

A decorative graphic on the right side of the page features three red circles of varying sizes. A thin red line connects the top-left edge of the largest circle to the top-left edge of the medium circle. Another thin red line connects the top-left edge of the medium circle to the top-left edge of the smallest circle. A thin grey line runs diagonally from the top-right towards the bottom-right, passing behind the circles. A large, solid red circle is positioned in the bottom-right corner, partially cut off by the edge of the page.

**UMDNJ- New Jersey Medical School  
Student Handbook**

**Academic Year 2012-2013**

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University of Medicine and Dentistry of New Jersey  
New Jersey Medical School

This handbook contains information on academic policies, procedures and requirements of UMDNJ and the New Jersey Medical School. The University reserves the right to change any provision, offering or requirement at any time.

This New Jersey Medical School Student Handbook is informational only and does not constitute a contract between UMDNJ and any student. It may be changed by UMDNJ without prior notice to students. Any rules, regulations, policies, procedures or other representations made herein may be interpreted and applied by UMDNJ to promote fairness and academic excellence, based on the circumstances of each individual situation.

Address inquiries to:

**Office of the Vice Dean**

UMDNJ-New Jersey Medical School  
185 South Orange Avenue  
Newark, New Jersey 07101-1709  
973-972-5151 (phone)  
973-972-7104 (fax)

Visit: <http://umdnj.edu/njms>

## Table of Contents

<b>UMDNJ-New Jersey Medical School</b>	
History	1
Accreditation	1
Mission, Vision and Values	1
Office of the Vice Dean	2
<b>Facilities</b>	
Facilities	5
Clinical Sites and Affiliates	5
University Library – George F. Smith Library	7
UMDNJ Fitness Center and Wellness Center	8
Dining Facilities	8
<b>Diversity @ New Jersey Medical School</b>	
Office for Diversity and Community Engagement Diversity Statement	9
Faculty Diversity	9
Pre-matriculation Program	9
<b>Student Resources</b>	
Academic Advising and Support	10
Career Advising and Support	11
Student Health	14
Student Wellness Program (Mental Health Support and Counseling)	14
Student/Housestaff Ombudspersons	14
Information Technology (IT) and Technology Support Services (TSS)	15
<b>Student Health Insurance Information and Coverage</b>	
Health Insurance: Medical, Dental and Vision	17
Long-Term Disability Insurance Coverage	17
<b>UMDNJ Student Housing, Identification, Parking and Public Safety</b>	
Student Housing	19
Student Identification	19
Student Parking	19
Public Safety and Policy	19
<b>Student Awards &amp; Honors Societies</b>	20
<b>Student Organizations and Clubs</b>	22
<b>Educational Program for the M.D. Degree</b>	
Curriculum Overview	31
Curriculum Goals and Objectives	32
The Role of the Education Committees	33
Joint Degree Programs Offered	33
Curriculum-at-a-Glance	35
The Curriculum: Preclerkship Years	36
The Curriculum: Clinical Clerkship Years	41



## **Student Policies**

### **Policies Governing Expectations of Students**

Academic Affairs: Student Essential Functions

NJMS Essential Functions for Admission, Matriculation and Program Completion

Student Essential Functions

Student Intervention Coordination

Students with Impairments

Student Rights, Responsibilities, & Disciplinary Procedures

Code of Ethics: General Conduct

Code of Professional Conduct

Standards of Professionalism

Guide to Professional Conduct

Criminal Background Check(s)

Student Involuntary Leave of Absence and Involuntary Withdrawal

Attendance Policy-Clerkships

Attendance Policy-Pre-clerkship courses

Expectation to Travel to Affiliate Sites Policy

School Closing / Inclement Weather

Guidelines for Attendance at Conferences

Dress Code

Rights and Responsibilities for the Use of University-Accessed Electronic Information Systems

Email/Use of Class Listserves/Audio and Video Recording of Faculty

Student Duty Hours

NJMS Tuition and Refund Policy

Tuition and Fee Obligations

Assessment of Tuition and Fees

Student Residence and In-State Tuition

Malpractice Insurance

Identification Cards

Locker Control and Inspection

Student Employment

Students Participating in Educational Activities Outside of UMDNJ or any of its Affiliates

Parking

### **Policies Governing Student Health**

HIV, HBV and HCV Policy

Immunization and Health Requirements

Management of Occupational/Educational Exposures to HIV, HBV, HCV

Student Accident and Health Insurance

Alcohol Regulations

Alcohol and Other Drugs (was not able to find policy)

### **Policies Governing Grading Promotions and Academic Progression**

Promotions Policy

Good Standing and Participation in Academic & Extracurricular Activities

Grade Appeals

Deregistration

Request for a Leave of Absence

Request for a Withdrawal from the MD Program

Satisfactory Academic Progress

USMLE Step 1 & Step 2 CK & CS

Military Leave from Academic Programs

### **Policies Governing the Assurance of Students Rights and Well-Being**

The Teacher-Learner Relationship and the Learning Environment

Harassment - Sexual and Other Types

Student and Housestaff Ombudspersons



Family Education Rights and Privacy Act

Rights of the Disabled

Procedure for Applicants and Students Who Wish to Request Accommodation for Disabilities

Religion and National Origin

## History

Established over 50 years ago, the New Jersey Medical School (NJMS) is one of eight health professions schools under the University of Medicine and Dentistry of New Jersey (UMDNJ), the nation's largest public university of the health sciences and the home to all medical and dental education in New Jersey. The University is distributed throughout five regional campuses across the state. Five of these schools, including NJMS, are located on the Newark Campus.

The oldest school of medicine in New Jersey, NJMS predates UMDNJ by 16 years. Initially established as the Seton Hall College of Medicine and Dentistry in 1954, the college's mission was to train highly qualified clinicians to meet the healthcare needs of New Jersey and the nation — a mission that remains a top priority today.

Since becoming part of UMDNJ, NJMS has continued to make great strides forward. With a rich tradition in education and research, NJMS is a young and vibrant school that continues to expand its horizons and grow its success.

## Accreditation

The academic programs offered by the UMDNJ-New Jersey Medical School are accredited by the Middle States Commission on Higher Education and Liaison Committee on Medical Education (LCME).

## Mission, Vision and Values

### Mission

The New Jersey Medical School is an academic, biomedical research and healthcare enterprise whose mission is to meet the needs of the local and global community through outstanding education, pioneering research, cutting edge clinical care, and public service.

### Vision

NJMS aspires to optimize health and social well-being by:

1. Preparing humanistic leaders in global healthcare through education of physicians and scientists, building on our strength of diversity, hands-on clinical training, urban healthcare programs and transformative research;
2. Providing cutting edge tertiary and quaternary medical care of distinction, serving patients from New Jersey and beyond;
3. Enhancing our position as the top biomedical research institution in the State of New Jersey;
4. Advancing the health, education and care of the underserved and vulnerable populations by preparing a competent and diverse workforce.

### Values

In pursuit of our mission and vision, we value:

- Integrity
- Excellence
- Diversity
- Humanism
- Compassion
- Professionalism
- Leadership
- Innovation

**Office of the Vice Dean**

Maria L. Soto-Greene, MD  
Vice Dean, New Jersey Medical School  
Professor of Medicine  
Director, The Hispanic Center of Excellence  
Medical Science Building, C-673  
Phone: (973) 972-5151  
E-mail: [sotogrml@umdnj.edu](mailto:sotogrml@umdnj.edu)

The Office of the Vice Dean provides administrative oversight for the following areas:

**Office of Admissions**

George Heinrich, MD, Associate Dean for Admissions  
Mercedes Rivero, Director  
Lisa Houston, Admissions Coordinator  
Tiffanie Hart, Program Assistant  
Jenneice White, Program Assistant

**Location:** Medical Science Building, Room C-653  
**Telephone:** (973) 972-4631  
**Fax:** (973) 972-7986  
**E-mail:** [njmsadmiss@umdnj.edu](mailto:njmsadmiss@umdnj.edu)  
**Website:** <http://njms.umdnj.edu/education/admissions/index.cfm>

An integral part of NJMS's mission and goals is the recruitment, admission and retention of a highly qualified diverse student body that will have the knowledge, skills and professional values to meet and exceed rapidly changing healthcare needs. The members of the Admissions Committee have diverse interests and views and believe that many roles are possible in medicine. As such they make every effort to achieve various types of heterogeneity in the entering class.

**Office for Diversity and Community Engagement**

Maria L. Soto-Greene, MD, Vice Dean and Director of Hispanic Center of Excellence  
Dolores Anthony, Project Manager  
Tia Manning, MD, Associate Director  
Victor Marques, Program Support Specialist  
Tanya Norment, Program Development Analyst, Center for Humanism in Medicine  
Dominga Padilla, MD, Associate Director, Cultural Competency  
Mercedes Padilla-Register M.A., Research Associate II  
Deyse Ribau, Staff Assistant  
Anjana White, MBA, Administrative Research Associate  
Dorian Wilson, MD, Director, Center for Humanism in Medicine

The Office for Diversity and Community Engagement develops individuals underrepresented in medicine and other health professions, as well as to champion cultural competency and humanism in all aspects of

medical education. This is accomplished through a myriad of programs that have been implemented in collaboration with partners at the pre-college, undergraduate, professional school and community levels.

**Location:** Medical Sciences Building, MSB B-624  
**Telephone:** (973) 972-3762  
**Fax:** (973) 972-3768  
**Website:** [http://njms.umdnj.edu/education/special\\_programs/index.cfm](http://njms.umdnj.edu/education/special_programs/index.cfm)

### Office of Education

Sangeeta Lamba, MD, Associate Dean for Education  
 Richard Feinberg, PhD, Assistant Dean for Basic Science Education and Faculty Development  
 David Cennimo, MD, Course Director, Physician's CORE  
 Sophia Chen, DO, Course Director, Physician's CORE  
 David DeFouw, Course Director, Anatomy, Cell Biology and Embryology  
 Denise L. Epps, Program Administrator  
 Julie Ferguson, MPA, Director of Clinical Electives  
 Rewtie Kaloo, Program Support Specialist  
 Elizabeth Koltz, Curriculum Development, Instructional Design Specialist  
 Maria Laboy, MD, Administrative Director, Clinical Skills Center  
 Kyle Miller, Administrative Analyst  
 Brenda Natal, MD, Director, Simulation Program @ NJMS and Emergency Medicine Department  
 Isle Polanco, Director, GTA Program, Clinical Skills Center  
 Shoko Sadoshima, Work Assistant, Anatomy, Cell Biology and Embryology  
 Wade'ah Terry, Administrative Analyst  
 Christin Traba, MD, Director of Clinical Education  
 Nagaswami Vasam, DVM, PhD, Course Director, Anatomy, Cell Biology and Embryology  
 Robin Vigfusson, Program Assistant, Clinical Skills Center

**Location:** Medical Sciences Building, MSB C-642  
**Telephone:** (973) 972-4823  
**Fax:** (973) 972-6035  
**Website:** [http://njms.umdnj.edu/education/office\\_education/index.cfm](http://njms.umdnj.edu/education/office_education/index.cfm)

The main functions of the Office of Education include:

- Overall management of the curriculum
- Negotiating and redistributing curriculum time among the courses
- Preparing course schedules
- Evaluation of the pre-clerkship courses and clerkships that focuses on the administration, content, delivery and outcomes
- Administrative support provided to the Committee on Academic Programs and Policies (CAP2) which is a standing committee of faculty council charged with oversight of the curriculum. CAP2 has charged two subcommittees, the Pre-clerkship Curriculum Committee (PCC) and the Clinical Curriculum Committee (CCC), with supervision of courses and clerkships respectively.
- Faculty Development Activities are coordinated and sponsored through the Office of Education. These activities include workshops, seminars and webinars. A diversified program is offered that attracts representation from all departments.

### Office of Faculty Affairs

Carol S. Newlon, PhD, Associate Dean for Faculty Affairs  
 Barbara Clark, Management Assistant  
 Lisa Hunt, Management Assistant  
 Cathy Scanlon, Coordinator, Faculty Affairs Administration  
 Vivian Zaragoza, Administrative Coordinator



Location: Medical Science Building, Room C-594  
Telephone: (973) 972-5500  
Fax: (973) 972-7691  
Website: [http://njms.umdnj.edu/faculty\\_affairs/index.cfm](http://njms.umdnj.edu/faculty_affairs/index.cfm)

The Office of Faculty Affairs assists Chairs' offices in the processing of personnel actions as they pertain to faculty. This office serves as a resource for the departmental Chairs and Administrators, and provides oversight of such activities as faculty appointments, promotions, granting of tenure, etc., through NJMS internal committees including the Faculty Committee on Appointments and Promotions and the NJMS Faculty Council, and routinely interacts with the UMDNJ Office of Academic Affairs. This office is also responsible for faculty development activities.

### **Office of the Registrar**

Julie Ferguson, MPA, Assistant Dean for Student Affairs and Director  
Heidi Schwalb, Registrar  
Gina Ardito, Program Support Specialist  
Carrie DeVincens, Program Support Specialist

Location: Medical Sciences Building, MSB B-648  
Telephone: (973) 972-4783  
Fax: (973) 972-6035  
Website: <http://njms.umdnj.edu/education/registrar/index.cfm>

The Office of the Registrar shall create and maintain the integrity, accuracy, and privacy of the official academic record for all students enrolled at New Jersey Medical School. In addition, the following services are provided by the Registrar's Office:

- Coordination of course enrollment and student registration
- Maintenance of students' permanent academic records
- Administration and enforcement of academic policies
- Compliance with all federal, state, and University regulations and policies
- Management of the student information system.
- 

### **Office of Student Affairs**

James Hill, PhD, Associate Dean for Student Affairs  
Christine Gerula, MD, Assistant Dean, Careers-in-Medicine  
Marcia Tabakin, Director, Student Support Services  
Sarah Karl, PhD, Director, Center for Academic Success and Enrichment  
Sylvia Bush, Project Manager, Careers-in-Medicine  
Tracy Roach, Staff Assistant

**Location:** Medical Sciences Building, MSB B-648  
**Telephone:** (973) 972-4783  
**Fax:** (973) 972-4109  
**Website:** [http://njms.umdnj.edu/education/student\\_affairs/index.cfm](http://njms.umdnj.edu/education/student_affairs/index.cfm)

The main functions of the New Jersey Medical School (NJMS) Office of Student Affairs include:

- Overseeing the academic progress of students
- Providing counseling and advise as needed
- Making referrals to appropriate support services

- Preparing Medical Student Performance Evaluations (dean's letters) for residencies and other letters of recommendation
- Planning student activities and events
- Offering moral support and encouragement to the entire student body
- Careers-in-Medicine

## **Facilities**

### Medical Science Building

The Medical Sciences Building (MSB), located at 185 South Orange Ave., is the main hub for educational programs at NJMS. The building houses administrative and faculty offices, research laboratories, classrooms, study center, and computer laboratory. In addition, it contains space for didactic instruction for third and fourth year students as well as the graduate school programs.

For directions to the Medical Science Building, please [click here](http://njms.umdnj.edu/about_njms/NWK.pdf).  
[http://njms.umdnj.edu/about\\_njms/NWK.pdf](http://njms.umdnj.edu/about_njms/NWK.pdf)

### Clinical Skills Center

The Clinical Skills Center (CSC) is a state-of-the-art facility with a controlled environment for teaching, observing, and assessing a variety of healthcare related skills. For many years, evaluation of medical students consisted of standardized examinations and clinical assessment by faculty and residents. Although clinical examinations are helpful in providing information to students on a day-to-day basis with regard to the quality of a student's work, the subjective nature and lack of standardization have made clinical evaluations a less than reliable and valid method of assessing clinical proficiency. The introduction of the Objective Structure Clinical Encounter (OSCE) was developed to provide an objective evaluation of clinical proficiency. Specifically, the OSCE provides students the opportunity to properly assess their clinical skills, provide feedback from faculty, and if needed, remediation prior to graduation. The length of the OSCE can vary depending on the type of OSCE being carried out for a particular clerkship. The scenarios are designed to test basic knowledge of history-taking, physical examination, and communications skills. Students are expected to treat each clinical encounter as if it were real. Each standardized patient has been specially trained to portray a specific character, and must do so in a standardized way for all students. Every character has a unique background, life circumstances and health issues.

The OSCE is used in all four years of medical school. The American Association of Medical Colleges and the Liaison Committee on Medical Education has directed that the OSCE be included in all medical school curricula. Plans to renovate an area of the Clinical Skills Center are underway to facilitate the incorporation of simulation.

## **Clinical Sites & Affiliates**

### UMDNJ-University Hospital (UME & Affiliated Residency Program)

As the principal teaching hospital of New Jersey Medical School, The University Hospital is the center of referral for many of the state's most advanced medical services and specialty care programs. From the busiest Trauma Center in New Jersey to one of the best liver transplant programs in the country and scores of other programs in-between, University Hospital helps thousands of patients cheat death and disability each year.

### Other Clinical Affiliates

## **University Hospital of UMDNJ**

- Hackensack University Medical Center (UME & Affiliated Residency Program)

## Major Clinical Affiliates of UMDNJ

- Barnabas Health: St. Barnabas Medical Center - (UME & Affiliated Residency Program)  
Newark Beth Israel Medical Center (UME & Affiliated Residency Program - occasional resident)  
Monmouth Medical Center – (Affiliated Residency Program)
- St. Joseph's Regional Medical Center – (Affiliated Fellowship Program)
- VA New Jersey Health Care System, East Orange campus (UME & Affiliated Residency Program)

## Hospitals:

Atlantic Health Systems Hospital Corp./Morristown Medical Center - (UME)  
 Atlantic Health Systems Hospital Corp./Overlook Hospital - (UME & Affiliated Residency Program)  
 Children's Eye Care Center w/Clara Maass Medical Center - (UME & Joint Affiliated Residency Program)  
 Children's Specialized Hospital - (UME & Affiliated Residency Program)  
 Clara Maass Medical Center - (Affiliated Residency Program)  
 Englewood Hospital & Medical Center - (Affiliated Residency Program)  
 Greystone Park Psychiatric Hospital – (UME & Affiliated Residency Program)  
 Hackensack UMC Mountainside - (UME & Affiliated Residency Program)  
 Jersey City Medical Center - (Affiliated Residency Program)  
 Kessler Institute for Rehabilitation – (UME & Affiliated Residency Program)  
 Methany Medical and Educational Center - (UME)  
 New York Beth Israel - (Affiliated Residency Program)  
 NY Presbyterian – Columbia School of Medicine (Affiliated Residency Program)  
 North Hudson Community Action Corporation – (UME)  
 Robert Wood Johnson University Hospital (Affiliated Residency Program)  
 St. Michael's Medical Center – (UME)  
 Trinitas Regional Medical Center - (UME & Affiliated Residency Program)  
 UMDNJ-University Behavioral HealthCare - (Affiliated Residency Program)  
 Wills Eye Hospital - (Affiliated Residency Program)

## Health Care Entities:

Care Alternatives (Hospice) - (UME)  
 Chrill Visiting Nurse Association - (Home Care Agency) – (UME)  
 Compassionate Care Hospice - (Home Care Agency) – UME  
 Essex Valley Visiting Nurse Association (Home Care Agency) – UME  
 Newark Extended Care (Home Care Agency) – UME  
 New Community Extended Care Facility (Nursing Home) – (UME)  
 St. Joseph's Visiting Health Services of NJ (Home Care Agency) – (UME)  
 University Reproductive Associates (Affiliated Residency Program)  
 Vitas (Home Care Agency) – UME

\* In addition, there are ongoing, time-limited agreements made between NJMS and other schools of medicine for medical student elective experiences.

**UME** = Undergraduate Medical Education: Required 3<sup>rd</sup> and 4<sup>th</sup> year clerkships

## UMDNJ-University Libraries

UMDNJ-University Libraries provide print resources on-site at each of our campus libraries and scholarly electronic resources that are available from on-campus workstations and remotely to faculty, students, and staff statewide. The University Libraries' Web site is the authoritative electronic source for information about the libraries, its resources and services.

UMDNJ University Libraries serve nursing school students, faculty and clinicians on our Newark and Stratford campuses. In addition, the Libraries also serve nurses at University Hospital, Newark, New

Jersey and Kennedy Health System in South Jersey. Other disciplines served include dentistry, medicine, public and allied health.

Library staff and librarians across the campuses communicate regularly to ensure consistent service to nursing students and faculty. Librarians participate in orientations for all levels of nursing students and faculty orientations.

The Newark and Stratford Campus libraries are described below in detail as these facilities provide comprehensive support to students, faculty, and staff of the School of Nursing. Additionally, School of Nursing students, faculty, and staff are eligible to use the services available from our other libraries on the New Brunswick and Camden campuses.

### **George F. Smith Library – Newark Campus**

The mission of the UMDNJ – George F. Smith Library of the Health Sciences, <http://libraries.umdnj.edu/newarklib>, is to fulfill the scholarly information needs of all students, faculty, and staff on the Newark Campus. The library is currently open 93 hours per week, including evenings and weekends. It houses the largest print collection of the UMDNJ libraries and supports the disciplines of medicine, nursing, dentistry, public health, and health related professions. The collection at the Smith Library contains a vast number of both basic sciences and clinical medicine resources in print, electronic, and other digital formats. Numerous current texts are included in the Library's Reserve collection. Reference librarians provide assistance in navigating resources, teaching classes, and assisting users in identifying and locating needed information. An extensive collection of multi-media is available, providing resources in a variety of formats including streaming video, slides, DVDs, and other digital media formats. A complete range of equipment and viewing facilities can be accessed on-site. Over 70 public access computer workstations are available, as well as networked printers and photocopy machines.

A wireless network for the use of laptop computers is installed for faculty, student, or staff use. A limited number of laptop computers can be signed out for two-hour blocks of time. If an individual has a personal computer with a wireless card, staff at the Library's Media Center will assist in configuring the device for use on the wireless network. See <http://libraries.umdnj.edu/newarklib/Media/wirelessnwk.html> for more information on the Wireless Network. Those who use mobile devices can come to the Library for assistance in downloading or selecting a point-of-care information resource, such as Essential Evidence Plus, First Consult, DynaMed, or Access Medicine. For more information on resources for Mobile Devices, see <http://libraries.umdnj.edu/stlibweb/mobile/index.html> In January 2012 a mobile version of the Smith Library Web site was unveiled. It includes links to a variety of free or low-cost "apps" on specific subjects, such as history and physical examination.

Over 80 electronic databases, found at <http://libraries.umdnj.edu/databases.html>, are provided; many of these titles supply full-text links to journal articles. Over 6000 full-text electronic journals, found at <http://sfx.umdnj.edu/cgi-bin/index.cgi>, augment the print journal collections housed in our campus library. The University Libraries subscribe to resources such as [Books@Ovid](#) and STAT!Ref (electronic textbook collections), MD Consult (full-text access to both books and journals, as well as clinical practice guidelines and patient information), the Cochrane Library, MEDLINE, and Essential Evidence Plus (formerly InfoPOEMs/InfoRetriever), and DynaMed, (providing clinical information that can be downloaded to a mobile device). In addition, the University Libraries feature HealthyNJ, a Web site

designed to meet the health information needs of consumers, particularly citizens of New Jersey. Find HealthyNJ at <http://www.healthynj.org/>.

Subject Toolkits are also available. Designed by library staff, they feature basic guides to "the best" in Web-based and print resources on a variety of subjects. They may be found at <http://libraries.umdnj.edu/toolkits/>.

In December 2012, the library's hours of operation will expand. The new hours during the academic year are as follows:

Monday – Thursday	8:00am – 2:00am
Friday	8:00am – 10:00pm
Saturday	9:00am – 5:00pm
Sunday	10:00am – 2:00am

## **UMDNJ Fitness Center and Wellness Center**

### **Newark YMCA at UMDNJ (973) 972-9622**

Our UMDNJ facility is a wellness center located in the Doctor's Office Center on the campus of UMDNJ. Programs and services are designed to enhance members' overall physical, spiritual, emotional well-being and health. Membership at the 7,400 square foot facility includes:

Membership Benefits and Amenities Include:

- Complementary fitness orientation and assessment
- High-energy Fitness and Spin Classes in aerobics room with spring-loaded floor or spinning room
- YOGA
- Personal Training
- 60 pieces of strength and cardiovascular fitness equipment, including Life Fitness "Engage" console treadmills with iPod compatible 15" entertainment centers
- Complimentary guest passes
- Men's and Women's locker and shower rooms
- Full access to the Downtown Y's heated pool, basketball and racquetball courts and other amenities.

## **Dining Facilities**

Facilities are available for faculty and student dining. A 500-seat cafeteria is located on B-Level in University Hospital, 150 Bergen Street, Newark, New Jersey. The University Hospital Cafeteria is open 7 days a week and serves a wide variety of hot meals, grilled and cold sandwiches, salads and beverages. A smaller cafeteria is located on Level 2 of the Doctors' Office Center (DOC), 90 Bergen Street, Newark, New Jersey. In 2012, a Subway restaurant opened at 181 Market Street.

Additionally, food vending machines are located throughout the University and there are a number of restaurants and food shops in close proximity to the UMDNJ campuses.

## **Smoking**

UMDNJ, its partner academic institutions and clinical affiliates are all smoke free environments. Smoking is not permitted. Please consult the University policy regarding **Clear Air/Smoke Free Environment** for more information.

## **Diversity @ New Jersey Medical School**

NJMS promotes an appreciation and understanding of the rich diversity that characterizes our differences out of recognition of the value added by those differences, individually, nationality, gender, race, sexual orientation, class, and life experiences. Our mission is to champion Diversity, Humanism and Community Service in all aspects of medical education and to develop individuals underrepresented in medicine as well as all health professionals, with the goal of effectively delivering culturally competent quality healthcare to our communities. Achieving excellence in our mission requires faculty, students and staff creating a culture of inclusiveness where one feels valued for their individual and collective contribution. Through developing and communicating a collective and inclusive understanding of diversity and its benefits across campus, NJMS creates a welcoming environment to nurture a culture that promotes and celebrates diversity.

We at NJMS are resolutely responding to the need for a diverse healthcare workforce that resembles the diversity of today's patients. To accomplish this, a myriad of programs have been implemented in collaboration with partners at the pre-college, undergraduate, professional school, and community levels. This is accomplished through, federally and privately funded programs, including the: the Hispanic Center of Excellence (HCOE), Health Careers Opportunity Program (HCOP), The Robert Wood Johnson Foundation/AAMC Summer Medical and Dental Education Program (SMDEP), The Science, Medicine, and Related Topics Program (SMART) and The Public Medical Education Program. Collectively, these partnerships embrace and recognize the impact that diversity has on the educational experience of all students and on the delivery of culturally competent quality healthcare.

### **Faculty Diversity**

We at NJMS recognize that diversity enhances our ability as a diverse academic community to foster innovation and excellence. NJMS has a longstanding tradition of commitment to diversity and has fostered a spirit of inclusiveness for its highly diverse faculty, staff, and students. The diversity of our nation, combined with a shortage of individuals from disadvantaged backgrounds in the health professions, presents a significant challenge for medical education and academic medicine. We at NJMS are resolutely responding to the need for a *diverse healthcare workforce* that meets the diverse needs of today's patients.

The Office of Faculty Affairs recognizes that diversity enhances our ability as an academic community to foster innovation and excellence. Diversity creates and cultivates the optimal learning environment for our students and trainees and establishes a spirit of inclusiveness. This enhances NJMS' effort to respond to the need for a diverse healthcare workforce that addresses the diversity of today's patients.

### **Pre-Matriculation Program**

#### **Freshman Introduction to Resources, Skills, and Training (FIRST)**

The FIRST program is a six-week summer program designed to acclimate students who have been accepted to NJMS by providing a rigorous, skills-oriented foundation for successful performance in the basic science curriculum of medical school. It is aimed at enhancing the intellectual and self-management skills of those students whose backgrounds may not have included the skills known to be effective in professional training or who have been out of the academic environment for some time.

The program uses a range of instructional techniques vital to the education of professionals, including: lecture, laboratory, conferences, tutorials, problem-based learning seminars and guided independent study sessions. Students receive feedback on their performance from the faculty via written and practical examinations and small group exercises. The program runs for four-weeks beginning in early June at NJMS. The program is taught by basic science and clinical faculty and medical students.

## Student Resources

### Academic Advising and Support

#### The Center for Academic Success and Enrichment (CASE)

New Jersey Medical School recognizes that students often need support as they take on the academic challenges of medical school. This support is coordinated and offered through the Center for Academic Success & Enrichment (CASE). CASE is available to work with any student throughout their time in medical school. It provides individual analysis of study approaches and helps students develop appropriate skills to master material in the pre-clinical and clinical years. In addition to individual meetings, CASE provides didactic training for each class on topics including the development of appropriate study skills, time management, stress management, and psychological adjustment to medical school. CASE also meets with students who may not be experiencing academic difficulty but wish to improve their performance.

Any student wishing to make an appointment with CASE can contact Dr. Sarah Karl at 973-972-5409 ([karl@umdnj.edu](mailto:karl@umdnj.edu)) or Dr. James Hill at 973-972-4783 ([hilljm@umdnj.edu](mailto:hilljm@umdnj.edu)). Dr. Karl and Dr. Hill also offer regular, weekly walk-in hours which are posted by email to all students and which do not require an appointment.

#### Collaborative Approach to Learning Medicine (CALM) Program

The CALM Program is a student-to-student service that offers every medical student, but especially first years, many opportunities to enrich their medical school experience, and to optimize personal and professional development. Dr. Sarah Karl, Director of The Center for Academic Success and Enrichment, oversees the CALM Program but program vitality is created by the sense of community and service orientation of NJMS students themselves. Through CALM, all students have a richer medical school experience and the students who mentor, tutor and teach enhance their own knowledge, teaching and leadership skills, as well. There are 3 major dimensions of the CALM program, described below:

- 1. Mentoring:** All incoming medical students are introduced to CALM during first-year orientation when they are paired with second-year students who serve as a source for academic and social advising. Each NJMS student will have some regular contact from their mentor and is invited to meet or email their mentor to resolve any questions or concerns they may have over the course of their medical education. Each first year student is a member of a “CALM group” made up of 6-7 first year-students and a few second-year mentors. These CALM groups will meet occasionally to discuss how to succeed in certain classes, how to adjust to medical school, and various other topics. CALM groups will also meet up for social events that can vary according to the interests of the group (dinner nights, bowling nights, etc). The Mentoring Coordinators for the Class of 2016 are Michael Chorney '15 ([chorney.michael@gmail.com](mailto:chorney.michael@gmail.com)) and Grace Huang '15 ([huangg1@umdnj.edu](mailto:huangg1@umdnj.edu)). Michael and Grace oversee the running of the mentoring groups and are responsible for the quality and success of the mentoring groups and mentoring pairs. Students should contact one of the Mentoring Coordinators or the Faculty Advisor if they have any questions pertaining to mentoring.
- 2. Tutoring:** Qualified second and third year students are available to help students their junior students become more effective or efficient in their work through a particular course. Medical students, especially first years, frequently need to adapt their undergraduate habits to the different demands and testing methods of medical school, and an upper class student can often guide from their own recent experience. Any first year student can take the initiative to request a tutor from CALM. This is especially helpful during the early part of a course and/or after disappointing results on a unit exam. The CALM Tutoring Coordinators recruit and assign tutors to students who request one. Tutoring Coordinators for the Class of 2016 are Tapan Patel ([pateltd@umdnj.edu](mailto:pateltd@umdnj.edu)) and Bailey Su ([subs@umdnj.edu](mailto:subs@umdnj.edu)).
- 3. Academic Review Sessions:** Another invaluable service of CALM is provision of academic review sessions before first year exams and construction of a mock “practical” exam to help first year students

prepare for the first real one. Academic review sessions are often recommended by the course faculty, and faculty may advise the CALM academic reviewers about current course content. CALM Academic Review Coordinators for the Class of 2016 are: Eric Burnett ([burnetej@umdnj.edu](mailto:burnetej@umdnj.edu)), Tina Christakos ([chirstat@umdnj.edu](mailto:chirstat@umdnj.edu)) and Nilima Shet ([shetni@umdnj.edu](mailto:shetni@umdnj.edu)). These students put their strong scholarship and passion for teaching together into these reviews sessions and are always interested ([karl@umdnj.edu](mailto:karl@umdnj.edu)) receiving student feedback.

## **Career Advising and Support**

### Advising and Mentoring System

New Jersey Medical School (NJMS) utilizes a “House” community model to assist students with career decision making and to deliver advisement. This involves the division of the entire student body into five groups or “houses”. As each student enters medical school, they are assigned to one of these groups.

Each house is directed by two physician faculty “mentors” whose primary role is to provide individual career counseling to students in their community and to assist them in their professional development through supportive advising. These mentors meet individually with each student in their group at least twice a year to track their professional and career development.

The House system is also utilized to further support our students’ emotional and physical well-being. Through a series of events (e.g., stress reduction activities and athletic competitions) students are encouraged to develop and support each other in developing adaptive coping strategies that will assist them as students and later as physicians.

Our five Houses are:

### **LEONTOS**

Mentors:

Lawrence Chinn, MD, Department of Anesthesiology  
Iris Herrera, MD, Department of Medicine

### **DELPHINUS**

Mentors:

Devashish Anjaria, MD, Department of Surgery  
Chantal Brazeau, MD, Department of Family Medicine

### **GERANOUS**

Mentors:

Christine Gerula, MD, Department of Medicine  
Basil Hubbi, MD, Department of Radiology

### **URSUS**

Mentors:

David Cennimo, MD, Departments of Medicine and Pediatrics  
Karma Warren, MD, Department of Emergency Medicine

### **LYKOS:**

Mentors:

Amee Patrawalla, MD, MPH, Department of Medicine  
Sharon Gonzales, MD, Department of Radiology



## Activities for the NJMS Careers Program

New Jersey Medical School recognizes that making decisions about career paths is a critical task as student progress through medical school. In addition to the House advisement system delineated above we provide a number of activities each year of medical school to help students with this process. Some of these are required activities and some are voluntary. Your faculty mentor can assist you in choosing voluntary activities that might best address your specific needs.

### **Formal (Required) Activities**

#### **First Year Medical Students**

- **Information Session: Introduction to The CIM Website And Tools** – Students are introduced to the AAMC's Careers-in-Medicine website and some of the assessment tools that it contains so that they can use these to examine their own values and preferences. They are assigned the task of completing these instruments and meeting with their faculty mentors in the spring of first year to review the results.
- **Information Session: What To Do With Your Summer?** - Various activities that are available to students during the summer break of first year are presented and students receive advice on making choices among these opportunities.
- **“Speed Dating a Specialist”** - An evening function designed for quick focused interactions with residents from all specialties that allows for rapid questions / answers to expose students to a variety possible career paths.

#### **Second Year Medical Students**

- **Career Nights** - NJMS alumni are invited to attend two evening dinner functions with second year medical students to allow more thorough discussions with attendings from various specialties. Alumni are divided into specialty-specific tables and students interact with individuals representing more than 30 different specialties. In depth discussions are held on topics such as training requirements, practice opportunities, lifestyle and compensation, etc.
- **Information Session: Preparing To Use Third Year Effectively To Explore Career Options** - A discussion is held with second year medical students on how to best utilize third year clerkships to explore various career paths. The AAMC Careers-in-Medicine website is again re-introduced to the students, guiding them through the specialty pages where they have access to detailed information on each specialty.

#### **Third Year Medical Students**

- **Transition 2** – During the orientation week for third year students are advised by faculty, faculty mentors and peer mentors about how to utilize third year clerkships for effective career exploration.
- **Information Session: Assessing and Understanding Your Competitiveness For Various Specialties** – Students are advised on how to think about factors like their USMLE Step 1 scores and quintiles in assessing their competitiveness for various specialties.
- **Match Process Information Sessions** – Beginning in the third year and running through fourth year, five sessions are provided to the entire class that cover critical topics to applying for residencies including writing CVs and personal statements, and the ranking process.
- **Career-Specific Advisors** - A team of faculty members from all the specialties are identified and students are expected to meet individually with advisors in their chosen field to assess their competitiveness and to assist with specialty specific application needs. These faculty members also provide advice regarding elective and externship choices in fourth year.

### **Fourth Year Medical Students**

- **Interview workshop** - A panel discussion on the residency interviewing process is facilitated by the Assistant Dean for Careers-in-Medicine . Panelists include faculty representing various specialties. A slide presentation is utilized to cover all topics relating to the interview, such as appropriate dress, behavior, non-verbal communication, preparation prior to the interview, and common questions.

### **Informal (Voluntary) Activities**

- **Physician Shadowing Elective** - A shadowing elective is offered beginning in the spring to first year medical students and the fall and spring to 2<sup>nd</sup> year medical students. The intent is to offer students an opportunity to observe clinicians practicing various specialties. Students are offered this course very early in their careers to afford them a glimpse of potential specialties.
- **Departmental Residency Information Sessions** – Each of our internal residency program directors offer residency information sessions. The application process, specific specialty residency training requirements, and potential sub specializations are all covered in these sessions.
- **Post Match Panel Discussions** – Following the match each year there are panel discussions by specialty with recently matched 4<sup>th</sup> year students discussing the process and their experiences. These are organized by the students and directed primarily to third year students.
- **Mock Interviews** - These individual sessions are arranged with Associate Dean for Student Affairs and/or Assistant Dean for Careers-in-Medicine. Mock interviews are conducted and students are offered constructive criticism and provided techniques to improve interview performance.

### Resources Available to Students for Career Exploration

Our Careers-in-Medicine Program has a webpage that has useful information about the components of the program and includes scheduling information, topics of interest to students at all phases of the career selection process, and specialty specific advice provided by our own departments. It can accessed at [http://njms.umdnj.edu/education/careers\\_in\\_medicine/](http://njms.umdnj.edu/education/careers_in_medicine/)

The AAMC's Careers-in-Medicine website is a valuable resource with a wealth of information on all specialties and the process of making a career choice and pursuing residency. Each student is introduced to this resource early in first year and is encouraged to use it as they move through the career decision making process.

Student Interest Groups – A number of student led interest groups meet regularly and are open to students at all levels. They host faculty lectures and career related discussions. They include:

- a. Anesthesia Interest Group
- b. Ben Rush Surgical Society
- c. Club Med Interest Group
- d. Dermatology Interest Group
- e. Emergency Medicine Interest Group
- f. ENT Interest Group
- g. Oncology Interest Group
- h. The Ortho Club
- i. PM&R Interest Group
- j. PWC Neurosurgical Society
- k. PIGLET (Child Psych)
- l. Project Pediatrics
- m. Student Sight Savers
- n. SIGN (Neurology, Psychiatry, Neurological Surgery)
- o. Urology Interest Group

## Student Health

Student Health Services (SHS) is located in the Doctor's Office Center, main floor. At orientation, students are given a detailed presentation and brochure outlining the full-breadth of primary care services available at SHS. The services include preventive services, acute and chronic primary care, gynecologic care, allergy injections, travel medicine consultation, laboratory services and blood borne pathogen exposure evaluation. Commonly prescribed medications are provided free of cost. In addition, referrals are provided, as indicated, for specialists and diagnostic procedures. All services are provided by board certified family physicians and efforts to create a patient centered medical home are ongoing.

The office is open from 8-5 pm Monday thru Friday. Appointments are encouraged, same day appointments are available and walk-ins are accommodated whenever possible. Appointments may be made via telephone or in-person. The SHS can be reached by calling 973-972-8219.

## Student Wellness Program

A core component of the New Jersey Medical School's efforts to ensure the psychological well-being of its students is the **Student Wellness Program (SWP)**. SWP is a well-established and professionally staffed-counseling unit of UMDNJ – University Behavioral Healthcare. The Student Wellness Program offers a **confidential** counseling service, free of charge, for NJMS students and members of their immediate families. There is no limit to the number of sessions permitted each student. When indicated, a full range of psychological testing services is available to help identify students' potential problems in adjustment and/or performance.

All SWP counseling and psychiatric services are available throughout New Jersey with main locations being on the Newark, Piscataway and Voorhees UMDNJ campuses. There are satellite offices at select sites that provide the SWP counseling services for students not on the main campuses. This enables students who reside in the central part of the State (New Brunswick area) and commute to choose to receive counseling services nearer to their home. Day and evening hours are available at all locations and permit maximum student appointment time flexibility. Emergency mental health services are available if needed at all three main SWP locations. All SWP sites and clinicians are HIPAA compliant and all services provided to students are strictly confidential. Any information about a student's involvement in treatment is released only with written consent from the student.

To make an appointment with SWP please call 973-972-5429.

Student Wellness Web Site: SWP maintains a web site that allows access to online information and resources on timely wellness topics. Students can access helpful topics 24/7. This site can be accessed through: <http://www.ubhcisweb.org/studentSWP/details.htm>

## Student/Housestaff Ombudspersons

Ombudspersons are available to assist students and housestaff (visitors) seeking information or solutions to problems on a confidential basis. Appointed by the dean of each school at UMDNJ, ombudspersons act in an impartial, neutral and independent manner to identify available options, provide information and referrals, mediate disputes and/or negotiate resolutions.

The ombudsperson does not make decisions or render judgments. Seeking the assistance of an ombudsperson is an informal process and is different than filing a formal grievance or complaint. It does not constitute placing the university on Notice.

For more information on UMDNJ's Ombudspersons, please visit:  
<http://www.umdnj.edu/acadweb/ombudsstudent.htm>

## IT@NJMS / Technology Support Services (TSS)

<http://njms.umdnj.edu/it@njms/index.cfm> / [njmsts@umdnj.edu](mailto:njmsts@umdnj.edu)

The IT@NJMS office provides primary technical support for the NJMS and GSBS Newark communities (faculty, staff, and students) across Academic Systems, Application & Web Services (Design, Programming & Hosting), the Audio Visual Center, and User Services (Help Desk, Server & Network Support).

As a student at New Jersey Medical School, you will have access to the following accounts:

**University RUID (or Core ID):** This is the account you will use to login to the lab computers, the portal, e-mail, MOODLE, etc.

**MY.UMDNJ:** UMDNJ's web portal for students, staff and faculty is commonly referred to as [my.umdnj.edu](http://my.umdnj.edu). This is the gateway to access personal information, announcements, University links, registration information, the Education Management System (EMS), etc. This is also the account used to reset your passwords on all University accounts. To access the portal, visit <http://my.umdnj.edu>.

**UMDNJ Email Account:** This is the email account provided to you by the University. This account can be accessed by going through the portal or to the website: <http://mail.umdnj.edu>. This account is an official means of communication. The University and NJMS will communicate with you using this account. You are responsible for the information sent to you at this account.

### *Educational technology used at NJMS*

#### Audience Response System

Incoming students are provided with a ResponseCard (“clicker”) that they can use in lecture to respond to interactive PowerPoint presentation questions from an instructor.

#### Education Management System (EMS)

The EMS is used for evaluations, lotteries, grade book, and Dean's Letter functions. The EMS can be accessed through the portal under either MyApps or the Education tab as well as through the NJMS Intranet.

#### Lecture Capture – iTunesU and Video@NJMS

NJMS provides lecture capture of instructor audio sync'd to instructor PowerPoint presentation of all 1st and 2nd year courses. Each lecture capture is rendered and posted to 2 places – at iTunesU and at Video@NJMS (<http://njmsvideo.umdnj.edu>). Students can access either resource by using their Core ID login credentials.

#### Meditrek

NJMS is required to document the clinical experiences of their medical students throughout their four years in accordance with the LCME requirements. That is achieved by the use of Meditrek, a web based system to collect, store, summarize and report on all of the students' clinical cases. It allows educators to provide supplemental learning opportunities in areas where the clinical experiences might be deficient. Meditrek can be access at <http://www.meditrek.com> .

#### Moodle @ UMDNJ

In 2012, UMDNJ introduced Moodle - an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE), to the preclinical courses. Moodle is used as a tool for creating online course content. All clinical courses will be migrated over to Moodle by June 1, 2013. All GSBS online courses will be migrated over to Moodle by January 1, 2013. Moodle can be accessed either through the portal or directly at <http://moodle.umdnj.edu> .

### Virtual Microscopy

Virtual Microscopy is a computer based technology that eliminates the need for microscopes and slide boxes. Histological and pathological specimens that were fixed, sectioned, and stained are available for viewing on a computer at <http://njmsvm.umdnj.edu>

### *Other technology resources available to students*

#### AV Center (AVC)

Students can make requests for loaner audio visual equipment to the AVC via email at [njmsavc@umdnj.edu](mailto:njmsavc@umdnj.edu).

#### Digital Signage

Students can post club & event announcements on the digital monitors around the NJMS campus by sending a 1 page (landscape format) Word, PowerPoint, or image file to [njmsavc@umdnj.edu](mailto:njmsavc@umdnj.edu) .

#### Computer Labs

There are 3 computer labs available to NJMS students. The general computer lab on MSB C level (approximately 40 computers), the NJMS student computer lab / training facility on MSB A level (approximately 15 computers), and the Library computer lab over in the Smith Library building (approximately 40 computers). In addition, there are 2 computers in the MSB B level Student Study Center.

#### Print Management System

The current print management system is being replaced by a new virtual print environment. The new system will allow students to print from their own devices to any printer in the virtual environment, and to release their print jobs at the printer with a swipe of their IDs. In addition, there will be an interface to an ecommerce solution to allow for electronic updates to one's print quota. The new system should be in production sometime during the Spring '13 semester.

#### REServation application

Students can reserve educational & event space by making requests through the REServation application for Room & Event Scheduling. Log in using your Core credentials at <http://njmsres.umdnj.edu>.

#### Symantec Antivirus

NJMS students can download Symantec Antivirus software while on campus at <http://istreg.umdnj.edu>

#### Wireless Access

NJMS students can register for wireless access on campus at <http://istreg.umdnj.edu> .

#### Audio/Video Recording and/or Photographic Devices

UMDNJ-NJMS students must obtain permission from individual faculty for the use of audio/video recording and/or photographic devices in the classroom and/or learning laboratory settings. Such devices must not disrupt classroom lecture/discussion or interfere in any way with others' learning opportunities. Students are required to turn off and put away these devices if requested to do so by faculty. Audio/video recording and/or photographic devices are not permitted in any clinical practice setting without the specific approval of the clinical faculty.

## **Student Health Insurance Information and Coverage**

### **Health Insurance: Medical, Dental and Vision**

#### Medical

As a new student, you will be automatically enrolled and billed for the Student Health Insurance Plan on your tuition bill (unless you submit a waiver by August 15 of the current academic year). Coverage is effective August 1 through July 31. You do not need to complete an enrollment form for yourself but if you wish to enroll your spouse or eligible dependents, you must complete a Dependent Enrollment Form. The deadline for enrolling your spouse and/or dependents is August 15. If you wish to waive participation in the Student Health Insurance Plan, you must complete a Waiver Form that indicates you have comparable coverage from another source. The Waiver Form must be completed online by August 15.

Enrollment in the Dental Insurance Plan is NOT automatic nor is it required. If you choose to enrolling the Dental insurance plan you must submit the online enrollment form by July 15. If you have any questions regarding the insurance plan, please contact the University Insurance Health Plan directly at (800) 437-6448 or at [info@univhealthplans.com](mailto:info@univhealthplans.com)

UMDNJ's agent for insurance is University Health Plans (UHP). UMDNJ's current insurance carrier is AETNA. After the waiver form is submitted online, AETNA will determine if your existing insurance is compliant with UMDNJ requirements and UHP will communicate directly with you about waiver qualification. *Save the UHP e-mail you receive for future reference.*

#### Dental Insurance

UMDNJ will once again offer our students, postdoctoral fellows and their dependents the DeltaCare dental insurance plan for the 2012-13 academic year. Enrollment in this plan is voluntary; it is not required insurance.

Students interested in participating in the plan will enroll on line, in the beginning of the academic year, through University Health Plans (UHP). The on-line enrollment form, plan benefits and highlights and a list of network dentists can be found by linking to <http://www.universityhealthplans.com>, and following the links to the UMDNJ dental insurance information.

#### Vision Care

University Health Plans offers students attending colleges and universities and their dependents a vision insurance plan each academic year. You may enroll in this plan on a VOLUNTARY basis; it is not required insurance.

Students interested in participating in the plan will enroll on line, in the beginning of the academic year, through University Health Plans (UHP). The on-line enrollment form, plan benefits and highlights and a list of network physicians can be found by linking to <http://www.universityhealthplans.com>, and following the links to the UMDNJ vision care insurance information.

### **Long-Term Disability Insurance Coverage**

UMDNJ, in conjunction with the AMA sponsored by Med Plus Advantage Program and Standard Insurance Company, provides disability insurance tailored for our medical students. Disability insurance coverage is mandatory for third and fourth year medical students at an annual premium of \$74.67 for a \$1,500 base monthly disability benefit amount. Third and fourth year medical students are automatically enrolled in the student plan and charged the premium.

First and second-year medical students have the option of purchasing a similar plan, if they choose.

Information regarding the disability insurance plan is sent to the Dean of Student Affairs by the Vice President for Academic Affairs and is electronically transmitted to the student body in the spring preceding the next academic year.

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

The plan contains important features -- portability, guaranteed future insurability, and provisions such as a loan payoff, and lump sum and survivor benefits. Guaranteed portability after you graduate and leave the University, and the ability to purchase increased insurance benefits at a later date when your income has grown, without medical screening of any kind, are especially important. If you become totally disabled while you are a student and remain totally disabled, benefits are paid for life and are not offset by social security payments, worker's compensation or other disability income insurance benefits. The plan being offered for purchase is summarized on the accompanying attachment.

Highlights of the plan are:

Guaranteed insurability – coverage will not be denied during the enrollment period.

Favorable disability definition - As a full-time student, you will be considered disabled for the first 5 years if you cannot attend professional school on a regular basis and maintain your status as a student in good standing.

If you become totally and permanently disabled, the plan will repay eligible student debt for which you are legally liable, college and/or school education expenses up to \$200,000.

Benefits are payable for life with waiver of premium if you are disabled.

Portability - You may take this insurance protection with you when you leave UMDNJ. Full-time nursing students, allied health students and graduate students in the biomedical sciences may convert to group disability income product upon graduation.

Any salary or other compensation of \$3,000 or less received by a disabled student will not reduce the monthly disability benefit.

If you wish to enroll in this plan for the 2012-2013 Academic Year, fill out the [enrollment form](#) within 30 days of the start of your school year, include a check in the amount of \$88.92 payable to Standard MPA Program and mail to Professional Benefit Consultants, Inc., 7525 S.E. 24th Street, Suite 350, Mercer Island, WA 98040. If you are unsure of your start date, call your Associate Dean for Student Affairs. If you have any questions, please contact the AMA Insurance Agency, Inc. (AMAIA) at 1-800-458-5736. Visit [www.medplusadvantage.com](http://www.medplusadvantage.com) for more information.

## **UMDNJ Student Housing, Identification, Parking and Public Safety**

### **Student Housing**

#### University Housing: 180 West Market Street

The state-of-the-art design and on-campus location create a thoughtfully planned living experience for 462 graduate students, residents, post docs and faculty from UMDNJ's medical, dental, nursing, and other schools. There are 233 apartments including 1, 2, and 3 bedrooms as well as studio apartments which are fully furnished. Apartments include modern full size living room, kitchen, bath, private bedrooms, and plenty of closet space. Other features include air conditioning and high speed internet. Apartments are cable-ready and are also staffed 24/7 with building security and card access entry. Other amenities include: parking, laundry and vending machines, outdoor terrace on the 6th floor, and quiet study lounge.

For more information please go to: <http://www.umdnj.edu/fpcweb/housing/>

#### Off-Campus Housing

There is ample housing available within a short distance from all the facilities. Several of our present and past residents with families reside in homes and have enrolled their children in excellent school systems in the area. Listed below are some information if you are interested in an off-campus rental.

### **Student Identification**

The identification badge is processed for each student during the week of orientation for students entering NJMS. It entitles the student to library and other services of the University. Student identification badges are carried and displayed at all times while on campus and in clinical facilities. Identification badges are necessary to gain entry into campus buildings and parking facilities.

The student identification badge is also required to receive and cash student financial aid checks. Student identification badges are NON-TRANSFERRABLE. Identification badges are obtained from the UMDNJ Public Safety Office in Administration Complex - Building 5, (973) 972-4563 for students of the Newark Campus. If lost, identification badges may be replaced through the Public Safety Office for a specified fee. [University Policy Regarding Identification](#)

IDs will be replaced free of charge in case of changes in your name or due to damage from regular wear and tear. Stolen IDs will be replaced free of charge, however, you must provide a police report.

### **UMDNJ Student Parking**

All vehicles owned, operated or parked on all of the University campuses must be registered with the UMDNJ Public Safety Parking Office. Information regarding location of these offices, hours or operation, and contact information may be obtained by accessing the link above.

### **UMDNJ Public Safety and Police**

The UMDNJ Newark Department of Public Safety is located at the rear of the Stanley S. Bergen, Jr., M.D. Building, Room 149, 65 Bergen Street, Newark, New Jersey, (973) 972-4563 (Administration), (973) 972-4491 (non-emergencies). In case of a policy emergency, dial 222. (Administration and non-emergencies) or dial 7-7777 for emergencies.



NAME OF AWARD	TYPE OF AWARD
<b>Stanley S. Bergen, Jr., M.D. Medal of Excellence Award</b>	Given to 4th yr student who performed at a high level in clinical studies, has notable achievement in research and has demonstrated leadership.
<b>Dean Charles L. Brown Award</b>	Given to 4th yr student who demonstrates professional attributes of medical profession and has made significant contribution to the school.
<b>The Leonard Tow Humanism in Medicine Award Presented by the Arnold P. Gold Foundation</b>	Honors graduating student and faculty member who embody compassion & sensitivity in delivery of care to patients and family members, in addition to scientific achievement.
<b>American Academy of Neurology-Medical Student Prize for Excellence in Neurology Award</b>	Awarded to a graduating student who exemplifies outstanding scientific achievement and clinical acumen in neurology and outstanding personal qualities of integrity, compassion and leadership.
<b>AAPI (American Association of Physicians of Indian Origin) Award</b>	Given to 2 graduating students (one of Indian origin) in recognition of outstanding achievement.
<b>Alexander Gordon Memorial Endowed Scholarship Fund Award</b>	Awarded to a graduating student who is recognized for their dedication to volunteerism, mentoring and mutual support of other students at NJMS.
<b>AMWA Glasgow-Rubin Certificates of Commendation</b>	Given to female members of AOA
<b>AOA Medical Student Research Award</b>	Award recognizes exceptional medical student(s) for performance of meritorious original research begun and performed while a student at NJMS.
<b>David E. Ross Memorial Award</b>	Given to a senior student who has demonstrated a commitment to compassionate care and the well-being of the patient and patient's family.
<b>Dept. of Orthopaedics Award for Excellence</b>	Given to 4th year student who excelled in Orthopaedics
<b>Dept. of Psychiatry Award</b>	Given to 4th yr student who excelled in Psychiatry.
<b>Dr. Harold J. Jeghers Future Internist Award</b>	Given to 4th year student who has demonstrated excellence in IM.
<b>Dr. Jacob Bleiberg Award</b>	Given to 4th yr student who shows proficiency in Dermatology.
<b>Dr. Jacob Dreskin Award</b>	Given to 4th yr student who has performed in an outstanding manner throughout the clinical years.
<b>Dr. John Snow Anesthesiology Award</b>	Given to 4th year student who excelled in Anesthesiology.
<b>Dr. Paul Miranti Award</b>	Given to freshman student who excelled in Human Anatomy course.
<b>Dr. Samuel D'Ambola Award</b>	Given to 4th yr student who has shown academic excellence and commitment to principles of FM.
<b>Dr. Wilhelm Frisell Award</b>	Given to freshman student who had best performance in Biochemistry/Molecular and Genetic Medicine.
<b>Drs. Milton &amp; Rose Prystowsky Award</b>	Given to senior student who has demonstrated best overall performance in patient care.

NAME OF AWARD	TYPE OF AWARD
<b>Essex County Medical Society Award</b>	Given to a graduating student who has lived in Essex County for the majority of his/her life and has helped to improve the quality of life for citizens of that county.
<b>Faculty Organization Award</b>	Given in recognition of outstanding academic achievement and leadership throughout 4 years.
<b>Kenneth M. Klein, M.D. Award</b>	Given for distinguished achievement in the DPPT course
<b>Merck Manual Awards</b>	Awarded to 4 superior 4th yr students based on overall academic achievement.
<b>The Emily Fay &amp; Thomas Eck Mentoring Award</b>	In recognition of exceptional dedication and leadership in the mentoring of medical students.
<b>NJMWA-Gertrude Ash Memorial Award</b>	Honors top female graduate who has attained highest rank in class.
<b>Physical Med &amp; Rehab Award</b>	Given to 4th yr student for academic excellence in PM&R.
<b>Ruy V. Lourenco M.D., Dean's Achievement Award</b>	Top-ranked senior student who in addition to an outstanding academic record exemplifies the spirit and ideals of NJMS.
<b>Student Family Health Care Center-Family Medicine Award</b>	This award is to recognize an SFHCC leader who has been a role model for his/her peers by demonstrating compassion and patient advocacy while providing comprehensive primary care to the underserved of our community.
<b>The Douglas E. Wong, M.D. '89 Endowment Award</b>	Given to 4th year student who has matched to Dermatology residency and has financial need.

The Gold Humanism Honor Society (GHHS), sponsored by the Arnold P. Gold Foundation, honors fourth year medical students, residents, and role-model physician teachers, for "demonstrated excellence in clinical care, leadership, compassion, and dedication to service". Students are selected during their third year of medical school by peer nomination. Students are asked to identify three individuals in their class who most closely fit the four statements that include characteristics related to humanism (integrity, excellence, compassion, altruism, respect and empathy). Induction of new members is held during the White Coat Ceremony in August. GHHS members are awarded a certificate and a specially designed GHHS lapel pin by the Society. Mention of this honor is included in the students' Medical Student Performance Evaluation (MSPE).

Alpha Omega Alpha (AOA) is the national honor medical society. The NJMS section of AOA is the Beta Chapter which is led by a Faculty Councilor. Student members hold the positions of President and Vice President of the chapter. The top 25 percent of the class is eligible for election, however, each chapter may elect to AOA membership up to one-sixth of the projected number of students that will graduate. Students may be elected in the third and fourth year of medical school. Once elected, the new members are inducted during the annual spring banquet. Mention of this honor is included in the students' Medical Student Performance Evaluation (MSPE).

## **Student Organizations and Clubs**

### Student Council

The Student Council represents the entire student body spanning all four years of NJMS. The Student Council funds and oversees all student organizations, and is responsible for electing student representatives for all major school committees including the Faculty Council, Preclinical and Clinical Curriculum Committees, Admissions Committee and many more. The council addresses all student concerns on campus such as tuition, curriculum, and student policy and has numerous ad hoc committees including the LCME Independent Student Analysis and is represented on the NJMS Strategic Plan Committee. The Student Council also oversees Student Programming and Fundraising.

The Student Council Fundraising Chairs hosts fundraising events and runs the operations of the school store. The Student Store, located in the student lounge, has all your favorite school apparel and accessories. Whether it's looking like a surgeon in scrubs for Anatomy Lab or just keeping warm in the Lecture Halls with some hoodies, we have what you are looking for. There are different varieties of T-shirts, baseball hats, ties, sweatshirts, scrubs, athletic shorts/tops, drinking glasses and coffee mugs waiting for you. They make a great gift for friends or family members around holiday time. Students also fundraise for charity. If you have any questions or would like to see what we have in the Store, please contact us.

The Student Council Programming Committee is responsible for organizing school-wide events and functions throughout the year. The programming chairs organize and run annual NJMS events such as the Golden Apple Awards Dinner Dance and the Fall Formal. NJMS Follies is an annual variety show comprised of student acts including bands, videos, poetry and more. In addition, the student body also works to organize numerous social events including post-exam and end-of-semester parties, ski trips, trips to sporting events, museum or theater trips and other exciting events.

### American Medical Association (AMA)

The AMA is a national organization comprised of medical students and physicians alike and is committed to representing them on issues affecting medicine at every stage in their careers. It offers students an opportunity to make a difference on a national level. Focusing on issues including medical student debt, access to care, public health, and more, we strive to improve medicine and help physicians do what they do best: care for patients. In the upcoming year, we will be running community service activities, informational sessions beneficial to students, political activism events including the opportunity to make our voices heard in Trenton and Washington, and more. We're looking forward to an exciting year!

### American Medical Student Association (AMSA)

The American Medical Student Association (AMSA), with a half-century history of medical student activism, is the oldest and largest independent association of medical students in the United States. AMSA's national philosophy is two-fold: to address medical student interests and to focus on national and international healthcare concerns. AMSA at NJMS hopes to address both local and national goals and provide an opportunity for student involvement at both a local and national level. We hold our annual book sale in August as a means to reduce the ever increasing cost of medical education. We will continue to bring high profile speakers to talk about key issues such as pharmaceutical companies influence on physician practice, speakers about the upcoming national election and its impact on American healthcare and LGBT and women's involvement in the healthcare community. Besides community health fairs, our annual Student Doctor Day brings in 300 local high school and middle school students to NJMS and attempts to engage them in pursuing a career in medicine. Each year in September our Global Hunger Week helps raise awareness about international problems that exist outside the city of Newark. In the upcoming year we will begin to host forums which address diverse topics such as changes to our NJMS school curriculum and student's experience in worthwhile summer projects such as international volunteering abroad.

### American Medical Women's Association (AMWA)

The American Medical Women's Association is an organization which functions at the local, national, and international level to advance women in medicine and improve women's health. We achieve this by providing and developing leadership, advocacy, education, expertise, mentoring, and strategic alliances. Our chapter is focusing on bringing awareness to health concerns like breast/cervical cancer and reproductive health, celebrating the variety of medical specialties and achievements that women physicians participate in, and helping to serve the needs of women of Newark. We will continue with traditional events such as the Women in Medicine Dinner, Breast Cancer Awareness Month, Women and Health Elective, and The Vagina Monologues, while still creating fun new ways to integrate women's issues into medical education and practice.

### Anesthesia Interest Group

The Anesthesia Interest Group runs a lecture series and workshops geared towards students interested in exploring or pursuing a career in anesthesiology. Workshops include airway insertion and IV and arterial line insertion on mannequins, running ALS protocols on computerized simulators, and more. Lectures are given by prominent lecturers from the Department of Anesthesiology and Perioperative Medicine, 3<sup>rd</sup> and 4<sup>th</sup> year students, as well as a match panel at the end of the year from recently matched graduating students.

### AAPI

AAPI is the second largest medical association boasting 42,000 physician and 15,000 medical student and resident members nationally. The goals of the organization are to facilitate and enable it's members to engage in various clinical opportunities, cutting edge research, community service, and promoting Indian cultural awareness. The NJMS chapter is known for it's health fairs, participation in Ghandi's day of service, and it's annual role in the cultural show. This year, we hope to take steps to further enhance our role in the community via educational outreach programs, health fairs, and by building an even stronger support system for the incoming first years through our big sib/little sib program. Some of our plans include the upcoming health fair on May 11th, a mixer with the Indian Dental Students Association, the cultural show, and a lecture series for the Indian community about common health issues and preventative measures. We are eager to work with other organizations to accomplish all of these goals and more! Being a success is a collaborative effort and we look forward to working with other organizations to maximize NJMS' potential.

### APAMSA

APAMSA is an organization that works to promote the health and well-being of the Asian community, help medical students understand how to care for the Asian patient in a culturally sensitive manner, and address issues important to the Asian-American medical student. We plan to hold events, such as the Multicultural Show, that will expose the student body to different aspects of Asian culture. We would also like to educate students on the different alternate therapies that Asian patients often use. We also plan to hold events geared toward the needs of Asian patients.

### Benjamin Rush Surgical Society

The Benjamin Rush Surgical Society is a great place to learn about and explore various surgical specialties. This year, we have exciting events planned such as monthly lectures with some of the top surgeons on campus, diverse workshops such as a hands-on suturing workshop, and shadowing in the operating room. Be sure to come to our first meeting in the fall!

### Blush You're Beautiful

Blush You're Beautiful has been featured in numerous NJMS and UMDNJ publications. The organization provides make-overs to our lovely patients in the University Hospital Cancer Chemotherapy suite. Our goal is to brighten up these women's days by making them feel beautiful inside and out, which is often overshadowed by the difficult burden of their illness.

### Christian Medical & Dental Association

The Christian Medical & Dental Associations' goal is to motivate, educate, and equip Christian physicians and dentists, and students to glorify God. At NJMS chapter, we seek to encourage one other through prayer, fellowship, Bible study, and outreach. Life as a student is tough and time-consuming, so much so that your faith is being tested continually. Join us at CMDA as we support one another and explore the challenges and privileges of living as Christians while in school. We are a nondenominational group, so all are welcome!

### Club Med

Club Med is a group designed to increase awareness, knowledge and interest in the field of Internal Medicine primarily for first and second year students. The club organizes lectures that are given by physicians from various Internal Medicine specialties that give students information on current challenges and advancements of the field. Through cooperation with the University Hospital's Department of Medicine, 1st and 2nd year students can do various activities such as: go on private rounds with attendings from the department of medicine, see patients to increase their history and physical exam skills under the supervision of an attending (ATM sessions), and many other activities that will assist them in advancing their medical school careers.

### Cross Cultural and Integrative Medicine (CCIM)

Cross Cultural and Integrative Medicine (CCIM) is a student organization dedicated to programming that: Increases the cultural competence of the future physicians at New Jersey Medical School by exposing them to modalities of healing from traditions and cultures throughout the world. Promotes respect for their patients' health beliefs and behaviors which may stem from a different understanding of the world than that espoused by modern medicine by exposing them to complementary and alternative forms of healing. Exposes them to the concept of integrative medicine, which goes further than using other modalities of healing as complementary and alternative by fully integrating them into the treatment plan of the patient.

### Dermatology Interest Group

The Dermatology Interest group is open to all students interested in exploring or pursuing a career in dermatology. The Interest Group brings in many speakers from the department and features lectures by upperclassmen, as well as a match panel featuring recently matched graduating students.

### Domestic Violence Awareness Group

Over 70,000 reports of domestic violence are filed each year in New Jersey. The Domestic Violence Awareness Group's purpose is to increase education and awareness of the prevalence and the effects that domestic violence has on the population and in medical settings. Since DVAG's creation, we have raised awareness through various fund-raising, community awareness, and educational activities. We've worked closely with other school organizations to accomplish our goals. This year, we plan to expand our organization and increase student involvement. Furthermore, we would like to organize lectures featuring perspectives from both survivors of domestic violence and physicians who have encountered patients affected by domestic violence.

### EDGE

EDGE is a new student-run dance group that focuses on serving both UMDNJ and the surrounding communities through the art of dance. EDGE aims to fulfill this vision by offering workshops/dance lessons and initiating community service outreach projects that aim to provide an enriching dance experience to a broad spectrum of dance styles. Through these endeavors, EDGE hopes to bring satisfaction and enjoyment to everyone involved.

### Emergency Medicine Interest Group (EMIG)

The Emergency Medicine Interest Group is responsible for the elective program in the Emergency Department of University Hospital. This program provides a unique experience for preclinical students to shadow physicians in the ER, allowing them to gain first-hand exposure to a variety of clinical cases. EMIG also hosts a number of events during the school year, including faculty-taught suturing and intubation workshops, in which students can learn important skills pertaining to emergency medicine and life support.

### ENT Interest Group

The ENT Interest Group holds regular meetings on different ENT topics. The group is open to those interested in pursuing and exploring a career in ENT. Lectures are given by faculty and upperclass students. There is an annual match panel held by recently matched graduating students.

### Family Medicine Interest Group

The Family Medicine Interest Group holds meetings and lectures monthly. Lectures are given by faculty and upperclass students. An annual match panel is held by recently matched graduating students. They also participate in the annual Primary Care Dinner at NJMS.

### Floor Hockey Club

The Floor Hockey Club holds regular games in the NJMS gym. The club has an entire set of equipment and will teach any newcomers to the sport. The club is working to create an annual NJMS Floor Hockey Tournament.

### Global Health Alliance

The Global Health Alliance's mission is to promote a shared understanding, appreciation, and passion for global and international health issues. The group seeks to accomplish this through sponsoring a speaker series, organizing infectious disease rounds for 1st and 2nd years, participating in World AIDS Day and other community health campaigns, collecting equipment and supply donations for overseas sites, and hosting a global health journal club. Together with national partners such as the Global Health Education Consortium (GHEC), the Global Health Alliance is also offering an online enrichment course in global health for all interested students. The Alliance will also serve as an information resource for students seeking to participate in conferences, summer internships, research positions, and electives in global health.

### Jewish Medical Society (JMS)

The Jewish Medical Society (JMS) wishes to provide an opportunity for Jewish medical students to further explore Judaism through lectures, holiday outreach programs, social programs, medical forums, and religious events. In the coming year, we hope to build on the progress we have made in the past year. We look forward to holding a series of Kabbalah classes, sponsoring holiday outreach programs, hosting Shabbat dinners, having holiday parties, and bringing in a specialist on the topic of Jewish medical ethics.

### Latino Medical Student Association

Boricua Latino Health Organization holds many events, including the Cinco De Mayo Food Celebration, the Senior Send-Off with SNMA, a Salsa Bash, the Latino Health Lecture Series, the Medical Spanish Elective, a Cross Cultural event in collaboration with other clubs, Health Fairs with Dr. Thomas Ortiz, Food/Bake Sales throughout the year, and a Mojito Social. BLHO hopes to continue to expose the UMDNJ community to the Hispanic/Latino Culture, to incorporate other Hispanic Cultures currently not widely known, to start new events with other clubs currently not collaborating with BLHO to make the organization more known and diverse, to participate in Cancer Awareness Month, and to bring education to the Hispanic/Latino Community. Also, BLHO will make sure that by the end of the year everyone knows how to dance Salsa!

### Louria Society for Public Health

The Louria Society is geared towards students interested in promoting and exploring public health. Students from different specialties expand their public health knowledge through lectures, journal clubs, film viewings, and career panels with experts in multiple fields. NJMS also offers a combined MD/MPH program for interested students.

### UMDNJ LEET

UMDNJ LEET is a student volunteer organization which reaches out to the pediatrics ward at University Hospital, and providing the children with regular entertainment on Wednesday afternoons with an emphasis on humanism and charity. Our aim is to engage students in interaction with patients on a personal level early in their medical school career and to foster a sense of community by playing games and having fun with many different children who are hospitalized. In addition, we aim to organize charity drives to benefit the Newark community and UMDNJ population as well.

### Military Medical Group

The Military Medical Group is committed to helping those members of NJMS who serve in the military further their education and military careers through the exchange of information, mentorship, and related activities. Secondly, we hope to serve as a resource for members of the student body who have questions about the military and military scholarships, as we feel we can provide unbiased, accurate information which may not be found from a recruiter. Our current members include members of all branches of the military, active and reserves. Thirdly, we hope to engage in informative and open discussions about pressing issues affecting the military and military medicine today. Such topics include the role of physicians in interrogation, medical ethics in the military, and the current system of health care available for soldiers and veterans. We seek to include faculty with relevant experiences to help shape our discussions and provide insight and advice. We are entirely inclusive and are open to all members of the school body, regardless of political affiliation, race, creed, sexuality, or color. Ideas for upcoming events include a trip to West Point's Keller Army Hospital, military technology night: showcasing some of the new medical equipment that is being developed by the military which may find itself use in our hospitals soon, movie night (send in your ideas), speakers from various branches (military doctors), and a charity drive to benefit the Marine's Toys for Tots program.

### Mini-Med

Mini-Med provides health education to high school students in the fall and to the general population in the spring. Each semester includes a 9-week series of lectures about topics in about the field health care, relevant medical issues and the latest research. First and second year students volunteer once a week as homeroom preceptors where they provide instruction and facilitate discussion. Medical students receive 2 weeks of elective credit for Mini-Med if they participate for two full years. Plans for this year include continued development of the Mini-Med Outreach Program, which involves providing health education at off-campus sites.

### Mini-Med Outreach

Mini-med Outreach holds a spring noncredit elective in which students are taken to one of several sites to educate members of the community on a variety of medical issues. Lessons represent topics normally covered during the education component of a primary care visit. Future goals include increasing recruitment of medical students, increasing audience involvement, teaching health literacy skills, and performing a needs assessments to adjust the curriculum.

### Muslim Students Association (MSA)

The Muslim Student Association works with other cultural groups and provides a supportive community for the Muslim students while building collaboration amongst our members. The MSA's prime objectives are to become an organization facilitating social, academic and professional dialogue amongst the various student organizations, and encouraging community service.

### NJMS Hockey Club

The NJMS Hockey Club is made up of both ice and roller hockey enthusiasts who enjoy taking time out of their busy medical school schedules to get some exercise and have some fun. The UMDNJ Med Wings, a team formed by the club, have played 3 successful seasons at the Prudential Center in Newark. All members of the UMDNJ-Newark community are welcome to join, regardless of school, gender, knowledge of the game or skill level.

### PIGlet (Children's Psychology Interest Group)

PIGlet runs the Psychology and Children's Psychology Interest Groups. The groups features numerous lectures from faculty and upperclassmen and a match panel at the end of the year from recently matched graduating students.

### PINACLE

PINACLE stands for Partnership In Newark Advocating Community Leaders' Empowerment. The goals of the organization are to provide education to Newark community leaders on health issues of interest to the community and to empower the community leaders to become health educators in their respective communities. These community leaders, referred to as Community Health Advocates (CHAs), come from various community based organizations both religious and secular. 3rd year medical students provide the CHAs with the health information and skills to teach the information back to their community members during regular health institutes. The CHAs are encouraged to hold health education workshops at their local communities where they teach a specific health topic. PINACLE members attend the workshops to provide free health screenings, supplement the information provided by the CHA, and provide information on medical resources in the area. Goals for the year include increasing the number of workshops held in the community, incorporating community research into the organization's activities and getting 1st year students involved in the organization.

### PM&R Interest Group

The PM&R Interest Group is dedicated to educating medical students about its multi-faceted specialty, giving opportunities to those interested in the field to participate in learning experiences, taking part in community service activities, and organizing events that promote and display this area of medicine. We hope, in the 2008-2009 year to expand on our shadowing program, offer more high school and college sporting events students can attend with a physiatrist, organize physical exam and anatomy workshops, and engage in more community service events. The board is extremely excited for these anticipated programs and we look forward to being active in our NJMS community.

### Project Peds

Project Peds is an organization that provides an elective for medical students interested in learning about Pediatrics and its specialized fields. Throughout the upcoming year we will have theme-based presentations that will run the gamut from the clinical aspects of pediatric medicine to the major healthcare issues involved in modern day pediatrics. A wide array of pediatric specialists and general pediatric physicians will be invited to expose students to the various fields within pediatrics and to discuss their own experiences as doctors. Students in the elective will be encouraged to participate in a number of volunteer events, some specifically in the Pediatric floor of the hospital, such as the Halloween and Valentine's day parties, and others that will take place outside of the hospital, like Flu clinics and charity walks. In addition, students will have many opportunities to spend time with children in the hospital by volunteering in activities such as rocking babies in the Border Babies unit and spending time in the playroom on the pediatric floor. In order to provide guidance to those students interested in pursuing careers in pediatrics we have a mentor program, which connects students with faculty members in a wide range of pediatric specialties.

### Student Health Advocacy for Resources and Education (S.H.A.R.E.)

Service is not a duty, it is an honor. Student Health Advocacy for Resources and Education (S.H.A.R.E.) stresses the privilege and power of such outreach. S.H.A.R.E. supports 7 service groups, allowing NJMS students to pursue patient care, community education, youth mentoring, and more. S.H.A.R.E. activities make these students a true part of the Newark community. In the upcoming year, S.H.A.R.E. hopes to



introduce the classes of 2009-2012 to many, unique community outreach opportunities: S.H.A.R.E. leaders will expand the role of fellow students in their organizations. S.H.A.R.E. programs will reach out to more Newark institutions. Each S.H.A.R.E. sub-organization will convey their individual goals to that end.

#### Early Start Mentoring Program

The Early Start Mentoring Program is a community outreach project of New Jersey Medical School, which sends trained mentors into Newark elementary schools to promote positive social behavior and non-aggressive conflict resolution. We ask our mentors to work closely with children that the schools have identified as needing individualized attention. Often these children may have behavioral issues or may need academic help, and our mentors will strive to fix these issues and integrate themselves further into the community.

#### New Moms Program

The New Moms Program is one of the community service organizations under S.H.A.R.E. Medical students are paired with pregnant teens who attend the University Hospital's OB/GYN clinic at the Ambulatory Care Center, and act as mentors, liaisons, and advocates for the young women throughout their pregnancy. The medical students attend all prenatal appointments with the mommies-to-be, help present different issues at weekly education sessions regarding prenatal health, are present in the delivery room to help with the birth of the child, and serve as 24/7 support-systems that the women can call with problems, questions, and concerns. This year we would like to place an emphasis on participant recruitment and retention. We are also looking to further improve on the program by incorporating a women's reproductive health education outreach component at local middle and high schools.

#### SFHCC (Student Family Health Care Center)

The Student Family Health Care Center (SFHCC) is one of the oldest student-run free clinics in the United States. Established after the 1967 riots to meet the needs of the medically under-served, the SFHCC offers free, quality health care to the Newark community. Services include physical examinations, chronic disease management, gynecological care, and psychosocial counseling--all provided by volunteer medical students under the supervision of board-certified family physicians. For students, the SFHCC provides an opportunity to enhance clinical skills, focus on the doctor-patient relationship, lead student teams, and interact with a diverse group of attending physicians throughout all four years of medical school.

#### STATS (Students Teaching AIDS to Students)

STATS is an outreach program in which 1st and 2nd year medical students lead HIV education and prevention workshops in local middle and high school classrooms, health fairs and within the UMDNJ community. STATS also reaches out to local adolescents living with HIV by matching them with medical students in a peer support program run in conjunction with the University Hospital.

#### SSSP (Student Sight Saver Program)

The Student Sight Saver Program aims to help eliminate preventable eye disease through vision screenings and education. In advancing that cause, our mission is two-fold: to educate our peers and to serve our community. The club runs an Introduction to Ophthalmology elective that exposes medical students to the field while underlining the need for charity eye care both locally and internationally. To further our second purpose, we collect glasses to donate to community members with vision deficits secondary to uncorrected refractive error. The club also applied for grant money to obtain equipment and funding to screen local community for vision-threatening diseases.

### Student Interest Group in Neurology (SIGN)

SIGN (Student Interest Group in Neurology) is the national student branch of the American Academy of Neurology. The mission of the NJMS chapter of SIGN is to bring together medical students who are interested in exploring neurology, neurosurgery, and psychiatry. Next year we plan to continue the SIGN shadowing program, in which students are matched with mentors based on their particular specialty interests. We will also continue the SIGN elective. Another goal for next year is to make sure that each of the 3 specialties is represented with specialty specific events. In addition, few students know that neurology has one of the greatest number of subspecialties available from a single specialty, so we plan to sponsor a subspecialty forum in which students will have the opportunity to learn about all the subspecialties. We also hope make NJMS' participation in the MS walk (which began this year and was a huge success) a yearly tradition. In addition, we want to provide an opportunity for students to relax, so we plan to host a couple of neuro-related movie nights next year.

### Student International Medical Mission Interest Group

The Student International Medical Mission Interest Group is a new student organization with a fourfold purpose: 1) to offer a central means of assisting in the coordination of international medical missions in which NJMS students participate, 2) to support the continuity of opportunities for international medical missions at NJMS via dissemination of information to students, meetings, partnering with interested faculty supervisors and site directors, and building a database of available international opportunities, 3) to raise public awareness at NJMS of the importance of volunteering and research at international medical missions and 4) to facilitate fundraising activities that support the participation of NJMS students at international medical missions. As it is a new organization, our focus this year will be the successful completion of the 2010 medical mission to Ghana, in which nine 4th year students are currently scheduled to participate. Support for other medical missions will be considered with the participation of more faculty members and additional students. Meetings are held every two months to discuss various available opportunities, as well as to allow students, faculty and staff to present any relevant information that is pertinent to student participation in international medical missions. It is important to note that SIMMIG focuses on assisting students in participating in medical missions, whereas other groups focus on discussing international health issues. However, there is tremendous room for collaboration. It also offers all NJMS students the following: 1) the ability to learn the ropes of fundraising for medical missions, including medical supplies, equipment, transportation, room and board, 2) the opportunity to actually participate in clinical activities in a resident-like capacity as early as the beginning of the 2nd year and as late as the end of the 4th year, 3) the opportunity to participate in clinical research opportunities abroad, particularly looking at interesting medical or surgical cases rarely seen in the US given the difference in the access and level of care available, as well as quality assurance and quality improvement (QA/QI) studies, 4) the joy of visiting a developing country and learning hands-on about their specific health care systems and cultures, 5) assistance from experienced students, usually 2nd years and 4th years, and faculty members who understand the requirements for successful completion of such missions, 6) 4th year students who are successful in securing their participation in a medical mission can also gain elective credit from the Registrar's, as an outside externship. The regular externship application process and formal evaluation by the site director are to be followed, as per the Registrar's policies. However, SIMMIG members will gain a competitive edge in this regard.

### Student Lounge Foundation

The Student Lounge Foundation is in charge of the operation of the student lounge, and also hosts a number of events throughout the year. The Student Lounge has cheaply-priced coffee, drinks, and snacks for students, four televisions with XBOX, XBOX360, and Playstation 2, two billiard tables, two ping pong tables, a dart board, and a foosball table. The lounge hosts Ping Pong and Billiards Tournaments with numerous other events throughout the year. Our motto is "Happy Students make Good Doctors."

### Student National Medical Association (SNMA)

The Student National Medical Association is the nation's oldest and largest independent, student-run organization focused on the needs and concerns of medical students of color. SNMA is dedicated both to ensuring culturally sensitive medical education and services, as well as increasing the number of African-American, Latino and other students of color entering and completing medical school.

### SHM (Student for Humanism in Medicine)

SHM (Students for Humanism in Medicine) is a student-run organization whose specific goal is to promote activities that raise awareness of the need for humanism and compassion within the field of medicine. We hope that all students who are a part of SSHM will be able to not only experience and apply humanism in medicine through various community service activities, electives, and projects, but also actively apply their own ideas about humanism by creating and planning new activities through SSHM. There are currently six committees within SSHM that seek to accomplish our set goals: Palliative Care, Community Engagement and Service, Programming, Rehabilitative Medicine, Integrative Medicine, Hospital and Hobbies.

### STATS (Students Teaching AIDS to Students)

STATS (Students Teaching AIDS to Students) works with children and adolescents affected by HIV and AIDS. STATS also promotes HIV education and advocacy through World AIDS Day and World AIDS Week lectures, films, and discussions. Activities include workshops, activities, and tutoring at the Academy Street Firehouse, mentoring and field trips with the children of the Francis Xavier Bagnoud (FXB) Center, and HIV education and advocacy events for medical students and the NJMS community. This year we hope to expand to include an educational program for school-aged children in Newark about AIDS prevention.

### Ultimate Frisbee Club

The Ultimate Frisbee Club organizes weekly games as well as holds a tournament once a year.

### UMDNJ Football Club

The UMDNJ Football Club represents NJMS and UMDNJ on the soccer field against other local club teams.

### Urology Interest Group

The Urology Interest Group has regular meetings and lectures given by faculty and 3<sup>rd</sup> and 4<sup>th</sup> year students. Recently matched graduating students hold an annual match panel at the end of each academic year.

### Vascular Surgery Interest Group

The Vascular Surgery Interest Group has regular meetings hosted by faculty and upperclass students. Recently matched 4<sup>th</sup> year students hold an annual match panel at the end of the academic year.

### Volleyball Club

The Volleyball Club hosts games at least once a month. Games are played both outdoors in the courtyard and in the NJMS gym.

### Vocal Chords A Cappella Ensemble

During the 2008-2009 school year, the Vocal Chords A Cappella Ensemble expanded from the original 4 members (the Tetralogy of Fellows) to an ensemble of over 20 regular members from all 4 classes. We held rehearsals on a weekly basis, preparing both winter and spring repertoires. In December, the group performed several times in University Hospital for patients. We also had our first annual holiday sing-a-long concert where many faculty and students attended. In the spring, the group performed at several functions including Humanism Day and Follies. We are looking for new members, and we are open to singers of all parts and levels.



## **Educational Program for the M.D. Degree**

### **Curriculum Overview**

This section of the handbook provides an overview of the curriculum. It contains information on goals and objectives, content, grading and evaluation. Additional information, including detailed schedules and study guides, will be distributed by the responsible department at the beginning of each course. At the end of each course, you will be asked to complete an evaluation that is used to further improve the educational program. Your personal comments and suggestions are welcome at any time.

The first year is devoted mainly to a study of normal human structure and biology, and the psychosocial, behavior and environmental determinants of health. Lectures, laboratories and case-based discussions are the principal contexts for learning. The art and science of medicine are introduced through first-hand experiences with patients in ambulatory settings.

The second year curriculum builds on the knowledge of normal life processes that has been gained in the first year. It provides an understanding of the mechanisms underlying human disease and disability and the approach to managing them clinically. Essential concepts and principles are presented in lectures. Laboratories, case discussions and computer based simulations. Clinical skills are honed through a series of patient encounters and preceptorships.

After completing the Transition to Clinical Settings (TCS), students participate in a week long orientation, Transition 2 (T2) which prepares them for the clinical clerkships that follow immediately after. The core clerkships consist of Medicine/Selective, Surgery, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry/Neurology. The third year curriculum also offers two elective opportunities for students to explore their interest further.

The third year curriculum offer a broad base of exposure to core disciplines of medicine where students further enhance their clinical skills.

During the fourth year students are required to complete an acting internship one of the following disciplines; surgery, medicine, pediatrics, family medicine & obstetrics/gynecology. The 4<sup>th</sup> year curriculum also consists of 3 core clerkships in Emergency Medicine, Physical Medicine and Rehabilitation and Preventive Medicine & Public Health. Through these clerkships and a variety of elective students start to effectively take on the preparation for post graduate residency training.

Students are encouraged to participate in the Noncredit Elective program, which explores aspects of the physician's professional role not covered in the formal curriculum. These noncredit Elective courses are described in a separate brochure. [http://njms.umdnj.edu/education/registrar/non\\_elective.cfm](http://njms.umdnj.edu/education/registrar/non_elective.cfm)



## **Curriculum Goals and Objectives**

1. Mastery of clinical knowledge with basic sciences integration
2. Excellence in clinical skills
3. Excellence in professionalism and humanism
4. Commitment to the health of the community and appreciation of social and cultural diversity
5. Dedication to lifelong learning
6. Development of effective education and communication skills

### **Curriculum Objectives:**

#### **Goal 1: Mastery of Clinical Knowledge Basic Sciences Integration**

- Demonstrate comprehension of core basic science knowledge
- Demonstrate comprehension of core clinical knowledge
- Demonstrate an ability to utilize basic science knowledge to explain normal and abnormal physical findings

#### **Goal 2: Excellence in Clinical Skills**

- Obtain a comprehensive history and perform a comprehensive physical exam, including obtaining a complex biopsychosocial history
- Exhibit facility in developing differential diagnoses and therapeutic plans
- Present a patient in a comprehensive, logical and analytical fashion
- Demonstrate ability to counsel patients
- Demonstrate competency in basic clinical procedures

#### **Goal 3: Excellence in Professionalism and Humanism**

- Demonstrate respect for patients, patients' families and all members of the healthcare team
- Listen to patients in a non-judgmental and value-free manner
- Behave morally and ethically at all times, recognizing and following the NJMS Professional Code of Conduct
- Develop an understanding of one's own strengths, weaknesses, biases and fears
- Acknowledge and learn from mistakes
- Utilize a kind and caring manner interacting with patients, colleagues and other members of the medical team
- Set high standards for behavior for oneself and model these standards for one's peers

#### **Goal 4: Commitment to the Health of the Community and Appreciation of Social and Cultural Diversity**

- Demonstrate the ability to obtain a history and physical that accommodates patients' belief systems
- Demonstrate cultural and linguistic competency
- Demonstrate the ability to develop treatment plans that accommodate the cultural, social and economic context of patients

**Goal 5: Dedication to Lifelong Learning**

- Practice evidence-based medicine
- Identify one's own professional strengths and weaknesses
- Recognize when to seek consultation
- Be open to learn from patients and all members of the healthcare team

**Goal 6: Development of Effective Skills in Education and Communication**

- Teach patients how to maximize wellness, prevent disease and manage illness
- Effectively teach junior students and peers
- Make organized and concise oral presentations
- Be an effective listener
- Communicate with others in a non-judgmental manner
- Write articulate, legible and interpretable histories, physicals and progress notes
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For a complete description of the curriculum goals, objectives and competencies, please [click here](http://njms.umdnj.edu/education/office_education/curriculum/documents/GoalsandObjectives-NJMSYears1-4.pdf) [http://njms.umdnj.edu/education/office\\_education/curriculum/documents/GoalsandObjectives-NJMSYears1-4.pdf](http://njms.umdnj.edu/education/office_education/curriculum/documents/GoalsandObjectives-NJMSYears1-4.pdf)

**The Role of the Education Committees****Committee on Curriculum, Academic Programs and Policies (CAP2)**

Serving as a member of the Committee on Curriculum, Academic Programs and Policies (CAP2) is a significant responsibility that requires considerable effort and a significant time commitment. CAP2 is the central school body charged with the design, evaluation, revision, approval and oversight of the curriculum and overall educational program. The committee makes recommendations to the Dean and his designee, the Vice Dean, regarding the overall leadership, management and implementation of the curriculum. Members of CAP2 are expected to attend each meeting, and to be familiar with the overall NJMS curriculum and educational programs. Members are expected to advocate on behalf of the school's educational mission, and not solely for the benefit of sub-populations that exist within the school.

**Joint Degree Programs Offered****MD/MBA**

NJMS and Rutgers Business School offer the dual MD/MBA program which provides students with a background relating to healthcare management. The combined program affords students the opportunity to learn in a unique environment with a diverse community of students, taught by internationally renowned professors while broadening their career perspectives.

Accepted students interested in the MD/MBA program are required to apply directly to Rutgers University Business School either prior to matriculation at NJMS or during their first year of medical school. Medical school applicants applying to the MBA program are required to take the GMAT examination, and must apply and be accepted into Rutgers Business School independently of their medical school acceptance.

**MD/MPH**

In conjunction with the UMDNJ - School of Public Health, the combined MD/MPH program allows medical students to complete both their MD and MPH degree in five years.

Applicants must have completed an undergraduate program accredited in the United States or the equivalent and must have demonstrated significant academic achievement in an appropriate discipline. Application to this dual degree program must already be accepted at New Jersey Medical School.

### **MD/PHD**

NJMS and the UMDNJ-School of Biomedical Sciences offer an interdisciplinary MD/PhD Program designed as a seven-year integrated experience. The first two years consist primarily of pre-clerkship medical school courses. Laboratory rotations are performed in the summer prior to entering medical school or following the first year. Years 3-5 generally involve full time research towards the PhD degree in a laboratory of your choice. The final two years of the program focus on clinical experience. Coordination between the clinical and research years is designed to facilitate a smooth transition between aspects of the Program.

Applicant may apply to the program when they apply to medical school or as accepted medical students in their 1<sup>st</sup> and 2<sup>nd</sup> year. Application should first be made to New Jersey Medical School.

### **MD with Thesis Program**

The M.D. with Thesis Program offers a unique opportunity to NJMS medical students to conduct original research of excellent quality during their Medical School training. The student is expected to devote one year exclusively to independent research that is Laboratory, Clinical or Population based. The additional year of research experience will provide students the opportunity to study a certain subject in depth. The Program is specifically designed for a rigorous development in scientific thinking, including a thorough understanding of research methodology and scientific writing.

The program is highly suited to students who plan a career in Academic Medicine. The M.D. with thesis program will be administered through the Office of the Senior Associate Dean for Research in conjunction with the Office of Education. The program will be operated by a Committee consisting of representative Faculty members from basic and clinical sciences departments and overseen by Dr. Salgame, Director of Graduate Medical Research Program. Application should first be made to New Jersey Medical School.



**Curriculum-At-A-Glance**

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY
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Year 1											
Transition 1	Molecular and Genetic Medicine (MGM)		Anatomy, Cell Biology & Embryology (ACE)			Medical Physiology (MP)			Mind, Brain & Behavior (MBB)		
	Medical Interviewing (MI)		Ethics, Humanism and Professionalism (EHP)		Physical Examination (PE)			Preceptorship			

Year 2										Year 3	
Infection & Host Response (IHR)		Disease Processes, Prevention & Therapeutics (DPPT)				Biostatistics & Epidemiology		Transition to Clinical Years		Transition 2	Clinical Clerkship
Advanced Communication Skills (ACS)		Advanced Physical Diagnosis (APD)									
Preceptorship											

Year 3: Clinical Clerkships (sample)												
Medicine/ Selectives	Family Medicine	V	Pediatrics		V	E	Surgery	V	Surgery	Psych/ Neuro	OB/ GYN	E
	Pediatrics		Family Medicine	V	V	E	Surgery	V	Surgery	Psych/ Neuro	OB/ GYN	E

Year 4											
Physical Medicine & Rehabilitation, Emergency Medicine, Preventive Medicine/Public Health, Acting Internships, and Electives										Transition 3	Graduation

E – Elective; V – vacation



## **Preclerkship Year 1**

### **Molecular Genetics Medicine (MGM)**

Duration: 9 weeks; August – October

Course Content: Biochemistry and Genetics

Molecular biology brings together biochemistry with genetics and provides a cornerstone for all of biology and medicine. Biochemistry has long influenced medicine (and vice versa), and advances in human genome research are bringing genetics into clinical practice at an accelerating pace. Cells and organisms develop and function under the direction of the genetic information encoded in their chromosomes and in response to environmental stimuli. Genes are expressed through biochemical pathways, and many of the stimuli are themselves biochemical. Developmental processes and homeostatic responses are implemented through biochemistry. Accordingly, the Molecular & Genetic Medicine course deals with:

- the major types of molecules and biochemical reactions that occur in living organisms.
- the flow of information from DNA to RNA to protein.
- human genetics, chromosome structure and abnormalities.
- major metabolic pathways for the synthesis, storage, and breakdown of biological molecules.
- energy generation and nutrition.
- regulatory and homeostatic processes.
- the molecular basis of physiological, pathological, and pharmacological phenomena.
- the principles of genetic and laboratory techniques that are in current use and may guide future diagnostic and therapeutic procedures.

### **Anatomy, Cell Biology and Embryology (ACE)**

Duration: 14 weeks; October – January

Course Content: Human anatomy, embryology and cell biology

The ACE course is designed to provide an understanding of the human body that is fundamental for future medical training and practice. The general goals are to:

1. acquire a basic knowledge of the three dimensional structure of the normal adult human body and be able to describe it through the use of correct anatomical terminology.
2. understand the functional significance of these structures.
3. appreciate, through use of selected examples, the clinical significance of these structures, and
4. learn fundamentals of the development of the body systems in order to:
  - a. better understand normal adult anatomy, and
  - b. recognize and interpret congenital defects in human anatomy.

### **Medical Physiology (MP)**

Duration: 10 weeks; January – April

Course Content: Physiology

The Medical Physiology course provides a functional analysis of the normal operation of the cells, tissues and organ systems of the human body. Lectures, laboratories and problem-based sessions are utilized to develop student understanding of the material. Clinical correlation sessions present cases to demonstrate the clinical significance of the processes studied.

The course consists of the following six units of study: (1) cell physiology (2) cardiovascular physiology (3) renal and acid-base physiology (4) respiratory physiology (5) gastrointestinal physiology and (6) endocrinology and reproductive physiology.

**Mind, Brain and Behavior (MBB)**

Duration: 7 weeks; April – June

Course Content: Behavioral Science and Neuroscience

Mind, Brain and Behavior (MBB) is an integrated course that ranges from basic neuroscience, which includes neuroanatomy, neurophysiology, neurochemistry, and neurotransmitter functions, to behavioral correlates of neural structure and function, clinical correlates of neural dysfunction, neurological diagnosis, and psychopathology. The faculty is drawn from the Departments of Neuroscience and Psychiatry, with other departments participating as appropriate. The course synthesizes basic science and clinical aspects of the knowledge that we have acquired in the neurosciences and behavioral sciences and utilizes this body of knowledge to provide a better understanding of disorders of the nervous and behavioral systems. The teaching modalities emphasize active student participation. Information on key topics is provided in the form of lectures, small-group sessions which utilize case-history presentations, as well as laboratories in neuroanatomy.

**Medical Interviewing**

Duration: 9 weeks; August – October

Course Content: History-taking skills

The purpose of the medical interview, as outlined by Bird and Cole in “The Medical Interview,” is to

- 1) Establish a relationship with the patient
- 2) Hear the patient’s story and
- 3) Assist the patient with their problems

Our emphasis this year is on the first two functions of the interview, learning how to build the relationship, and how to gather the information that will assist us in managing the patient’s problems.

The medical interview is one of the most complex procedures you will learn as a physician. The interview is the source of the majority of our diagnoses so the quality of information gathered is very important. The goal of this course is to give you some basic tools which will enable you to be successful in all the functions of the interview. In a few months this will become very important as you begin your preceptorships.

One of the first sessions in this course will focus on setting the stage for the interview, eliciting the patient’s story in their own words and establishing the relationship. Subsequent sessions will introduce the focused questions that further define the patient’s story and will look at eliciting the patient’s perspective of their illness and why this data is so important. Other sessions in the course will allow immersion into cultural competency and will ensure that students develop the knowledge, attitudes, and skills to begin their path towards the delivery of culturally and linguistically competent care. Case-based videotapes, role-playing, and exercises will be utilized. Reflective writing is a key part of this.

Goal: To train medical students to perform a thorough and accurate medical history in a professional and patient centered manner while meeting the needs of diverse populations. By having a greater self-awareness, the student will ultimately be better prepared to provide high-quality care to a diverse population. By increasing the student’s awareness of health disparities, he/she, as a future provider, can have a more active role in the elimination of these disparities.

**Ethnic, Humanism and Professionalism (EHP)**

Duration: 8 weeks; October – December

Course Content: Ethics, Humanism, Professionalism, and EBM

Ethics, Humanism and Professionalism is designed to give an introduction to biomedical ethics, and to the responsibilities and expectation of the medical profession. The goals are to:

- Enable students to develop a foundation of knowledge about ethical decision-making and the required skills to make ethical decisions that will arise in clinical practice.
- Develop an awareness of the patient as a person.
- Develop an awareness of oneself as a humanistic professional in relation to patients and within the healthcare system.
- Develop skills to become a competent practitioner with a professional duty to lifelong learning.

**Physical Examination**

Duration: 11 weeks; January – April

Course Content: Preceptorship Program

Goal: To train medical students to perform a basic physical exam in a professional and patient centered manner. Students will work collaboratively during small group session on a TBL case. Each week's case is a clinical vignette designed to demonstrate the importance of the physical examination in patient care, and helps to teach and reinforce important PE concepts in an active-learning format.

In addition to working on a case, students will have the opportunity to practice the physical examination on each other with a facilitator supervising the group.

**Preclerkship Year 2****Infection Host Response (IHR)**

Duration: 9 weeks; August – October

Course Content: Immunology and Infectious Diseases

In Infection and Host Response students receive basic facts, principles and concepts of contemporary microbiology and immunology which will provide a solid foundation for continuous acquisition of new information and the intelligent practice of medicine. They are expected to assimilate and use the information presented as a framework to build a comprehensive understanding of disease processes. Students receive basic information through lectures, and two types of small group case discussions. POPS (Patient-Oriented Problem Solving) cases are group-led, while small group infectious disease cases are led by 4th year medical students. On-line laboratories emphasize the properties of infectious agents and histopathology of infectious disease. By the end of the course students are expected to demonstrate mastery of both basic and advanced principles of infectious disease, the agents that cause them, the host's immunological and inflammatory responses, treatments and prevention.

**Disease Processes, Prevention and Therapeutics (DPPT)**

Duration: 20 weeks; October – March

Course Content: Pharmacology, Nutrition, Clinical Preventive Medicine, Clinical Medicine, and Pathology

The purpose of the course is to serve as a bridge between the pre-clerkship and clerkship years.

- Familiarize students with the basic principles involved understanding, diagnosing, managing and preventing diseases.
- Provide the students with a basic understanding of the etiology (cause), pathogenesis (sequence of events), and consequences of human diseases and disease processes. This will encompass a wide array of established and evolving general subjects such as molecular and cellular pathology, disorders of growth and differentiation, tumor pathology, circulatory disorders, and specific organ diseases - congenital, degenerative, infectious, inflammatory and neoplastic.
- Encourage the development of skills and attitudes that will enable students to proceed smoothly into the clerkship years and to progress and succeed as future medical practitioners.
- To prepare the students for the rational and safe use of drugs in the control, prevention and therapy of human disease. This goal is accomplished through the presentation of a body of general principles of pharmacology together with appropriately relevant fundamental information, which illustrates the principles and serves to aid the student's comprehension of the principles.
- To develop a scientific basis for the practitioner's own evaluation of data accompanying the future introduction of new drugs.

### **Biostatistics and Epidemiology**

Duration: 3 weeks; March

Course Content: Biostatistics, Epidemiology and Evidence-based Medicine

Biostatistics and epidemiology provide quantitative tools to help the physician think analytically about patient treatments, clinical trials, and patterns of disease in populations.

We are concerned with the uses of quantitative data and techniques because they are important in clinical decision-making. After all, websites, books, and journals telling you how to treat a certain type of patient are presenting conclusions based on the experience of other patients in similar circumstances. Yet your patient may or may not respond as others do, because there is variability from person to person. Thus it becomes important for clinicians to be aware that statistical techniques are used in quantifying outcomes, and in quantifying the variability or probability of outcomes among patients. These techniques are used in summarizing the degree of uncertainty that may be associated with published conclusions, or with the test results you receive from clinical laboratories, so you need to be familiar with them. It is also important that you understand how relationships between patterns of disease and their causal factors enable researchers to identify risk factors for disease – and even help choose the most likely diagnosis for a given patient. Certainly, at a minimum, your goal should be to achieve an understanding of each concept listed under the rubric “quantitative methods” on the USMLE content list (shown after this course description), by the end of our course. These are the concepts that practicing clinicians ought to be familiar with, according to National Board guidelines. Additional material will be presented, based on our experience with physician needs.

### **Advanced Communications Skills (ACS)**

Duration: 8 weeks; August – October

Course Content: Psychiatric Interviews,

The Advanced Communication Skills (ACS) course is designed to review aspects of the doctor-patient relationship that can affect a doctor’s success in his/her profession. The development of satisfying and effective therapeutic relationships, and lower malpractice risks through excellent communication.

### **Advanced Physical Diagnosis (APD)**

Duration: 16 weeks; October – March

Course Content: BLS, Hospital Preceptorship: *specialty specific clinical rotations*

The Advanced Physical Diagnosis course will provide a variety of didactic and clinical experiences that will help to prepare you for your clinical clerkships. The clinical experiences will allow you to improve your history-taking ability and develop a higher level of skill in the physical examination. You will see patients during pediatric and hospital preceptorships and also during clinical teaching sessions. Each student will learn how to perform gynecologic and urologic examinations and will acquire new skills in phlebotomy, injections & IV placement. Each student will also be certified in BLS. The overall goal of the APD course is to make you more confident and proficient in starting your 3rd year clinical clerkships.

### **Student Assessment: Grading and Evaluation**

Grading Policy:

1. Pass “P”– This grade will be awarded to any student who has successfully demonstrated mastery of the course requirements, including learning objectives and professionalism standards.
2. Conditional Pass “CP”– This grade will be awarded to any student who has not successfully demonstrated mastery of the course requirements, including learning objectives and professionalism standards, but has been recommended to undergo remediation by the course faculty. The remediation would allow a student to further develop his/her understanding of that field of study, which would then be reassessed. If the student successfully demonstrates mastery of the course requirements following remediation, the student will be eligible for promotion to the following year. The grade of “CP” will remain on the student’s transcript. If the student fails to successfully demonstrate mastery of the course requirements after remediation and reassessment, then the “CP” will be converted to an “F” on the students’ transcript. If a grade of “F” is earned, then the student will be required to repeat the course.
3. Fail “F”- This grade will be awarded to any student who fails to successfully demonstrate mastery of the course requirements and the faculty did not recommend remediation as an option for the student. If a grade of “F” is earned, then the student will be required to repeat the course.

### **Student Ranking**

Students will be grouped into quintiles in September of their fourth year based upon their performance across the first three years of medical school. These calculations will be based on the total numerical grades from all required coursework over these three years.

### **Transition to Clinical Settings**

Transition to Clinical Setting (TCS) is a mandatory series of workshops, consultations and assignments completed by each second year student as part of their preparation for the first step of the USMLE. NJMS curriculum requires that students sit for USMLE Step 1 prior to clinical clerkships. Successful completion of USMLE Step 1 itself requires *integration* of previously-learned material and ability to *apply comprehensively retained knowledge in a problem-solving process*. Preparation for this examination also entails a important organizational and self-assessment skills. Transition to Clinical Setting (TCS) is designed to provide intense mentoring to hone these cognitive and self-management skills at a critical time in the students’ transition from preclinical to clinical years.

After a series of preparatory workshops students sit for a “mock board exam” which is the Comprehensive Basic Science Examination of the NBME. Each student receives a score and a profile of the results, which is then reviewed in an individual conference with the TCS faculty member. The aim of this process is to guide the student’s self-scrutiny of the his/her long term retention profile, clarify strengths and weaknesses in knowledge base and address the learning style needed to address weaker areas going forward in the independent study period. The student formulates a detailed study plan which includes ongoing self-assessment; this is also reviewed and discussed in the mentor-student conference.

Adherence to the individual's self-developed study program is expected to culminate in successful completion of the USMLE Step 1. TCS is completed by mandatory attendance at the Transition Week

program (below), which orients the rising third year to further the learning skills and professionalism expected in the clinical years.

### **Clerkship Year 3**

#### **Transition 2**

- 1 week; June
- Course Director: Sarah Karl, PhD
- Course Topics:
  - ❖ The Learning Environment
  - ❖ Grades, Evaluations & Policies for the Clinical Years
  - ❖ Professional Ethics and the Clerkship Student
  - ❖ Rounding, Patient Presentations and Progress Notes I
  - ❖ Proper Use of Electronic Records
  - ❖ Blood Panels and Lab Values
  - ❖ Reading EKGs
  - ❖ Infection Control
  - ❖ Patient Safety
  - ❖ Self-Care and Wellness Resources
  - ❖ What the Resident Expects From the Third Year Medical Student
  - ❖ Debt Management

This program is a mandatory series of live lectures, panel presentations and interactive small group discussions which provide an orientation to the third year learning environment and clarify what is expected of the third year clerk. It is held during the last week of May and/or the first week of June to coincide with that period of time immediately preceding the first clerkship of third year. In a variety of formats, third year students meet with Clerkship Directors, clinical faculty, residents from different services, and fourth year student mentors, all of whom provide information, answer questions and offer guidance in order to facilitate the third year students' transition to the clerkship environment and help them maximize professional development during the clerkship years. The program culminates in the Clinician Ceremony which honors residents who are chosen as exemplars of humanism in medicine and then concludes with the Class rising to take the Class Credo, a statement written by members of the class, emphasizing the students' dedication to humanism and excellence in patient care.

#### **Family Medicine**

Duration: 5 weeks

This clerkship will introduce students to the field of family medicine, the concept of patient-centered medical home and the comprehensive continuous evidence-based and patient-centered care provided by family physicians to patients of all ages. The importance of preventive care and the impact of chronic illness on patients and on the health of family members will also be addressed during the clerkship.

**Internal Medicine/Selective**

Duration: 12 weeks

The clerkship in Internal Medicine provides medical students with the clinical skills and cognitive abilities required for problem solving and decision-making in clinical medicine. Those goals are accomplished by providing a structured supervised clinical experience in both ambulatory and inpatient settings, and through small group sessions, resident and faculty role modeling, and critical reading.

The medicine clerkship consists of inpatient and outpatient experiences. The clerkship is divided into three blocks. Students spend eight weeks on the inpatient services of two different hospitals, two weeks on a medicine ambulatory rotation, and two weeks in a medicine subspecialty selective.

**Obstetrics and Gynecology**

Duration: 6 weeks

The clerkship in Obstetrics, Gynecology and Women's Health course is an introductory experience in the provision of comprehensive healthcare to adult and adolescent female patients. It is designed to promote a comprehensive approach to women's healthcare by providing each student with competencies in issues that primarily impact women's health, including reproductive health, regardless of specialty career choice.

One of the most interesting aspects of the specialty of obstetrics and gynecology is that it encompasses the entire gamut of healthcare including: preventive medicine, primary care, critical care, surgical intervention, adolescent and geriatric medicine and occasionally end of life care. During the clerkship, all students should have the opportunity to gain exposure to the different aspects of obstetrics and gynecology, as well as, women's health related clinical issues. You will also be introduced to the subspecialties of perinatology, gynecological oncology and reproductive endocrinology and infertility. The clerkship has at its core an intensive hands-on clinical experience.

**Pediatrics**

Duration: 6 weeks

The pediatric clerkship addresses issues unique to childhood and adolescence by focusing on human developmental biology and by emphasizing the impact of family, community and society on child health and well-being. Additionally, the clerkship focuses on the impact of disease and its treatment on the developing human, and emphasizes growth and development, principles of health supervision and recognition of common health problems. The role of the pediatrician in prevention of disease and injury and the importance of collaboration between the pediatrician and other health professionals is stressed. As one of the core clerkships during the third year of medical school, pediatrics shares with family medicine, internal medicine, neurology, obstetrics/gynecology, psychiatry, and surgery the common responsibility to teach the knowledge, skills and attitudes basic to the development of a competent general physician.

**Psychiatry/Neurology**

Duration: 8 weeks; 4 weeks in each specialty

The Psychiatry-Neurology Clerkship consists of inpatient, outpatient and emergency department experiences. The clerkship is divided into two, 4-week blocks. Students spend four weeks on Psychiatry Rotations (Inpatient, Consultation/Liaison and Emergency Department). Students attend Grand Rounds, Senior Clinician Rounds and regular case conferences. There are four weeks in Neurology; students either spend all four weeks on the EOVMC Neurology Service, or two weeks each on two of the following sites:

UH General Neurology, UH Stroke, Pediatric Neurology, or Neurosurgery. Each service features a mixture of inpatient and outpatient experiences. All Neurology students attend weekly Chief of Service and Grand Rounds, as well as selected didactic and case conferences.

The clerkship is structured around closely supervised, patient care experiences. At the end of the first two weeks of the clerkship students receive written formal feedback from Attending Physicians that includes a review of logged patient cases to ensure that mandatory encounters are being met. Didactic lectures that address discipline content are available electronically so students can access at their study pace; additional required reading is available electronically.

## **Surgery**

Duration: 6 weeks

The overall goal of this rotation is to provide you with the clinical skills and cognitive abilities needed for decision-making in diseases requiring surgical consultation or intervention. We are committed to making your rotation educational, worthwhile, and enjoyable.

While the constraints imposed by the urgent nature of surgical illnesses offer challenges to your education—they also offer you rapidly evolving insights into diagnosis, pathophysiology, pathology, and treatment that are unique to this specialty. The Clerkship has been organized around four guiding principles: 1) Rotations in a public and a private hospital will complement each other and enhance your education; 2) Surgery is a “team sport” and you will learn the most by actively participating in the care of patients; 3) An intensive educational week at the end of the rotation will summarize, review and bring all the concepts together; and 4) Additional proactive self-learning produces improved results.

## **Clerkship Year 4**

Acting Internship

- 4 weeks
- Family Medicine Internal Medicine, Obstetrics and Gynecology, Pediatrics, and Surgery

### **Acting Internship in Family Medicine**

The Acting Internship in Family Medicine presents an opportunity for the fourth year medical student to function as a first year resident and address primary, secondary, and tertiary care problems predominantly in the in-patient setting. During the rotation, students are expected to identify and find solutions to clinical problems and to become familiar with the concept of integrated medical care with an emphasis on the family as the basic health unit.

During the four week in-patient rotation, students will be expected to apply knowledge and skills acquired during the third-year clerkships to a variety of patients in the hospital setting. The student will identify the family physician as a role model for providing comprehensive, humanistic medical care.

### **Acting Internship in Internal Medicine**

The educational goals of the Acting Internship in Internal Medicine are to provide fourth year medical students with **advanced** clinical and cognitive abilities required for problem solving and decision-making in clinical medicine. These goals are to be accomplished with didactic sessions, supervised clinical experiences in the inpatient setting and with critical reading.

Student performance is evaluated on a daily basis and formally at mid-month and at the end of the AI Clerkship by faculty and residents (including the Chief Medical Residents). In addition, students are evaluated by their participation in morning report, small group sessions and daily rounds.



### **Acting Internship in Obstetrics and Gynecology**

The Acting Internship in Obstetrics is available all year and seeks to enhance the skills acquired during the third year clerkship and provide the fourth year student with the opportunity to function as a first year obstetric resident. With supervision by senior residents and attendings, the acting intern will become proficient in the diagnosis and management of obstetric problems. This will be especially important for those students who may choose a residency in a field other than obstetrics and gynecology.

### **Acting Internship in Pediatrics**

To provide 4th year students an educational experience which will foster development of the knowledge, skills and attitudes requisite for competent functioning as a first year resident, as defined by the ACGME.

### **Acting Internship in Surgery**

This Acting Internship in Surgery seeks to enhance the skills acquired during the third-year clerkship and provide the fourth-year student with the opportunity to function as a first-year surgical resident. With supervision by senior residents and attendings the acting intern will become proficient in the diagnosis and management of surgical problems. Critical decision making will be stressed so that students planning and not planning a career in surgery will gain experience in the timing of surgical consultation.

Primary, secondary and tertiary care problems are addressed in the clinics and in-patient services.

### **Emergency Medicine**

Duration: 4 weeks

The Clerkship in Emergency Medicine is designed to provide the student with the clinical skills and ability to interpret data required for the appropriate diagnoses and management of patients requiring emergency and/or critical care.

The medical activities appropriate to emergency care include: 1) the acquisition of a situation-specific history; 2) performance of a situation- appropriate physical examination; 3) determination of differential diagnosis; 4) resuscitation; 5) acquisition and analysis of biochemical, physiologic, laboratory and radiologic data specific to the life-threatening situation; 6) stabilization; and 7) rapid disposition of the case for further assessment and care.

The medical activities appropriate to critical care include: 1) thorough history taking and physical examination; 2) monitoring and assessment of vital function through a variety of technical devices; 3) acquisition and analysis of laboratory and radiologic data; 4) prevention of mortality through early recognition and speedy implementation of therapy in the presence of increased risk; 5) determination of etiology of the disease state; and 6) institution of therapy.

In addition to these activities, emergency and critical care medicine involve attention to record keeping and the establishment of a relationship with the patient and family as they cope with the emotional trauma of emergencies, critical illness, dying and death.

### **Physical Medicine and Rehabilitation (PM&R)**

Duration: 2 weeks

The primary intent of the Physical Medicine and Rehabilitation clerkship is to provide the student with the ability to take a functional history and to develop an approach to maximize function in individuals

with disability and/or chronic disease. It will also help to prepare the student to make optimum use of psychiatric services during his/her career.

### **Preventive Medicine and Public Health**

Duration: 2 weeks

This clerkship seeks to provide students an understanding of certain central concepts in public health and their application in clinical practice, including: the clinical practice of primary, secondary, and tertiary prevention; alternatives to the current US healthcare system; the clinical impact of health care law sentinel events & the role of surveillance in preventive medicine and public health; and the systems approach to preventing and ameliorating medical errors. Emphasis is placed on bringing public health concepts into the specific area of clinical practice that the student hopes to specialize in.

### **Transition 3**

There are twelve podcast modules included in this Transition to Residency course created by the faculty of the New Jersey Medical School. The series of podcasts was designed to fill some of the gaps between didactic and practical information that would help graduating students be better prepared to face their duties as residents. The program provides examples of common problems and identifies strategies to address emerging issues. The goal is to instill confidence and allay anxieties about entering into residency. The titles of the podcasts are:

- The Top 10 Mistakes Made in Residency Training
- Confronting Burnout during Residency
- Introduction to Medical Documentation Guidelines
- Fatigue, Sleep Deprivation and Residency
- Professionalism: A Critical Theme in Patient Care
- Patient Safety for the Fourth Year Student
- Writing Orders
- Tick Tock Goes the Clock: Time Management in Residency
- Difficult Conversations (Breaking Bad or Uncertain News)
- Parenteral Fluid and Electrolyte Therapy
- Where Will I Practice: Academic Medicine vs. Private Practice vs. Hospitalist
- Teaching Medical Students: A Guide for Soon-To-Be Intern

For additional information regarding clerkship years, please refer to Introduction to Clinical Years: Student Guide [link has to be established].

## Policies Governing Expectations of Students

### Academic Affairs: Student Essential Functions

[http://www.umdnj.edu/oppmweb/university\\_policies/Academic\\_affairs/PDF/00-01-20-96\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/Academic_affairs/PDF/00-01-20-96_00.pdf)

### NJMS Essential Functions for Admission, Matriculation and Program Completion

[http://njms.umdnj.edu/education/student\\_affairs/documents/EssentialFunctionsForm2010.pdf](http://njms.umdnj.edu/education/student_affairs/documents/EssentialFunctionsForm2010.pdf)

### Student Essential Functions

[http://www.umdnj.edu/oppmweb/university\\_policies/Academic\\_affairs/PDF/00-01-20-96\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/Academic_affairs/PDF/00-01-20-96_00.pdf)

### Student Intervention Coordination

[http://www.umdnj.edu/oppmweb/university\\_policies/student\\_affairs/PDF/00-01-25-35\\_05.pdf](http://www.umdnj.edu/oppmweb/university_policies/student_affairs/PDF/00-01-25-35_05.pdf)

### Students with Impairments

[http://www.umdnj.edu/oppmweb/university\\_policies/student\\_affairs/PDF/00-01-25-35\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/student_affairs/PDF/00-01-25-35_00.pdf)

### Student Rights, Responsibilities, & Disciplinary Procedures

[http://www.umdnj.edu/oppmweb/university\\_policies/student\\_affairs/PDF/00-01-25-50\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/student_affairs/PDF/00-01-25-50_00.pdf)

### Code of Ethics: General Conduct

[http://www.umdnj.edu/oppmweb/university\\_policies/administration/PDF/00-01-10-05\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/administration/PDF/00-01-10-05_00.pdf)

### Code of Professional Conduct

[http://njms.umdnj.edu/education/student\\_affairs/documents/CodeofProfessionalConduct706.pdf](http://njms.umdnj.edu/education/student_affairs/documents/CodeofProfessionalConduct706.pdf)

### Standards of Professionalism

[http://njms.umdnj.edu/education/student\\_affairs/documents/NJMSSstandardsofProfessionalismforweb810\\_000.pdf](http://njms.umdnj.edu/education/student_affairs/documents/NJMSSstandardsofProfessionalismforweb810_000.pdf)

### Guide to Professional Conduct

[http://njms.umdnj.edu/education/student\\_affairs/documents/NJMSSGuidetoProfessionalConduct.pdf](http://njms.umdnj.edu/education/student_affairs/documents/NJMSSGuidetoProfessionalConduct.pdf)

### Criminal Background Check(s)

[http://www.umdnj.edu/policylibrary/university\\_policies/Academic\\_affairs/PDF/00-01-20-95\\_00.pdf](http://www.umdnj.edu/policylibrary/university_policies/Academic_affairs/PDF/00-01-20-95_00.pdf)

### Student Involuntary Leave of Absence and Involuntary Withdrawal

[http://www.umdnj.edu/oppmweb/university\\_policies/student\\_affairs/PDF/00-01-25-36\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/student_affairs/PDF/00-01-25-36_00.pdf)

### Attendance Policy-Clerkships

[http://njms.umdnj.edu/education/student\\_affairs/documents/SAAttendancePolicyrev706.pdf](http://njms.umdnj.edu/education/student_affairs/documents/SAAttendancePolicyrev706.pdf)

### Attendance Policy-Pre-clerkship courses

[http://njms.umdnj.edu/education/student\\_affairs/documents/PreclerkshipAttendancePolicy.pdf](http://njms.umdnj.edu/education/student_affairs/documents/PreclerkshipAttendancePolicy.pdf)

### Expectation to Travel to Affiliate Sites Policy

[http://njms.umdnj.edu/education/student\\_affairs/documents/NJMSSAExpectationtoTraveltoalltrainingSitesPolicy.pdf](http://njms.umdnj.edu/education/student_affairs/documents/NJMSSAExpectationtoTraveltoalltrainingSitesPolicy.pdf)

### School Closing / Inclement Weather

[http://www.umdnj.edu/oppmweb/university\\_policies/administration/PDF/00-01-10-17\\_10.pdf](http://www.umdnj.edu/oppmweb/university_policies/administration/PDF/00-01-10-17_10.pdf)

### Guidelines for Attendance at Conferences

[http://njms.umdnj.edu/education/student\\_affairs/documents/Guidelinesforattendanceatconferences\\_000.pdf](http://njms.umdnj.edu/education/student_affairs/documents/Guidelinesforattendanceatconferences_000.pdf)

### Dress Code

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/NJMSSSTUDENTDRESSCODE612.docx](http://njms.umdnj.edu/education/student_affairs/policies/documents/NJMSSSTUDENTDRESSCODE612.docx)

### Rights and Responsibilities for the Use of University-Accessed Electronic Information Systems

[http://www.umdnj.edu/oppmweb/university\\_policies/information\\_services\\_technology/PDF/00-01-95-10\\_05.pdf](http://www.umdnj.edu/oppmweb/university_policies/information_services_technology/PDF/00-01-95-10_05.pdf)

### Email/Use of Class Listserves/Audio and Video Recording of Faculty

[http://njms.umdnj.edu/education/student\\_affairs/documents/EmailandUseofNJMSListerves\\_001.pdf](http://njms.umdnj.edu/education/student_affairs/documents/EmailandUseofNJMSListerves_001.pdf)

**Student Duty Hours**

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/NJMSSStudentDutyHoursfinal2011.docx](http://njms.umdnj.edu/education/student_affairs/policies/documents/NJMSSStudentDutyHoursfinal2011.docx)

**NJMS Tuition and Refund Policy**

[http://njms.umdnj.edu/education/student\\_affairs/documents/NJMSTuitionandRefundPolicy.pdf](http://njms.umdnj.edu/education/student_affairs/documents/NJMSTuitionandRefundPolicy.pdf)

**Tuition and Fee Obligations**

[http://www.umdnj.edu/opmweb/university\\_policies/student\\_affairs/PDF/00-01-25-15\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/student_affairs/PDF/00-01-25-15_00.pdf)

**Assessment of Tuition and Fees**

[http://www.umdnj.edu/opmweb/university\\_policies/student\\_affairs/PDF/00-01-25-45\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/student_affairs/PDF/00-01-25-45_00.pdf)

**Student Residence and In-State Tuition**

[http://www.umdnj.edu/opmweb/university\\_policies/student\\_affairs/PDF/00-01-25-15\\_05.pdf](http://www.umdnj.edu/opmweb/university_policies/student_affairs/PDF/00-01-25-15_05.pdf)

**Malpractice Insurance**

[http://njms.umdnj.edu/education/student\\_affairs/documents/Malpractice\\_Insurance.pdf](http://njms.umdnj.edu/education/student_affairs/documents/Malpractice_Insurance.pdf)

**Identification Cards**

[http://www.umdnj.edu/policylibrary/university\\_policies/administration/PDF/00-01-10-150\\_00.pdf](http://www.umdnj.edu/policylibrary/university_policies/administration/PDF/00-01-10-150_00.pdf)

**Locker Control and Inspection**

[http://www.umdnj.edu/opmweb/university\\_policies/administration/PDF/00-01-10-80\\_15.pdf](http://www.umdnj.edu/opmweb/university_policies/administration/PDF/00-01-10-80_15.pdf)

**Student Employment**

[http://www.umdnj.edu/opmweb/university\\_policies/student\\_affairs/PDF/00-01-25-25\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/student_affairs/PDF/00-01-25-25_00.pdf)

**Students Participating in Educational Activities Outside of UMDNJ or any of its Affiliates**

[http://www.umdnj.edu/opmweb/university\\_policies/student\\_affairs/PDF/00-01-25-55\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/student_affairs/PDF/00-01-25-55_00.pdf)

**Parking**

[http://www.umdnj.edu/policylibrary/university\\_policies/administration/PDF/00-01-10-145\\_00.pdf](http://www.umdnj.edu/policylibrary/university_policies/administration/PDF/00-01-10-145_00.pdf)

**Policies Governing Student Health****HIV, HBV and HCV Policy**

[http://www.umdnj.edu/opmweb/university\\_policies/health\\_safety/PDF/00-01-45-52\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/health_safety/PDF/00-01-45-52_00.pdf)

**Immunization and Health Requirements**

[http://www.umdnj.edu/opmweb/university\\_policies/student\\_affairs/PDF/00-01-25-40\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/student_affairs/PDF/00-01-25-40_00.pdf)

**Management of Occupational/Educational Exposures to HIV, HBV, HCV**

[http://www.umdnj.edu/opmweb/university\\_policies/health\\_services/PDF/00-01-40-40\\_10.pdf](http://www.umdnj.edu/opmweb/university_policies/health_services/PDF/00-01-40-40_10.pdf)

**Student Accident and Health Insurance**

[http://www.umdnj.edu/opmweb/university\\_policies/student\\_affairs/PDF/00-01-25-30\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/student_affairs/PDF/00-01-25-30_00.pdf)

**Alcohol Regulations**

[http://www.umdnj.edu/opmweb/university\\_policies/administration/PDF/00-01-10-16\\_00.pdf](http://www.umdnj.edu/opmweb/university_policies/administration/PDF/00-01-10-16_00.pdf)

**Policies Governing Grading Promotions and Academic Progression****Promotions Policy**

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/NJMSSAPromotionPolicy1112finalver.doc](http://njms.umdnj.edu/education/student_affairs/policies/documents/NJMSSAPromotionPolicy1112finalver.doc)

**Good Standing and Participation in Academic & Extracurricular Activities**

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/PolicyGoodStandingandAcademicExtracurricularActivities.doc](http://njms.umdnj.edu/education/student_affairs/policies/documents/PolicyGoodStandingandAcademicExtracurricularActivities.doc)

**Grade Appeals**

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/StudentGradeAppealProcedure.docx](http://njms.umdnj.edu/education/student_affairs/policies/documents/StudentGradeAppealProcedure.docx)

**Deregistration**

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/Deregistrationpolicy2005.doc](http://njms.umdnj.edu/education/student_affairs/policies/documents/Deregistrationpolicy2005.doc)

**Request for a Leave of Absence**

[http://njms.umdnj.edu/education/student\\_affairs/documents/NJMSPceduretoRequestaLeaveofAbsence.pdf](http://njms.umdnj.edu/education/student_affairs/documents/NJMSPceduretoRequestaLeaveofAbsence.pdf)

**Request for a Withdrawal from the MD Program**

[http://njms.umdnj.edu/education/student\\_affairs/documents/NJMSPceduretoRequestaWithdrawal\\_000.doc](http://njms.umdnj.edu/education/student_affairs/documents/NJMSPceduretoRequestaWithdrawal_000.doc)

**Satisfactory Academic Progress**

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/NJMSStandardsofAcademicProgresspolicy1112.docx](http://njms.umdnj.edu/education/student_affairs/policies/documents/NJMSStandardsofAcademicProgresspolicy1112.docx)

**USMLE Step 1 & Step 2 CK & CS**

[http://njms.umdnj.edu/education/student\\_affairs/documents/NJMSUSMLEPolicy102007.pdf](http://njms.umdnj.edu/education/student_affairs/documents/NJMSUSMLEPolicy102007.pdf)

**Military Leave from Academic Programs**

[http://www.umdnj.edu/policylibrary/university\\_policies/student\\_affairs/PDF/00-01-25-15\\_10.pdf](http://www.umdnj.edu/policylibrary/university_policies/student_affairs/PDF/00-01-25-15_10.pdf)

**Policies Governing the Assurance of Students Rights and Well-Being****The Teacher-Learner Relationship and the Learning Environment**

[http://njms.umdnj.edu/education/student\\_affairs/policies/documents/Teacher\\_Learner\\_Relationship\\_Final52912.docx](http://njms.umdnj.edu/education/student_affairs/policies/documents/Teacher_Learner_Relationship_Final52912.docx)

**Discrimination, Harassment & Other Inappropriate Workplace Conduct**

[http://www.umdnj.edu/owdweb/policies/policies/00-01-35-60\\_00.pdf](http://www.umdnj.edu/owdweb/policies/policies/00-01-35-60_00.pdf)

**Student and Housestaff Ombudspersons**

[http://www.umdnj.edu/oppmweb/university\\_policies/student\\_affairs/PDF/00-01-25-60\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/student_affairs/PDF/00-01-25-60_00.pdf)

**Family Education Rights and Privacy Act**

[http://www.umdnj.edu/oppmweb/university\\_policies/student\\_affairs/PDF/00-01-25-05\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/student_affairs/PDF/00-01-25-05_00.pdf)

**Rights of the Disabled**

[http://www.umdnj.edu/oppmweb/university\\_policies/workplace\\_diversity/PDF/00-01-35-40\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/workplace_diversity/PDF/00-01-35-40_00.pdf)

**Procedure for Applicants and Students Who Wish to Request Accommodation for Disabilities**

[http://njms.umdnj.edu/education/student\\_affairs/documents/ACCOMODATIONSPROCEDURE6-05final.pdf](http://njms.umdnj.edu/education/student_affairs/documents/ACCOMODATIONSPROCEDURE6-05final.pdf)

**Request for Accommodations Procedures**

[http://www.umdnj.edu/oppmweb/university\\_policies/Academic\\_affairs/PDF/00-01-20-91\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/Academic_affairs/PDF/00-01-20-91_00.pdf)

**Clear Air/Smoke-Free Procedures**

[http://www.umdnj.edu/oppmweb/university\\_policies/administration/PDF/00-01-10-15\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/administration/PDF/00-01-10-15_00.pdf)

**Religion and National Origin**

[http://www.umdnj.edu/oppmweb/university\\_policies/workplace\\_diversity/PDF/00-01-35-30\\_00.pdf](http://www.umdnj.edu/oppmweb/university_policies/workplace_diversity/PDF/00-01-35-30_00.pdf)

