu

Assistant Clerkship Director
Jennifer Cai, MD
jencai@rwjms.Rutgers.edu

Clerkship Coordinator:
Myopia Little
mt134@rwjms.Rutgers.edu
732.235.3459
WOMEN AND CHILDREN:
OB/GYN + PEDIATRICS

OB/GYN

Clerkship Director
• Lena Merjanian, MD
• merjanle@rwjms.rutgers.edu

Clerkship Coordinator
• Milagros Bonilla
• 732-235-7291
• bonillmi@rwjms.rutgers.edu

PEDIATRICS:

Clerkship Director
• Elizabeth Goodman, MD
• goodmaea@rwjms.rutgers.edu

Clerkship Coordinator
• Vishakha Dutt
• 732-235-4576
• vd346@rwjms.rutgers.edu
RAPID DIAGNOSIS, CHALLENGING DIFFERENTIALS AND CRITICAL LEARNING:
EMERGENCY MEDICINE + NEUROLOGY

EMERGENCY MEDICINE
Clerkship Director
• Laryssa Patti, MD
• pattila@rwjms.rutgers.edu

Clerkship Coordinator
• Michelle Bardsley
• 732-235-8783
• holswomi@rwjms.rutgers.edu

NEUROLOGY
Clerkship Co-Director
• Igor Rybinnik, MD
• igor.rybinnik@rutgers.edu

Clerkship Co-Director
• Ram Mani, MD
• manira@rutgers.edu

Clerkship Coordinator
• Phyllis Moore
• 732-235-5286
• pm849@rwjms.rutgers.edu
FOURTH YEAR (M4) OPPORTUNITIES:

• advance your professional development
• more experience in specialties of interest
• dedicated time to study/sit for STEP 2 CK

• requirements:
  • Advanced Cardiac Life Support
  • Selective in Critical Care
  • Physicianship
  • Sub-Internship (Family Medicine, Medicine, Obstetrics/Gynecology, Pediatrics, or Surgery)
  • Summative OSCE
  • Boot Camps

Medicine Selective Director
Sugeet Jagpal, MD
Department of Medicine
sugeet.jagpal@rutgers.edu

Surgery Selective Director
Reema Kar, MD
Department of Surgery
reema.kar@rwjms.rutgers.edu

Pediatrics Selective Director
Hariprem Rajasekhar, MD
Department of Pediatrics
rajasehr@rwjms.rutgers.edu

Selective Clerkship Coordinator
Conrad Johnson, MPA
732-235-3459
cj376@rwjms.rutgers.edu
ACADEMIC PROGRAMS:
Support and recognize students who have shown exceptional involvement, accomplishment, and scholarship in specialized areas of medical education.

Express interest by Spring of M1 year.

Must present live summary of project at Annual Distinction Symposium.

Highlighted in MSPE if completed by Aug 1 of graduating year.

Recognized on medical school diploma.
DISTINCTION IN RESEARCH (DIR)

Conduct research project

Produce concrete results in form of thesis report or publication

Research mentor

guide you in design (hypothesis, methodology)
provide you with required resources
support your performance

Anna Petrova MD, PhD, MPH
Chair, DIR Committee
Rutgers RWJMS
Professor of Pediatrics
Department of Pediatrics, MEB 236
Tel: 732-235-7319
Cell: 732-322-9132
petroran@rwjms.rutgers.edu
DISTINCTION IN MEDICAL INNOVATION AND ENTREPRENEURSHIP PROGRAM (DIMIE)

- Design Thinking, Leadership, Developing a Business Plan, Technology Transfer, Regulatory,
- Alerted to Rutgers and external pitch competitions, hackathons, and innovation related programs
- Development of a formal written business plan with executive summary and live oral presentation.
- Build valuable network with faculty innovators, DiMiE Program alumni, life sciences industry partners, and Rutgers Innovation Community

Paul F. Weber, MD, RPh, MBA
Associate Dean, Continuing Medical Education
Physicianship I, II, & III Course Director
Health Systems Science (HSS) Curriculum Thread Director
pfw6@rwjms.rutgers.edu
(732) 235-4833
DISTINCTION IN LEADERSHIP IN ACADEMIC HEALTH PROGRAM (DILAH)

Carol A. Terregino, MD
Senior Associate Dean for Education and Academic Affairs; Associate Dean of Admissions
Professor of Medicine
terregca@rwjms.rutgers.edu

Scott Moerdler, MD
Assistant Professor of Pediatrics
Pediatric Hematology Oncology
Rutgers Cancer Institute of New Jersey
scott.moerdler@rutgers.edu

interest, leadership, and commitment to careers in academic medicine

integrating complexities of academic medicine in context of higher education and healthcare systems

developing skills in collaborative planning, implementation, participation, dissemination of a field project in realm of academic medicine administration
Recognize students who exhibit interest, leadership and commitment to inclusion and diversity

Deepen understanding of healthcare disparities, health inequity, and social determinants of health

Critically appraise literature as it relates to health disparities

Demonstrate understanding influence of diverse patient backgrounds, and how they relate to healthcare access, and interactions with providers

Advance professional development by implementing and leading sustainable project that serves to enhance lives of diverse population; increase awareness of our learning community
DISTINCTION IN GLOBAL HEALTH PROGRAM (DIGH)

Karen WeiRu Lin, MD, MS
Associate Dean for Global Health
Professor of Family Medicine & Community Health

Angela Gitau, MD
Program Manager
848-932-0230
globalhealth@rwjms.rutgers.edu

eXceptional interest, leadership, and commitment to global health initiatives

collaborative planning, implementation, evaluation, and dissemination of focused, sustainable global health initiative
Kristen Coppola, Ph.D.
DIME Elective Director
Phone: (732) 235-4129
Kristen.Coppola@rutgers.edu

- interested in teaching, educational scholarship, and career in academic medicine
- training, teaching, and participation in a scholarly education project
- implications for contributing to improvement of resident/physician teaching skills
### Distinction in Service to the Community (DISC)

<table>
<thead>
<tr>
<th>Complete</th>
<th>Complete prerequisite elective “Students Interested in Restoring Community Health”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess and identify</td>
<td>Assess and identify health issues of targeted communities and the historical, social, cultural, environmental, and economic factors</td>
</tr>
<tr>
<td>Develop</td>
<td>Develop a DISC team (3-4 students) with their DISC liaison, faculty and community mentors</td>
</tr>
<tr>
<td>Collaborate</td>
<td>Collaborate with community partners in program design and implementation</td>
</tr>
<tr>
<td>Create</td>
<td>Create a program that directly impacts an underserved, at-risk or vulnerable population</td>
</tr>
<tr>
<td>Develop</td>
<td>Develop culturally and linguistically appropriate programs and materials</td>
</tr>
<tr>
<td>Show</td>
<td>Show evidence of individual participation in the project during all four years</td>
</tr>
<tr>
<td>Evaluate and report on</td>
<td>Evaluate and report on the effectiveness of the program</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Demonstrate long-term program implementation and sustainability</td>
</tr>
</tbody>
</table>

**Susan Giordano**
Office of Community Health
732-235-4198
susan.giordano@rwjms.rutgers.edu

**Maria Pellerano**
Family Medicine & Community Health
732-235-6022
pellerma@rwjms.rutgers.edu
DISTINCTION IN BIOETHICS

Carol A. Terregino, MD
Senior Associate Dean for Education and Academic Affairs; Associate Dean of Admissions; Professor of Medicine
terregca@rwjms.rutgers.edu
DISTINCTION IN MEDICAL HUMANITIES

integration of the humanities, arts, and/or social sciences into biopsychosocial approach to patient-centered care

propose and complete a substantive project, (scholarly, creative, or artistic) that increases insight into perspectives and experiences of patients, caregivers, physicians and/or other healthcare team members

promoting a deeper understanding of complex interactions of illness, wellness, and the practice of medicine

Meigra Myers Chin, MD
Assistant Professor
Clerkship Director
Department of Emergency Medicine
chinmm@rwjms.rutgers.edu
CELEBRATING HUMANISM, PROFESSIONALISM, EXCELLENCE in MEDICINE

White Coat Ceremony
- highlights importance of humanistic care
- Hippocratic Oath

Arnold P. Gold Humanism Honor Society (GHHS)
- honors students felt to be exemplars of excellence in compassionate care
- selected by nomination in Summer of M4

Alpha Omega Alpha (AOA)
- National medical honor society
  - Holistic selection process
  - includes clinical, preclinical nominations and leadership, service, research or other extracurricular activities
  - a preclinical nomination is awarded for each preclinical course in which a student performs in the top 25% of their class
- Up to 20% of graduating class can be elected to AOA, half of these can be elected as Jr AOA members
- Up to 50% of a graduating class can be invited to apply for AOA
  - Jr AOA selection in April/May of M3 year
  - Sr AOA selection in July/August of M4 year
STUDENT ORIENTATION PROGRAMS

- Orientation Coordinators
- Peer Mentors Coordinators and Peer Mentors
- White Coat Ceremony Coordinators

- Advising from student perspective
- Led by M2s in role of Peer Mentors
- Ease transition of M1s
- Well-versed in RWJMS resources
Combined MD/PhD program with fellowships and tuition support at:

- Graduate School of Biomedical Sciences
- Rutgers University
- Princeton University

Begin graduate experiences during M1 and summer prior to M1

Continuing in program contingent upon maintaining "Good Academic Standing" (i.e., "B" average or equivalent) in both graduate and basic science component

Students already enrolled in RWJMS may also apply to join MD/PhD program

Candidates pursue PhD training in biomedical science discipline offered by:

- Graduate School of Biomedical Sciences
- Graduate School of RU
- Graduate Program in Molecular Biology at Princeton University.
MD/MPH

initiate course work in M1/M2

limited amount of summer course work also available

students can complete 45 credits required for MPH degree by:

taking a year of concentrated public health course work between years
using medical school flex curriculum and integrating public health courses over 3 year period
during M4 elective time
MD/MBA

- RWJMS and Rutgers Business School-New Brunswick
- MBA requires completion of 60 credits of course work
- 30 credits of required "core" MBA courses
  - accounting, economics, finance, decision analysis, marketing strategy, statistics, information technology systems, business law, management strategies
- Courses on health administration and policy offered by Rutgers School of Public Health and RWJMS
- 5 year medical school program
- Apply to Rutgers Business School-New Brunswick for admission to MBA during M1
<table>
<thead>
<tr>
<th>Program</th>
<th>Institutions</th>
<th>Eligibility</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Clinical Experiences Summer</strong></td>
<td>Princeton University</td>
<td>groups underrepresented in medicine or from disadvantaged backgrounds</td>
<td>partnership with Princeton University</td>
</tr>
<tr>
<td><strong>(ACES) Program</strong></td>
<td></td>
<td>intense summer experience after students' sophomore year</td>
<td></td>
</tr>
<tr>
<td><strong>Early Assurance Program</strong></td>
<td>Rutgers University, St. Elizabeth, Seton Hall University</td>
<td>educationally +/- economically disadvantaged undergraduates</td>
<td>Rutgers University, St. Elizabeth, Seton Hall University</td>
</tr>
<tr>
<td><strong>BA/MD</strong></td>
<td>RU/RWJMS Joint Program</td>
<td>apply in 4th semester at RU</td>
<td>RU/RWJMS Joint Program</td>
</tr>
<tr>
<td></td>
<td>selected students will obtain bachelor and medical degrees in 7 years</td>
<td></td>
<td>selected students will obtain bachelor and medical degrees in 7 years</td>
</tr>
<tr>
<td></td>
<td>No MCAT required if ACT/SAT is available</td>
<td></td>
<td>No MCAT required if ACT/SAT is available</td>
</tr>
<tr>
<td><strong>Bachelor/Medical Degree 4+4 Program</strong></td>
<td>RWJMS and Rutgers Honors College-New Brunswick</td>
<td>undergraduate coursework, dedicated academic advising, physician shadowing,</td>
<td>RWJMS and Rutgers Honors College-New Brunswick</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mentorship, special undergraduate course</td>
<td></td>
</tr>
<tr>
<td><strong>PharmD/MD Program</strong></td>
<td>admitted to RWJMS upon their successful completion of PharmD program</td>
<td>only for currently enrolled PharmD students at Ernest Mario School of Pharmacy</td>
<td>admitted to RWJMS upon their successful completion of PharmD program</td>
</tr>
<tr>
<td></td>
<td>not required to take MCAT</td>
<td></td>
<td>not required to take MCAT</td>
</tr>
<tr>
<td></td>
<td>only for currently enrolled PharmD students at Ernest Mario School of Pharmacy</td>
<td></td>
<td>only for currently enrolled PharmD students at Ernest Mario School of Pharmacy</td>
</tr>
</tbody>
</table>
3-year accelerated primary care track

After completing 3-year curriculum, students match into RWJMS affiliated Family Medicine or Pediatrics Residency

Early clinical experiences in family medicine or pediatrics during pre-clerkship phase

Longitudinal primary care experiences during clerkships
Opportunity for students to personalize sequence of courses
Courses continue to be taught on existing schedule
Select courses based upon ability to satisfy prerequisites
Must complete core instruction before enrolling in more advanced courses
Required to pay 8 semesters of tuition during their matriculation
Tuition payments prorated
Personalized scheduling
Accommodates students with special circumstances
Pursue other academic, research, employment, family interests
Scheduling of combined degree programs

*Students participating during clinical years must complete M1/M2 preclinical curriculum before entering M3
*Clerkships must be taken as complete entities, but may be scheduled as independent courses over an extended period of time
**STUDENT SCHOLARS PROGRAM**

- allows for meaningful experiences in laboratory or clinical setting
- option to take time off during medical education program to pursue research (basic or clinical science)
- NEED approval from Dean for Student Affairs
- will be noted on student’s transcript
- may be done as time off (usually one year)
  - between M1/M2
  - between M2/M3
  - within clinical education program
- retain matriculation in medical school
- can apply to Distinction in Research Program
CAREER ADVISING PROGRAM

ALUMNI MENTORSHIP PROGRAM

Jillian Prior, MPA, Asst Director of Alumni Affairs
jillian.prior@rwjms.rutgers.edu
Database > 400 alumni
“Day in the Life” shadowing program
Annual Career Night sponsored by the Alumni Association (March)

CAREERS IN MEDICINE™ PROGRAM CAREERS IN MEDICINE™ (CiM)

Association of American Medical Colleges (AAMC)
Choosing a specialty and applying to residencies
Career development
Step by step, systematic approach
Surveys and questionnaires to help inform career exploration in pre-clinical years.

LIST OF CLINICAL ADVISOR IN EACH SPECIALTY

annual class meeting for M3 students with specialty-specific advisors
consult with specialty-specific advisors and Student Affairs throughout residency application process.

CAREER ADVISING AND COUNSELING

regular class meetings to prepare students for career exploration
summer experiences
clinical clerkships and electives
4th year schedules
MSPE (Medical Student Performance Evaluation)
preparing for residency applications, interviews and matching
STUDENT GOVERNMENT ASSOCIATION (SGA)

EXECUTIVE BOARD
- President
- Treasurer
- Vice President of Student Wellness/CAP
  - promote physical and mental well-being of the student
  - promote intra- and inter-class camaraderie
- Vice President of Medical Organizations
- Vice President of Multicultural Organizations
- Vice President of Surgical Organizations
- Student Professionalism Chair (SPC)
- Student organizations/interest groups assigned to VP who provide guidance to group at large

oversees all student organizations and interest groups - managing budget for student activities

liaison between student body and administration, faculty, staff, alumni
H.I.P.H.O.P
Homeless and Indigent Population Health Outreach Project
established in 1992
community service arm of American Medical Student Association

FACULTY ADVISOR: DR. ERIC JAHN (JAHNEG@RWJMS.RUTGERS.EDU)
PROGRAM COORDINATOR: SUSAN GIORDANO (SUSAN.GIORDANO@RWJMS.RUTGERS.EDU)
MEET PRESSING HEALTH NEEDS OF GREATER NEW BRUNSWICK AREA
COMMUNITY OUTREACH, HEALTH PROMOTION, PREVENTIVE EDUCATION, CLINICAL SERVICES TO INDIGENT AND UNDER-SERVED POPULATIONS

UMBRELLA ORGANIZATION COMPRISED OF THE FOLLOWING INITIATIVES:

1) COMMUNITY HEALTH INITIATIVE (CHI)
2) PROMISE CLINIC

FOSTERS CONNECTIONS BETWEEN MEDICAL STUDENTS AND LOCAL COMMUNITY TO MAKE COMMUNITY SERVICE PART OF MEDICAL SCHOOL CURRICULUM AND EXPERIENCE
COMMUNITY HEALTH INITIATIVE (CHI)

- integrated into medical school curriculum as M1 selective experiential learning requirements
  - Community Health Navigators (CHN)
  - Transition of Care (TOC)
  - Promise Clinic
  - Community Health Education Coordination (CHEC)

M3 Family Medicine Clerkship

ICCUE: In Cultural Competency and Underserved Community Elective (ICCUCE)

- lectures and panels on cultural competence and awareness of Greater New Brunswick Communities

LISTOS/CHE: Literacy Initiative for Students Teaching Older Spanish Speakers / Children’s Health Elective

- Dual language teaching experience and health literacy education

PAIR: Patients At/In-Risk

- exposure to patient populations that are at/in-risk including pediatric HIV/AIDS patients
- children facing developmental challenges
- immigrant families.

project Outreach:

- short- and long-term volunteering opportunities throughout community (e.g. Elijah’s Soup Kitchen, teddy bear check-ups, annual 5K fundraiser)

STATS: Students Teaching AIDS To Students: Educate local high Schools about HIV/AIDS
Student-run clinic composed of medical students, volunteer physicians, and community partners

Provide quality, patient-centered primary care services

Educate and empower clients of Elijah’s Promise Soup Kitchen and uninsured citizens of New Brunswick

Continuity of care, teamwork, advocacy, innovation, and leadership

Roles of student doctor and steering committee member

Sub-committees:
- Operations
- Education
- Finance and Fundraising Laboratory
- Pharmacy
- Community Outreach
- Quality Improvement
- Communications
- Specialty Care
- Social Needs.
PEER MENTORING PROGRAM

- Year-long program
- Begins during orientation to help integrate incoming students into RWJMS

All students placed into groups of 10 to 15
- Assigned 2 peer mentors

Informational source for students - ease transition
- Advice on how to tackle challenges associated with starting medical school
STUDENT AMBASSADORS

Liaison between student body and prospective students, guests, and special visitors

Facilitate interview day for prospective students - delivering presentations and leading tours

Accepted Students Day
- speak to interested and accepted students about what life is like at RWJMS
SOCIAL CHAIRS

Elected group of students responsible for planning events and programs

Facilitate interaction between classmates

Coordinate activities following exams and blocks

Notable events planned in years past include:

- Rutgers Football tailgates
- Semi Formals
- Medical School Prom
FACULTY ADVISOR Dr. Carol Terregino

Student representatives participate in discussion/selection of incoming class with RWJMS Admissions Committee

Selected for Committee based on class wide election and interview

M1s nominated during Spring Semester

Facilitated by SGA President
Subcommittee of RWJMS Curriculum Committee composed of 3 students per class year

Elected + appointed faculty to develop, review, design policy related to 4 years of med school curriculum

Opinions, perspectives, and suggestions of students to SCC faculty

Responsibilities include:

- monthly mtgs of CC + SCC
- work with faculty to present course evaluations to CC
- select 2 Course Reps for each M1 and M2 course
- maintain communication between students in course + course director
- after each exam, M1 + M2 SCC members lead mtgs with all Course Reps for feedback
Guidelines for Establishing New Student Organization

MUST SUBMIT PROPOSAL TO SGA PRESIDENT AND OSA DEANS WHICH INCLUDES

- Student(s) leaders
- Faculty advisor
- Name of proposed organization
- Perceived need for group
- Has assessment of need been done?
- How is this need NOT currently met with existing student groups?
- How will proposed new group address this need?
- Goals and objectives
- Proposed activities during academic year

Guidelines for existing student groups (refer to SGA Drive)

- 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
- Student Organization Information Guide
STUDENT GROUPS

CAP organizations – examples:
- AMWA
- AMSA

Medical Education Organizations – examples:
- Pediatric Interest Group
- Radiology Interest Group

Surgical Education Organizations – examples:
- Anesthesia Interest Group
- Ob/Gyn Interest Group

Multicultural Organizations – examples:
- Latino Medical Student Association
- White Coats 4 Black Lives
RESOURCES
UNIVERSITY POLICY:

• communication to students should be done using email whenever possible.
• Other forms of conveyance should be used only when necessary.
• Faculty and administration will use email to distribute class outlines and other important notices.

RWJMS 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.
• To access email go to: https://connect.rutgers.edu
• Visit https://oit.rutgers.edu/connect/getting-started/getting-started for more information on how to use Office 365 features.

*Refer to Acceptable Use Policy for Computing and Information Technology Resources and the Rights and Responsibilities for Use of the University-Accessed Electronic Information Systems
OFFICE OF INFORMATIONAL TECHNOLOGY

PRINTING:
- SHARP devices throughout Piscataway Research Tower and Kessler buildings
- Students can print to any SHARP printers with Find Me Printing, paying via Papercut.
  - swipe University Identification Badge or manually enter NetID and password
  - "release Jobs" at any of the Sharp device
  - Devices equipped with copier and scanner functions
- Can send directly to an email address.
- All students issued initial balance of $50.00.
- Tech support available for students setting up ID cards for printing.

TECHNOLOGY REQUIREMENTS: https://rwjms.rutgers.edu/oit/for-students
- All students issued an iPad – to be fully configured during orientation
- To prepare for configuration, set up iTunes account prior to orientation
- You MUST have Apple ID/iTunes account for setup and installation by 1st day of Orientation.
  - https://www.apple.com/support/appleid/
- you will need your Rutgers NetID credentials (username/password) to configure email and wireless on your device.

WIRELESS ACCESS
- Technical Support available in ARC or computer lounge area
- M-F 8a – 10a and 12p - 1p
- If wireless connection down for an extended period, contact SGA President
- more info: https://it.rutgers.edu/ruwireless/

ANTIVIRUS SOFTWARE
- For personal equipment (not owned by Rutgers) --> use Avira (for Macintosh) and Immunet (for Windows)
- details on installing, visit: https://it.rutgers.edu/antivirus-software/personal-antivirus-software/

REMOTE TECHNOLOGY RESOURCES
- virtual access to computer labs, learning management systems, free Microsoft Office, etc.
  - https://it.rutgers.edu/remote-student-resources/
Computer Labs
• 2nd floor hallway connecting Great Hall to Research Tower
• (732) 2354436
• L201 computers available:
  • Mon-Thurs 7a-12a; Fri 7a - 8p, Sat 12p – 4p; Sun 1p-12a
• L202 computers and printers (black and white; color; posters)
  • Mon-Thurs 7a-12a; Fri 7a - 8p, Sat 12p – 4p; Sun 1p-12a
• Poster printing available during regular business hours only.
• Report computer/printer problems to Computer Lab work-study student.
• For computing problems, call Technology Services Center at (732) 743-3200

ARC Computers
• Computer workstations to access numerous electronic health sciences databases
• MEDLINE, link to full text journal articles, search online library catalogs, etc.
• Use interactive CD programs.

Sky Café –
• East Corridor of Kessler Teaching Labs (hallway behind stockroom)
• “Open access” computers and printers available 24 hr./day
• Printer jobs released by card swipe,

OIT POLICIES: Rutgers is committed to establishing and maintaining a safe, secure computing environment that supports its missions of teaching, learning and service to the state. To that end, the university has set policies to ensure the integrity of its infrastructure, the security of its data, and the efficient and ethical use of its resources. All members of the university community are responsible for adhering to these policies and guidelines. https://it.rutgers.edu/policies/
ID CARDS

- access to building and privileges at Media Library
- ID CARDS SHOULD BE WORN AT ALL TIMES
- mandate is for security purposes
  - individuals w/o ID should be reported to Security - 732-932-7211
  - important at night and weekends
- To replace lost or stolen RWJMS ID card, go to:
  - Buell Apartments Housing Office (Busch Campus)
  - 55 Bevier Rd, Piscataway, NJ 08854
  - (848) 445-2561
  - Hours: Monday - Friday: 8:30 am – 5:00 pm
  - https://ipo.rutgers.edu/publicsafety/id-location
- Every student will receive RWJMS decal to place on ID card
  - decal is proof that you are a RWJMS student with access to study areas after hours.
- security guard patrols RWJMS M-Th from 6:00p - 12:00a
  - Please have your university ID card available
  - Or guard will ask you to vacate area.

Online Photo Submission
- use Identity Access Management (IAM) online portal to submit photo for ID Card
- http://iam-ipo.rutgers.edu/.
- IAM office will review photo --> approve or deny
- New students will receive ID Card at Orientation.
- All new students must be registered for classes to be eligible for an ID Card.

For more information
- http://iam-ipo.rutgers.edu/annouce.php
- http://iam-ipo.rutgers.edu/photosub.php

ID Not Working? Contact Jeffrey Grek at grekje@rwjms.rutgers.edu.
LABORATORY GLOVES
• 1 box of gloves per student
• additional gloves must be purchased on own or from supply room.
• disposed ONLY in labs
• DO NOT walk through halls with dirty gloves on
• DO NOT DISPOSE in bathroom

DISSECTION KITS
• contains 8 instruments to be returned at conclusion of gross anatomy
• keep kit secure in your locker.
• Do not leave it in anatomy labs

SKULL BOXES
• issued through the lockers
• one skull to be shared between 2 adjoining lockers
• used for the Gross Anatomy head and neck dissection during academic year.
• to be returned complete after use for gross anatomy studies
• responsible for the contents and return of the skull box

MEDICAL SUPPLIES
• AMSA will be selling medical supply packets at the beginning of school year
• Suggest to wait to purchase supplies
• M1: you will need stethoscopes, sphygmomanometers, reflex hammer, otoscope, and ophthalmoscope
• M2: may purchase pen lights and other diagnostic equipment during sale at beginning of Spring semester.
Lockers

- Each student assigned a locker at beginning of M1/M2
- keep your locker locked at all times
- school not responsible for lost items due to theft, etc
- can not switch lockers
- must use assigned combination lock, and may not be removed from your locker

Mailboxes

- Every student assigned a mailbox across from Office of Student Affairs
- Faculty/admin use mailboxes to distribute class outlines and notices
- STUDENTS MUST CHECK THEIR MAILBOXES DAILY
- Free interoffice and Rutgers intercampus mail available through Office of Student Affairs
- FedEx pick-up box is located outside the entrance to the school

Phones

- phone outside stockroom
- used for emergency calls to Public Safety (dial 911)
- non-emergency calls to Public Safety for escort service
- other problems: 732-932-7211
PARKING

• Rutgers utilizes license plate recognition technology that captures and reads a vehicle license plate to confirm 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

- 4 lots available for parking: lots A, B, C, and “the gravel.”
- Do not park in "Guaranteed", "Reserved" or "Visitor Parking" spaces
- Visitor permits available to purchase online at Public Safety.
- Visit http://rudots.rutgers.edu for parking passes.
- Be careful to always park only in designated lots and spaces
- DO NOT park on the diagonal line in any lot
- designated area considered safety zone for emergency vehicles
- Parking registration for RWJMS students under category Zone H
- detailed list of available locations for Zone H
- registrants: http://rudots.rutgers.edu/zoneh.shtml
- If need to leave vehicle overnight in any of the Zone H parking lots, refer to:
  - list of lots your permits are valid and times you can park
  - http://rudots.rutgers.edu/zoneh.shtml
  - email info_dots@ipo.rutgers.edu with following information
  - make, model, license plate, lot number and length of time you will leave vehicle
Students participating in RWJMS educational activity (i.e. offsite, clinical shadowing research experience) in New Brunswick may park in designated parking decks.

- M1 and M2 may park in Wellness Parking Deck ONLY.
- M3 and M4 may park in Paterson Street, Plum Street and Wellness Parking Decks.

To validate parking deck ticket, show your Rutgers photo ID and proof of valid Rutgers parking permit.

Validation must be used only for hours during which educational activity taking place.

PARKING DECK TICKET STUBS – M1 / M2 VALIDATION PROCESS

1) Students will only be validated for their designated parking deck.
2) Parking ticket stubs will be validated by the Security Officer at the Clinical Academic Building (CAB) LOBBY FRONT DESK - 125 Paterson St
   - YOU MUST SHOW YOUR RUTGERS PICTURE ID AND PROOF OF YOUR VALID RUTGERS PARKING PERMIT
   - Coverage hours for CAB lobby front desk M-Th 7A-7P; F 7A-6PM
3) After CAB lobby hours, see New Brunswick Parking Authority (NBPA) security guard at exit of parking garage and ask for a Deferred Payment Slip (DPS)
   - If no one present, push button for ASSISTANCE (24-hour coverage)
   - Ask for DPS and then you will be allowed to exit the deck
   - Do not pay for parking
   - If you pay, we cannot reimburse you
   - On next business day, submit DPS to tCAB Adm Office at 125 Paterson Street, room 1030, New Brunswick
   - If you do not submit, DPS will turn into city parking summons and cannot be rescinded.
   - If no one available at CAB Adm Office, leave DPS with Security Officer at front desk.
   - Print your name and cell phone number on back of DPS
4) You are responsible for safe keeping of your parking stub
   - NBPA will charge $25 for a lost ticket and school cannot reimburse
   - Lost ticket is your responsibility!
PURCHASING A VALID PARKING PERMIT

• For students who will be on campus throughout the year, purchase a RBHS student parking permit
  • Log into "My Rutgers Parking Account"
  • https://ipo.rutgers.edu/dots/parking

• For students who do not need to purchase parking permit (i.e. clinical rotations offsite but need to park on campus occasionally, use Passport Parking App to purchase one-day permit.

• Passport Parking App
  • https://www.passportparking.com
  • purchase daily $5.00 permit and Rutgers DOT will honor that permission in Lot A, B & C
  • zone is 9647 Rutgers New Brunswick.
  • For New Brunswick parking deck validation, valid Passport Parking permit accepted in lieu of Rutgers parking permit.

• TIPS:
  • Battery dead? Locked out of your car? If you are on any of the campus lots, call campus police at 848-932-7211
  • they will come open your car door/jumpstart your car, for free!
  • Other places you can park with Zone H registration: Werblin Rec Center, Alex Library faculty lot
WHITE COATS

• Each student issued a short white coat during Orientation
• to be worn during all patient interactions at hospital, clinical offices, and clinical correlations
• expected that students dress appropriately and wear white coats during clinical classes, including Physicianship, where patients or simulated patients present.
• Any time you wear your white coat, wear business casual attire
• No jeans, shorts, sweatpants to be worn with the white coat (unless
Research Tower, Multidisciplinary Teaching Labs and Kessler Teaching Labs Manager, Educational Administration

Kathy Ann Mitchell
kathy.mitchell@rutgers.edu

Daniel I. Kessler Teaching Labs Room 222 675 Hoe Lane West, Piscataway, NJ
CENTRAL PLANES: between the C1-6 and C7-12 teaching labs

NORTH PLANE: between the N1-6 and N7-12 teaching labs
- space offers carrels in an enclosed area for those who prefer less distractions
- swipe access only.

PERIPHERY: located around Main Lecture Hall
- Open carrels
- semi-quiet study area
- Open to walk-thru traffic

ROOMS N109, N121 AND N124: located behind the East/West Lecture Halls
- group study
- rooms are enclosed
- semi-quiet space
- room availability is unpredictable.

TEACHING LAB ROOMS: small group rooms C1-C12, N1-N12, C207 and C208
- group study and offer space to write out and draw notes, on white boards
- semi-quiet space
- check reservation schedules posted in hallways for room availability
- Rooms are swipe access.

UPPER STUDENT LOUNGE: 2nd floor across from room N1 Central and North Planes
- active group study
- open area with other activities
- Noise level can vary, and room availability is unpredictable

GREAT HALL, PERIPHERIES OF GREAT HALL, OLD STUDENT LOUNGE
- Open study tables
- students should not leave personal items unattended
- Items left behind maybe discarded
- RWJMS is not responsible for lost, stolen or discarded items

STUDY SPACES
STUDENT RELAXATION AND RECREATION AREAS

OLD STUDENT LOUNGE (OSL)
• Volume: Conversational
• ping pong tables and piano

NEW STUDENT LOUNGE
• Volume: Conversational
• designated area for RWJMS Students only
• across from Woody’s Café
• includes couches, refrigerator, microwave, Keurig and TV

UPSTAIRS STUDENT LOUNGE (USL)
• Volume: Conversation
• designated area for medical students only.
• located in North Kessler Teaching Labs
• couches, board games, foosball, a piano, Keurig, and a ping pong table

SUNRISE LOUNGE
• Volume: Conversational
• East side of Kessler Teaching Labs, between the North and Central Planes
• open lounge area - computers, printer, couches

SUNSET LOUNGE
• Volume: Conversational
• West side of Kessler Teaching Labs, between North and Central Planes
• open lounge area - tables, seating, and microwave
• quiet place

GREAT HALL BALCONY LOUNGE
• Volume: Conversational
• Above Great Hall
• large round tables and cushioned benches

THE GREAT HALL
• multipurpose room that can be reserved
• host wide ranging events from poster presentations, dinner receptions, and holiday dance parties

MEDITATION/PRAYER ROOM
• Research Tower, room V-40 (basement level)
• Meditation cushions and small prayer mats available
All RWJMS students have full access, borrowing and electronic (on-site and remote)

- study spaces available
  www.libraries.rutgers.edu
- hours vary according
to Rutgers academic calendar
  https://www.libraries.rutgers.edu/hours
- Rutgers student ID required when visiting

- UPPER STUDENT LOUNGE (USL) – KESSLER TEACHING WING, N207 KESSLER TEACHING LABORATORIES
  - 675 Hoes Lane West, Piscataway,
    http://rwjms.rutgers.edu/education/current_students/education_resources/arc.html
  - (732) 235-4510

- RWJ LIBRARY OF HEALTH SCIENCES MEDICAL EDUCATION BUILDING - Room 101 1 RWJ Place
  - New Brunswick
  - http://libraries.rutgers.edu/rwj
  - (732) 235-7610
  - rwj-ref@libraries.rutgers.edu

- 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

- ALEXANDER LIBRARY
  - 169 College Avenue, New Brunswick
  - Phone: (848) 932-7851 (Circulation)
  - (848) 932-7509 (Reference) http://www.libraries.rutgers.edu/alexander

- 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
UNIVERSITY
AND
SCHOOL
POLICIES

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, unless otherwise specified.

TABLE OF CONTENTS
I. ACADEMIC STANDING COMMITTEE
II. REQUIREMENTS FOR PROMOTION AND GRADUATION
III. LIMITS ON LENGTH OF THE ACADEMIC PROGRAM
IV. GRADING
   A. Grading System
   B. Withdrawals
   C. Incompletes
   D. Auditing Classes
   E. Extramural Courses
V. PROCEDURES FOR APPEALS OF NON-PASSING GRADES
VI. PROCEDURES FOR REMEDIATION IN THE PRE-CLERKSHIP CURRICULUM AND THE SUMMER CUMULATIVE EXAM (SCE)
VII. PROCEDURES FOR REMEDIATION IN THE CLERKSHIP CURRICULUM
       A. Required Courses
       B. Electives
VIII. PROCEDURES REGARDING STUDENTS IN ACADEMIC DIFFICULTY AND OTHER MATTERS OF ACADEMIC STANDING
        A. Academic Difficulty
        B. Transcript entries after remediation
        C. Incomplete Notations
        D. Withdrawal from Blocks, Courses, Clerkships, Selectives, or Electives
        E. Professionalism and Behavior
        F. Review of students taking a full academic load with CP/CCP, F/CVF and WF grades by the Academic Standing Committee
        G. Students taking a reduced academic load
        H. Repeated courses
        I. Limitations on number of failing grades for students taking a full academic load
        J. Review of students who have a change in status or adverse action while in a dual degree program
IX. APPEARANCE BEFORE ACADEMIC STANDING COMMITTEE
X. REQUIREMENTS OF UNITED STATES MEDICAL LICENSING EXAM (USMLE)
XI. LEAVE OF ABSENCE PROCEDURES
       A. Non-Medical
       B. Medical
XII. ACADEMIC WARNING
XIII. ACADEMIC SUSPENSION
XIV. DISMISSAL
V. SATISFACTORY ACADEMIC PROGRESS (SAP)

A. Purpose
B. Accountability
C. Applicability
D. Standards
   1. Qualitative standard
   2. Quantitative standard
E. Notification of Lack of SAP
F. Appeal
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, selectives, and electives
   6. Mandate for reduced course load or decelerated curriculum 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.

B. Any student may appeal to the Academic Standing Committee the application of these Academic Rules and Regulations. Any student may appeal to the Dean an adverse decision of the Academic Standing Committee related to promotion, graduation, or dismissal. Any student wishing to appeal to the Dean must contact the Dean's Office in writing, with a Student Affairs Dean copied, within two weeks of the date of the committee's letter notifying the student of its decision.

C. 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 they 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 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 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. Progression through the pre-clerkship years is dependent upon successfully completing the standard or decelerated pre-clerkship curriculum. Entrance into the clerkship curriculum requires successful completion of the pre-clerkship curriculum. Students may enroll in a Sub-internship or Critical Care selective in the first 12 months 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 12 months of completing the pre-clerkship curriculum and prior to starting any clerkship, rotation, or elective for credit. Students who fail to satisfy these requirements may not be permitted to proceed to the next curricular phase.

C. Students for whom greater than 2.5 years have elapsed since the completion of the pre-clerkship Physicianship course must satisfy the following requirements prior to entry into the clerkship phase:

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 clerkship phase 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 Ph.D Program in cases where the M.D./Ph.D. student has had regular clinical experiences during the Ph.D. phase.

2. Students must take Simulation-Procedures and Introduction to the Clerkship Experience (SPICE) prior to taking the first clerkship or elective for credit, unless otherwise approved by a dean of Student Affairs (for elective credit or clerkship audits only).

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 Objective Structured Clinical Exam (OSCE).

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 2024 will only be required to complete 14 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 a transcript that shows conferral of the Ph.D.) 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 a transcript that shows conferral of the M.P.H. or M.B.A.) will be allowed to substitute the M.P.H. or M.B.A. training for up to 12 weeks of elective credit as approved by a Dean of Student Affairs.

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 a transcript that shows conferral of the M.S.C.T.S.) will be allowed to substitute the M.S.C.T.S. training 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 the graduate training as determined by a Dean of Student Affairs.

F. All students must successfully complete the full clinical curricula and pass the United States Medical Licensing Exam Step 2 Clinical Knowledge prior to being awarded the M.D. degree.

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 Curriculum: 3 years
2. Clerkship Curriculum: 3 years
3. Pre-clerkship plus Clerkship Curriculum: 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 18 months of the curriculum. Clerkship curriculum is defined as the following: the core requirements of Medicine, Surgery, Pediatrics, OB/Gyn, Family Medicine, Psychiatry, Neurology, Emergency Medicine; a Sub-internship; Critical Care Selectives; Boot Camp Selectives; and any electives taken for credit after completion of the pre-clerkship curriculum.

A. Grading System:

1. Pre-clerkship Curriculum
subsequent year.

E. The schedule for remediations for pre-clerkship students will be approved by the Office of Student Affairs in consultation with the appropriate block, course, or SCE director to ensure coordination of remediation and associated re-examination procedures.

F. All 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, block, or exam director.

G. A student will not be permitted to take the SCE exam more than three times.

H. Any student who fails three exams on initial attempts in the pre-clerkship curriculum, regardless of the outcome of retake exams, will be required to decelerate their curriculum. The modified curriculum will be determined by the Pre-clerkship Course Directors in consultation with the offices of Cognitive Skills and Student Affairs.

I. Any student for whom remediation is required in more than two courses will not be permitted to undergo any program of remediation and will be required to repeat the courses in their entirety.

J. Students receiving multiple non-passing grades in the pre-clerkship phase may, after review by the Academic Standing Committee, be required to repeat some or all of the appropriate courses, whether passed previously or not.

K. Only one remediation is permitted in each course. Petitions for exceptions must be supported by both the student and the block or course director, and the petitions will require specific approval of the Academic Standing Committee.

L. If a 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.

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

VII. PROCEDURES FOR REMEDIATION IN THE CLERKSHIP CURRICULUM

Remediation of grades of Pass or higher is not permitted.

A. REQUIRED COURSES

1. A grade of Conditional Pass will require remediation. The specifics of the remediation will be determined by the relevant course/rotation 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 rotation; students whose clinical deficiencies require a longer remedial period will be given a grade of Fail. Upon completion of the required remediation, a student's final grade must be recorded as either Pass or Fail.

2. After a grade of 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/rotation will be scheduled at a time approved by the course/rotation director and a Dean of Student Affairs. Remediation of any element of the clerkship curriculum must be completed no later than 15 months after the initial CP or Fail was received or by graduation, whichever is earlier, except as approved by a Dean of Student Affairs. Remediation of a core clerkship must be completed prior to engaging in a sub-internship in the same specialty. Remediation of the Internal Medicine and Surgery Clerkships must be completed prior to engaging in the Critical Care Selectives. Remediation of the 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 clerkship or selective 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 failed three clerkship shelf examinations on initial attempt will be required to decelerate their curriculum, regardless of the outcome of retake exams. The modified curriculum will be determined by the Clerkship Directors in consultation with the offices of Cognitive Skills and Student Affairs.

6. A student who has received multiple non-passing grades in clerkships, subinternships, and/or electives 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 rotations, whether passed previously or not.

7. Students who have failed a clerkship, subinternship, or elective 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 elective 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 elective 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.

VIII. 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-
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 the clerkship curriculum must be completed no later than 15 months after the Incomplete was granted or by graduation, whichever date is earlier, except as approved by a Dean of Student Affairs. Any notations of "Incomplete" at that time will be converted to a grade of 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. 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 following circumstances:

1. The extramural course has been approved for remediation of 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, clerkship, selective, or elective resides, and c. have no association with the academic year of the course, clerkship, selective, or elective.

VI. PROCEDURES FOR REMEDIATION IN THE PRE-CLERKSHIP CURRICULUM AND THE SUMMER CUMULATIVE EXAM (SCE)
A. A grade of Conditional Pass (CP) or Fail [F] will require remediation.

B. Remediation after a grade of Fail or Conditional Pass may be given at the discretion of the block, course, or SCE director involved, except as restricted by the Academic Rules and Regulations. Regulations concerning remediation will be issued in writing by the block or course director at the start of the relevant course or block, or by the SCE director at the time of the initial SCE exam. If remediation is offered, the specifics of that remediation will be determined by the relevant course, block, or SCE director. After a program of remediation is completed, a student's grade must be recorded as either Pass or Fail.

C. Based on a student's performance, a block, course, or SCE director may decide that the student will not be permitted to complete remediation, but must repeat the entire block, course or SCE at Rutgers Robert Wood Johnson Medical School during a subsequent year. When remediation is not offered, a grade of CP will be converted to a grade of Fail. If remediation is not offered, a grade of CP will be converted to a grade of Fail. If remediation is not offered, a grade of Fail will remain a Fail. In both cases, the student must repeat the entire block, course, or SCE at Rutgers Robert Wood Johnson Medical School during a
remediated course failure, being in clear danger of failing a block or course (as certified by the block or course director), failed three pre-clerkship course exams or three clerkship shelf examinations on initial attempt, regardless of the outcome of retakes, 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 or Conditional Pass may be changed to 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 or 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 taking the necessary exam(s) as approved by the block, clerkship or elective director. Any missing course requirements must be completed no later than 12 months after the "Incomplete" approval was granted, except as approved by a Dean of Student Affairs. Students in the pre-clerkship curriculum may have no more than one incomplete on their record at any given time. For students entering the clerkship curriculum, Incompletes must be satisfied prior to one week before the start of the student's first clerkship. Incompletes in any element of the clerkship curriculum must be completed by no later than 15 months after the Incomplete was granted or by graduation, whichever date is earlier, except as approved by a Dean of Student Affairs. Any notations of "Incomplete" remaining beyond the time limits set forth above will be converted to a grade of Fail.

D. Policy on Withdrawal from Blocks, Courses, Clerkships, Selectives, 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, selective, or elective will be indicated as W.
   b) Withdrawal from a block, course, clerkship, selective, 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, selective, or elective, the academic status of the student will be reviewed by a Dean of Student Affairs in consultation with the block, course, clerkship, selective, 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 three 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, selective, or elective director is sufficiently poor as to preclude passing the curricular element will not be permitted to withdraw.
   b) A student will be permitted to withdraw only once from any given block, course, clerkship, selective, or elective.
   c) A student who has previously failed a block, course, clerkship, selective, or elective will not be permitted to withdraw in academic difficulty when repeating that curricular element.

4. A student who has withdrawn from a block, course, clerkship, selective, or elective may not substitute a summer remedial course in place of completing that curricular element at Rutgers Robert Wood Johnson Medical School.

5. A student who withdraws from a block, course, clerkship, selective, or elective when in academic difficulty, and fails it the next time it is taken, is entitled to the usual remediation procedures. 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 the Assistant Dean of the Learning Environment. 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. Three or more exam failures on initial attempts, regardless of the outcome of retake exams, across pre-clerkship blocks or courses

3. Two or more grades of WF in pre-clerkship blocks or courses

4. One or more initial grades of CP/CCP, Fail/CVF and/or WF in a clinical course.

5. Three or more clerkship shelf examination failures on initial attempt, regardless of the outcome of retake exams.

6. Failure of the Summer Cumulative Exam.

7. Failure of the Summative Objective Structured Clinical Skills Exam.

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

G. A student will be required to decelerate their curriculum if they: Fail three exams on initial attempts in the pre-clerkship curriculum, regardless of the outcome of retake exams, or Fail three clerkship shelf examinations on initial attempt, regardless of the outcome of retake exams. The modified curriculum will be determined by the Pre-clerkship Course Directors or Clerkship Directors in consultation with the offices of Cognitive Skills and Student Affairs.

H. Students on reduced academic loads or in a mandated decelerated curriculum must receive final course and clerkship grades of Pass or better. Therefore, for students on reduced schedules, any grade of CP, F, 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.

I. Any student repeating a previously failed block/course/clinical/selective/elective, or repeating such a curricular element 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.
J. 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 pre-clerkship curriculum.

2. Failure of the Summer Cumulative Exam three times.

3. 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.

K. 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.

IX. 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 the Committee.

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.

X. REQUIREMENTS OF UNITED STATES MEDICAL LICENSING EXAM (USMLE)

A. Students must take the USMLE Step 1 Exam prior to starting any clerkship, rotation, or elective for credit. Students must also take Step 1 within 12 months of completing their pre-clerkship curriculum.

B. If the Step 1 Exam is failed, the student will be permitted to complete the rotation they are taking at the time, but they can receive credit for no additional rotation prior to passing the Step 1 Exam.

C. Students who do not pass the USMLE Step 1 Exam 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 Exam more than two times.

D. In addition to all other requirements, all students must pass Step 2 Clinical Knowledge (CK) of the USMLE to be eligible to graduate. All students must take the Step 2 CK Exam 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 Exam 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.

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.

XI. 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 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.

XII. 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, courses, clerkships, electives, and electives. 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 XIV.A.4. The duration and conditions for removal from Academic Warning must be stipulated in writing by the Academic Standing Committee.
XIII. 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.

XIV. DISMISSAL

A. Reasons for Dismissal:

Reasons for dismissal include, but are not limited to, the following:

1. Failure of the same block, course, clerkship, selective, or elective 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 Step 1 within the required time periods as described in Section X.
3. Failure of USMLE Step 2 CK three times, or failure to take or pass Step 2 CK within the required time period described in Section X.
4. Exceeding the limitation on number of failed blocks, courses, SCES, clerkships, selectives, or electives as described in Sections VIII. H, I, J, K 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 the 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 in writing, with a student affairs dean copied, within two weeks of the date of the committee’s letter notifying the student of the committee’s decision to dismiss the student.

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

XV. 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 of 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 of 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, 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
  - 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- AID
Withdrawal- W
Withdrawal (in Academic Difficulty)- WF
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 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 or better.

c) 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 pre-clerkship curriculum.

d) Failure of the Summer Cumulative Exam three times.

e) Student receives two initial grades of Fail, one initial grade of Fail and one initial grade of CP, or three or more initial grades of CP in the clerkship curriculum.

f) 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.

g) Student does not pass the Step 2 CK exam within three attempts.

A student who has not passed Step 2 CK 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.

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 curriculum: 3 years

b) Clerkship curriculum: 3 years

c) Pre-clerkship plus clerkship curriculum: 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.

Last Updated 3/9/2023
General Principles

Most of the policies in this section can be found at [http://policies.rutgers.edu/](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 6/21
Please also refer to full Student Technical Standards policy.

There are certain essential functions 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 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 this 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 their 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 odarbbhs@ru.rutgers.edu. Additional information about this process can be found at https://oasa.rbs.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.rbs.rutgers.edu/students/apply-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 or email odarbbhs@ru.rutgers.edu) 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 ideals, 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. establishing clear standards of behavior for teachers, administrators, and students;
2. clearly describing examples of inappropriate and unacceptable behavior, such as:
   a. physical punishment or physical threats
   b. sexual harassment
   c. discrimination based on race, religion, ethnicity, gender, sexual orientation, or physical disability
   d. scholastic punishment of a student by a particular superior (e.g. public humiliation, threats, intimidation, removal of privileges)
   e. grading used to punish rather than to objectively evaluate performance
   f. 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
towards the same. 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 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 their 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
may 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 DEEMANOR
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 their 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 home 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 of non-critical 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.

III. 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:
   a. No infraction has occurred.
   b. An infraction may have occurred with satisfactory explanation.
   c. 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.

IV. Procedures for Reporting Suspected Infractions of the Code
A. When a student witnesses an event they feel is an infraction, they may:
   a. 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;
   b. contact a member of the Student Government and request an SPCC meeting;
   c. 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 they feel is an infraction, the faculty member may choose to:
   a. 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;
   b. contact a member of the Student Government and request an SPCC meeting;
   c. 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 their 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.

V. 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 their 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.

VI. 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.

VII. Confidentiality
Policy on Professionalism and the Learning Environment
Updated 6/2021

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 users of the Rutgers Robert Wood Johnson Medical School community are evaluated in their demonstration of professional demeanor, sensitivity and respect towards patients, learners, physicians, 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.

Request to Dean for Disciplinary Action

Examples of behaviors that would be referred to the Dean for consideration for disciplinary action include, but are not limited to, forgery of any material or document, falsification of any document or data, plagiarism, cheating, stealing, acts of harassment or intimidation or bullying, acts of sexual harassment, including sexual violence, and behaviors that create a hostile environment for others.

The Dean or their 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 Rutgers University-New Brunswick, Rutgers Biomedical Health Sciences Title IX Coordinator.

If the Dean or their designee concludes that the matter cannot or should not be resolved informally, they shall refer it to the RWJMS Hearing Body for Student Rights within ten (10) working days of the decision that the matter cannot or should not be resolved informally.

Referrals by the Dean to the RWJMS Hearing Body for Student Rights will follow the rules and procedures outlined in the RBHS Student Rights, Responsibilities and Disciplinary Procedures Policy.

Reviews by the Academic Standing Committee

In accordance with the Academic Rules and Regulations (Section IX.E.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."

Notations in the Academic Record

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. If two or more Professionalism Conduct Forms are endorsed for a student, those forms will become a permanent part of the student’s academic file, and professionalism concerns will be noted in the appropriate section of the student’s Medical Student Performance Evaluation (MSPE).
A. Allegations of dishonesty and actual investigations require that the strictest confidentiality be 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 their 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 their 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
Updated 5/2011

As noted in the Essential Functions for Admission and Matriculation, RWJMS students are expected to possess the emotional stability required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, the development of effective relationships, and must be able to tolerate physically taxing workloads, and learn to function in the face of uncertainties. The RWJMS Code of Professional Conduct outlines a student’s responsibilities for professional, compassionate, respectful, and ethical behaviors as a student at our school.

Faculty may identify students whom they feel have exhibited unprofessional behavior within the context of their course or clerkship that is not consistent with, or violates, the RWJMS Code of Professional Conduct. Faculty and staff may make a written request to a Dean of Education when they feel a student may have exhibited unprofessional behavior outside of a course or clerkship, and this behavior is felt to be inconsistent with, or violate, the RWJMS Code of Professional Conduct.

Course faculty, clerkship faculty, or a Dean of Education may address these unprofessional behaviors in one of the following ways:

1. File a Professionalism Conduct Form
2. Issue an Unprofessional Behavior Warning to the student
3. Write to the Dean to request disciplinary action against a student for a violation of the RWJMS Code of Professional Conduct within thirty (30) working days of alleged infraction

Professionalism Conduct Forms

Can be submitted by faculty within the context of their course or clerkship. Can be submitted by a Dean of Education when a student has demonstrated an unprofessional behavior outside the context of a course or clerkship.

- 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 Pre-clerkship Course Directors Committee).
- For incidents occurring 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 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.

Unprofessional Behavior Warnings

On occasion, a student may demonstrate an unprofessional behavior that a faculty member does not feel warrants a Professionalism Conduct Form, but does feel warrants notation and monitoring. Examples of such unprofessional behavior include, but are not limited to, showing up late to class, turning in a course assignment late, failing to download an exam by the provided deadline, and neglecting to complete required school paperwork or trainings in timely fashion.
Feedback for Inappropriate Behaviors: General Guidelines

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

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

The annually published Rutgers Robert Wood Johnson Medical School Student Handbook outlines inappropriate behaviors or situations as well as procedures to address an infracton 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. There is an online reporting system where learners can report incidents which they have personally experienced or witnessed. Students may report anonymously, however, anonymous reporting may hamper follow-up reporting or resolution of some types of reports. These reports are immediately received by the chair of the professionalism committee; the student affairs deans; and the education deans for review, exploration, remediation and follow-up.

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 reviewed regularly by the course and clerkship directors, departmental chairs and vice chairs, the Senior Associate Dean for Education and Academic Affairs and by the designated leaders 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).

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 student affairs deans; 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 Nurses, the Chief Nursing Officer, and the Senior Associate Dean for Education and Academic Affairs, who will direct complaints to the appropriate individuals.

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: Two complaints must be resolved at the University level.

1. Discrimination and Harassment
   University Policy on Prohibiting Discrimination and Harassment (Policy Prohibiting Discrimination and Harassment, 60.1.12)

2. Sexual Assault and Sexual Harassment
   (Title IX Policy and Grievance Procedures, 60.1.33) which outlines responsibilities of the student or employee, of the respondent, and of the supervisor of the respondent.

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 the relevant policies noted above.

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.
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-mente 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 Relationship at Rutgers Robert Wood Johnson Medical School.

**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 adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all our interactions. We will demonstrate respect for all patients and members of the healthcare team without regard to race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, or disabilities; and we will cultivate a culture of tolerance.
5. 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.
6. We accept our obligation to seek direct assistance from faculty or appropriately experienced learners or fellows whenever we are confronted with high-risk situations or with clinical decisions that exceed our competence or skill to handle alone.
7. 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.
8. 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.
9. 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.
10. 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**

**Definition:** These inappropriate behaviors are disruptive to the academic and clinical learning environment and will not be tolerated:

- **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.
- **Verbal abuse** (in words, to speak insultingly, harshly)
- **Derogatory or denigrating comments or behaviors related to race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, people with disabilities, and other marginalized groups, among others** (https://www.stephen.edu/files/resources/microaggressions-examples-articles-2014-11-12-supervise.pdf)
- **Racial microaggressions** ("subtle statements and behaviors that consciously or unconsciously communicate denigrating messages to people of color") Nadal et al. Journal of Counseling Psychology 2011
- **Inappropriate or unprofessional criticism intended to belittle, embarrass, or humiliate**

**Commitments of Learners**

1. 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.
2. 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.
3. We embrace the professional values of honesty, compassion, integrity, and dependability.
4. We will adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all our interactions. We will demonstrate respect for all patients and members of the healthcare team without regard to race, ethnicity, gender, gender identity, sexual orientation, religion, socioeconomic status, or disabilities; and we will cultivate a culture of tolerance.

123

124
Resolution of reported actions that are recurrent or egregious will be reviewed by the Senior Associate Dean for Education and Academic Affairs 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 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 participate in more than one program. The Senior Associate Dean for Education and Academic Affairs, the Associate Dean for Graduate Medical Education, and Department Chairs must be notified when resolution includes removing a faculty member from the teaching service. The Senior Associate Dean for Education and Academic Affairs 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, nurse or peer has been reported, the course or clerkship director, residency program director, program director for the graduate program, Student Professionalism Committee Chair or Chair designate, the Professionalism Committee 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.

Monitoring and Assessment of the Academic and Clinical Learning Environment

The ongoing student input into preclerkship core course evaluations, CATS (clerkship evaluations) 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 and Academic Affairs who will provide it to the Dean as needed. Feedback 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 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 AMIA 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 others way 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 image or name 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 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 in this [blog website] are my own and do not reflect the views of my employer/medical school." Consider adding this language as 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 reflect poorly on and 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 available 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 “friend-ing” of patients or their family/s 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 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. No indication of the Incomplete will appear on the student’s transcript or academic record.