

RUTGERS

New Jersey Medical School

Student Handbook

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Mission and Highlights of Educational Programs

The mission of New Jersey Medical School is to educate students, physicians, and scientists to meet society's current and future healthcare needs through patient-centered education; pioneering research; innovative clinical, rehabilitative and preventive care; and collaborative community outreach.

Vision

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

- Personal respect for patients, students, staff, faculty and community
- Passionate commitment to excellence in service, research and training
- Celebration of diversity in culture, ethnicity, religion, gender and individual goals
- Professionalism in all conduct
- Commitment to serving needs of constituents
- Progress through partnerships

Curriculum Overview

Tasked with the mission of preparing students for leadership positions in a rapidly evolving era of healthcare delivery, faculty and students across New Jersey Medical School (and allied schools of the Rutgers Biomedical and Health Sciences) collaboratively engaged in developing an innovative curriculum.

The innovative New Jersey Medical School Curriculum for the medical degree program focuses on the following 4 major themes:

- Organ systems based curriculum
- Early integrated clinical practice of medicine skills
- Service learning
- Individual professional identity development with a healthcare team focus

The curriculum consists of 3 phases as illustrated in the diagram above.

Highlights

- Early exposure to patient care, clinical skills, and hands on simulation starting Week One of the curriculum
- Based on a rigorous scientific foundation that begins with molecules and cells, and takes students all the way through organ systems, organisms and populations.
- Strong emphasis on service learning and a focus on the health of the underserved and vulnerable population through community partnerships
- Dedicated integration and assessment weeks and Capstone courses to enhance critical thinking and problem solving skills through clinical case based discussions.
- Protected half days in Phase One Curriculum for Individualized Learning and Wellness

- Ample time for electives, selectives, and exploration of career choices
- Specialty specific skills based preparation for transition to residency training

Threads through the curriculum that highlight important areas addressed across all 4 years, such as:

- Culturally Competent Care
- Patient Safety and Quality of Care
- Health Across the Stages of Life
- Prevention: From Individual to Population
- Leadership and Health Care Systems
- Interprofessional Education
- Community Engaged Service Learning
- Excelling with Tracks of Distinction
- Emerging Issues in Healthcare
- Training Students to Understand and Address the Opioid Epidemic
- Drug Abuse Treatment Act 2000 Certification
- Patients as Teachers Curriculum
- Patient Safety Certification, Institute for Healthcare Improvement

Teaching Modalities and Assessments

The new curriculum integrates system-based learning throughout medical school to allow students to better understand the disease process and management. Students are exposed to a wide variety of innovative interactive learning formats such as:

- Team based learning (TBL)
- Flipped classrooms
- Podcasts
- Clinical small group sessions using standardized patient and simulation
- E-learning modules
- Large group discussions via the Audience Response System

Traditional learning formats such as lectures, small group exercises, problem based learning, and workshops continue to play an integral part of the student educational experience. Early exposure to patients through the longitudinal preceptorship program provides opportunities for students to be part of patient-centered care and to engage in lifelong learning.

In addition to summative assessments and shelf exams, the new curriculum has a robust formative assessments of the students throughout the curriculum. Formative assessments allow students to reflect and improve on their own skills in real time.

Goals and Objectives of the Education Program

Curriculum Goals:

1. Mastery and Integration of Clinical, Basic and Health Systems Sciences
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 and Personal Wellness
6. Development of effective education and communication skills

Curriculum Objectives:

Goal 1: Mastery and Integration of Clinical, Basic and Health Systems Sciences

- 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
- Demonstrate an awareness of and responsiveness to the larger context and system of health care

Goal 2: Excellence in Clinical Skills

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

Goal 3: Excellence in Professionalism and Humanism

- Demonstrate respect for the patient, patient's family and all members of the health care team
- Listen to the patient in a judgment and value-free manner
- Demonstrate moral and ethical behavior at all times and recognize and follow the NJMS Professional Code of Conduct
- Recognize and learn from mistakes
- Display a kind and caring manner with patients, colleagues and other members of the medical team
- Set high standards for behavior for oneself and model them 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 a patient's belief systems
- Demonstrate the ability to develop a treatment plan that accommodates the gender, cultural, and socio-economic context of the patient
- Demonstrate cultural and linguistic competency by the recognition and mitigation of bias

- Demonstrate the ability to perform a functional history and physical, and develop a treatment plan in individuals with disabilities and chronic diseases
- Demonstrate an understanding of social responsibility and a commitment to service

Goal 5: Dedication to Lifelong Learning and Personal Wellness

- Practice evidence-based medicine
- Recognize when to seek consultation
- Be able to learn from patients and all members of the healthcare team
- Develop an understanding of one's own strengths, weaknesses, biases and fears
- Develop the skills to attain self-awareness and maintain personal wellness

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

Curriculum

The renewal of the New Jersey Medical School curriculum is the product of extensive discussion and faculty/student collaboration involving basic science and clinical departments. The Curriculum Framework Model calls for a curriculum featuring **3 main phases and is based on the following guiding principles and key priorities:**

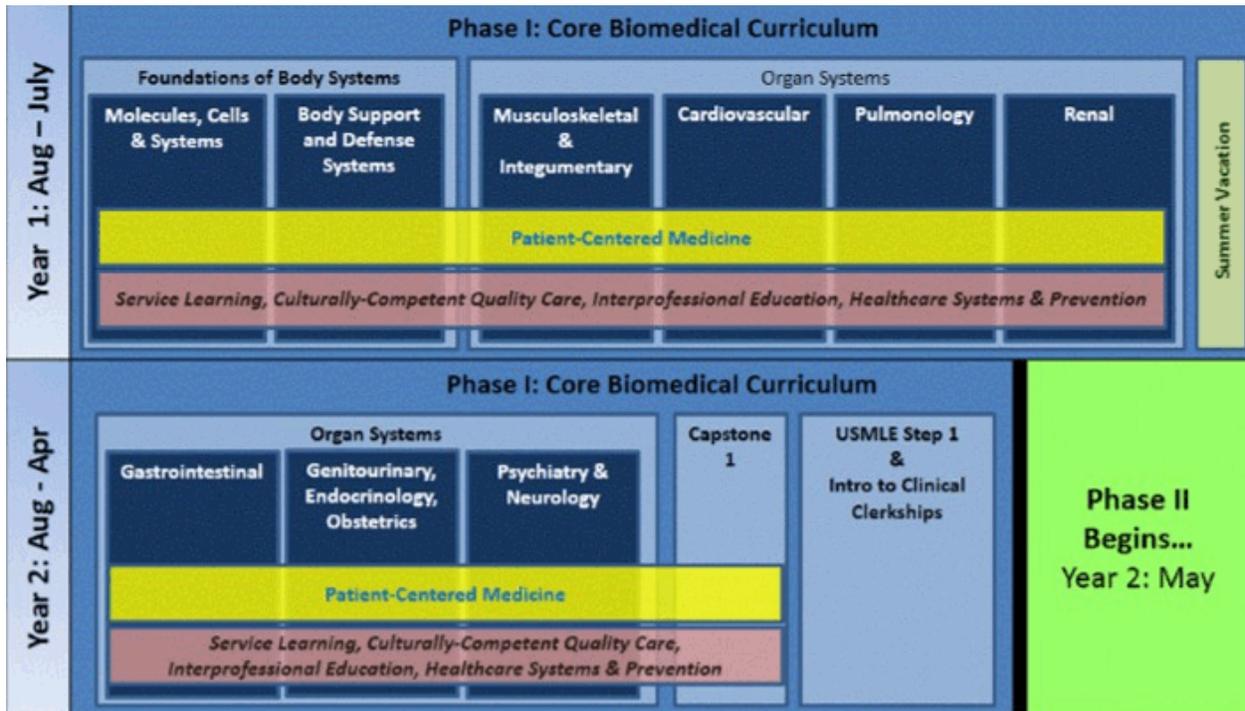
- Service Learning
- Longitudinal clinical experiences
- Basic science integration into clerkship years
- Integrated organ systems-based curriculum with capstones
- Interprofessional educational opportunities
- Active learning
- Milestone assessments and monitoring of curriculum
- Expanded elective opportunities early in curriculum
- Student Wellness

Phase 1

Foundations of Medicine serves as an introduction to foundational scientific principles and the profession of medicine with a focus on the patient as a person. It exposes students to the learning pedagogy and the various themes that will be encountered throughout the four year curriculum.

Core Biomedical Curriculum builds on the foundational principles and provides an in depth study of structure, function and disease in an integrated organ system based approach. These integrated courses will be co-led by basic science and clinical faculty.

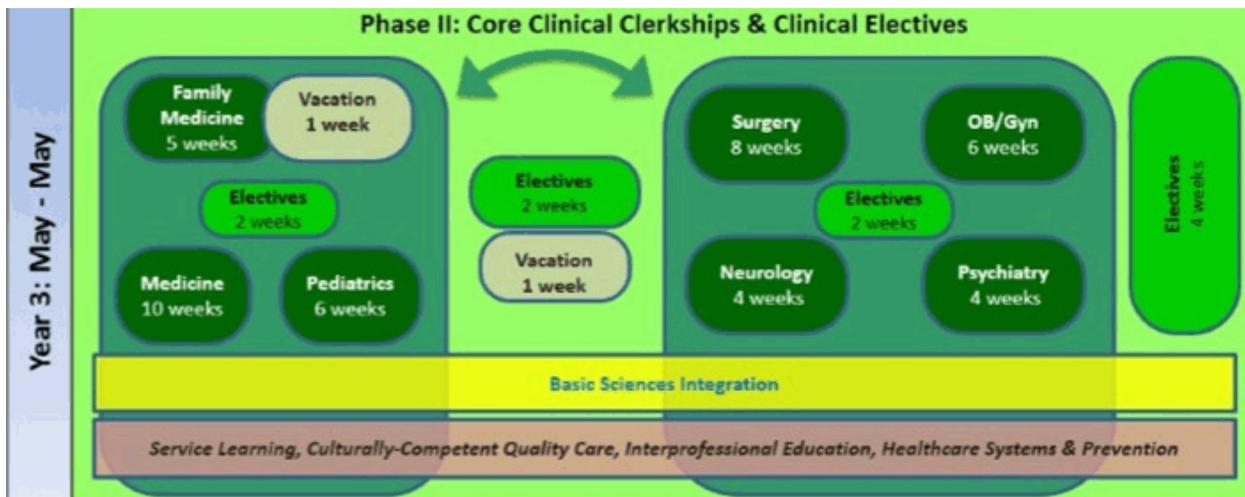
Capstone will conclude Phase 1 by “putting it all together”. Clinical case based scenarios will be used to illustrate and apply concepts learned. Skills training (ACLS, BLS, intravenous placement) is also included in the transition to the third year clerkships.



Phase 2

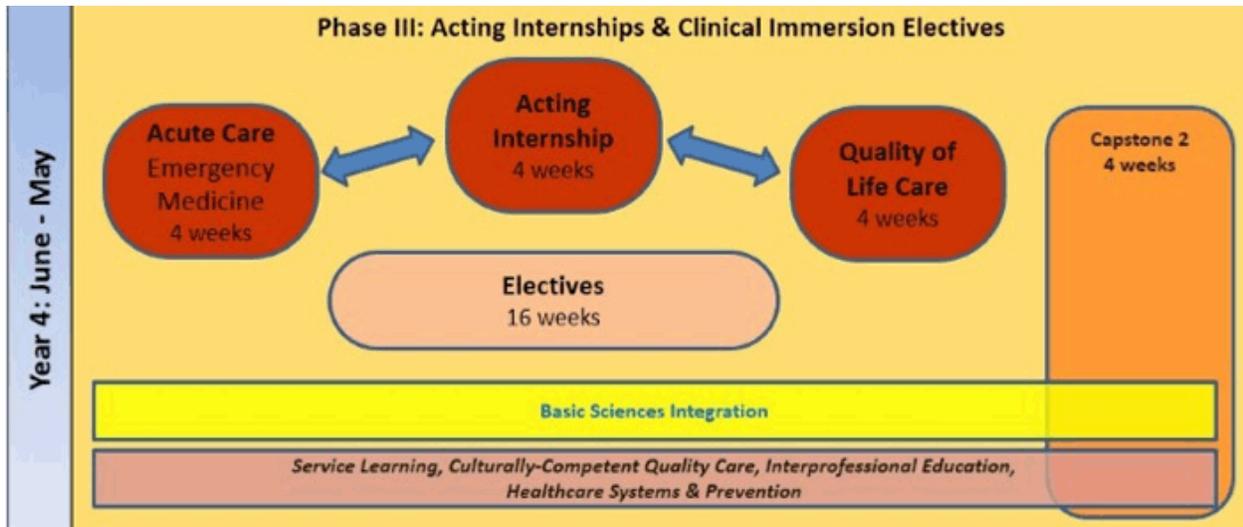
Phase 2 will begin on May 1 of the second academic year with core clerkship experiences. One of the major goals is to provide expanded early elective opportunities. This additional time for electives in Phase 2 is consistent with the primary aim of emphasizing both individualization and standardization in the curriculum. A key element will be flexibility, allowing students to pursue electives and wellness opportunities. Careful attention is paid to mapping clinical experiences, achievement of milestones and greater basic science integration.

There is a commitment to build in the thread of basic foundational science concepts into Phase 2 through structured learning activities within the clerkships, including applications of such concepts as anti-microbial resistance, and clinical pharmacology.



Phase 3

Phase 3 allows for ample elective time and further career exploration and differentiation. There will be required Acting-internships and elective time with an effort to emphasize certain foundational science topics relevant to the emergently and critically ill patient. Elective time will be a major feature of Phase 3 in addition to a capstone course.



**RUTGERS NEW JERSEY MEDICAL SCHOOL
ACADEMIC CALENDAR 2020-2021**

2020

April 27	Monday	Required Orientation to Phase 2 program for Class of 2022 begins.
May 1	Friday	Required Orientation to Phase 2 program for Class of 2022 concludes.
May 4	Monday	Academic year begins for third year students. Third year clerkships begin. Fall tuition due.
May 11	Monday	Academic year begins for fourth year students.
May 18	Monday	Class of 2021 fourth year coursework begins. Fall tuition due.
May 25	Monday	Memorial Day observed. NJMS holiday for all students. *
July 3	Friday	Fourth of July observed. NJMS holiday for all students. *
July 1	Wednesday	Academic year begins for accelerated program second year students.
July 2	Thursday	Last day for third year students to leave/withdraw from Fall term with an 80% tuition refund.
July 6	Monday	Academic year begins for accelerated program first year students.
July 24	Friday	Last day for fourth year students to leave/withdraw from Fall term with an 80% tuition refund.
August 4	Tuesday	Academic year begins for Class of 2024; required orientation program.
August 7	Friday	Orientation concludes for Class of 2024.
August 10	Monday	Classes begin for first year students. Fall tuition due.
August 10	Monday	Academic year begins for second year students. Fall tuition due.
September 7	Monday	Labor Day observed. NJMS holiday for all students. *
September 18	Friday	Last day for first and second year students to leave/withdraw from the Fall term with 80% tuition refund.
November 9	Monday	Spring tuition due for third year students.
November 15	Sunday	Class of 2021 deadline to sit and record a score for USMLE Step 2 CK.
November 20	Friday	Thanksgiving recess begins for fourth year students at 5:00 p.m.
November 25	Wednesday	Thanksgiving recess begins for first, second and third year students at 5:00 p.m.
November 26-29	Thurs.-Sun.	Thanksgiving recess continues for all students.
November 30	Monday	All classes and clerkships resume.
December 18	Friday	Winter recess begins for first and fourth year students at 5:00 p.m.
December 23	Wednesday	Winter recess begins for second and third year students at 5:00 p.m.

2021

January 4	Monday	Academic year resumes for all students. Spring tuition due for all first, second and fourth year students.
January 8	Friday	Last day for third year students to leave/withdraw from Spring term with an 80% tuition refund.
January 15	Friday	Class of 2023 deadline to register for USMLE Step 1.
January 18	Monday	Martin Luther King, Jr. Day observed. NJMS holiday for all students. *
January 29	Friday	Class of 2022 deadline to register for USMLE Step 2 CS.
February 11	Thursday	Required Financial Aid exit interview for Class of 2021 (1/2 of the class). (TENT)
February 12	Friday	Last day for second and fourth year students to leave/withdraw from the Spring term with an 80% tuition refund.
February 19	Friday	Last day for first year students to leave/withdraw from Spring term with an 80% tuition refund.
February 25	Thursday	Required Financial Aid exit interview for Class of 2021 (1/2 of the class). (TENTATIVE)
March 19	Friday	Match Day. Class of 2021 students should be excused to be at NJMS by 11:30 a.m. (TENTATIVE)
March 26	Friday	Spring recess begins for all first year students at 5:00 p.m. Recess continues through April 4.
April 5	Monday	Classes resume for all first year students.
April 9	Friday	Class of 2022 deadline to register for USMLE Step 2 CK.
April 19-May 7	Mon.-Fri.	Required Capstone program for Class of 2021.
April 25	Sunday	Class of 2023 deadline to sit and record a score for USMLE Step 1.
April 26-30	Mon.-Fri.	Required Orientation to Phase 2 program for Class of 2023.
April 30	Friday	Academic year concludes for second and third year students at 5:00 p.m.
May 7	Friday	Academic year concludes for Class of 2021 at 5:00 p.m.
May 16	Sunday	Rutgers University Commencement
May 19	Wednesday	NJMS Convocation (TENTATIVE)
May 31	Monday	Memorial Day observed. NJMS holiday for all students. *
June 4	Friday	Academic year concludes for first year students at 5:00 p.m. Students may pursue research or work opportunities.
June 30	Wednesday	Academic year concludes for accelerated program first and second year students.

***Acting Interns are expected to participate in clinical duties as per their assigned schedule.**

N.B. Students excused for religious observances are required to make up missed activities pursuant to NJMS Attendance Policies.

Office of the Vice Dean

Maria L. Soto-Greene, MD, MS-HPed, FACP
Executive Vice Dean and Professor of Medicine
Director, Hispanic Center of Excellence
Medical Science Building, C-672
Phone: (973) 972-3495
E-mail: sotogrml@njms.rutgers.edu

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

Office of Admissions

George Heinrich, MD, Associate Dean for Admissions (heinrich@njms.rutgers.edu)
Mercedes Rivero, Assistant Dean for Admissions (riveromm@njms.rutgers.edu)
Lisa Houston, Admissions Coordinator (houstolt@njms.rutgers.edu)
Mallory Scott, Admissions Operations Coordinator (mes366@njms.rutgers.edu)
Natacha Simon, Administrative Analyst (simonn1@njms.rutgers.edu)

Location: Medical Science Building, Room C-653
Telephone: (973) 972-4631
Fax: (973) 972-7986
E-mail: njmsadmiss@njms.rutgers.edu
Website: <http://njms.rutgers.edu/admissions/>

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, Executive Vice Dean and Director of Hispanic Center of Excellence (sotogrml@njms.rutgers.edu)

Dolores Anthony, Director – Office of Accreditation and Professional Development (anthondd@njms.rutgers.edu)
Anjana White, MBA, Program Manager (whitean@njms.rutgers.edu)
Tanya Norment, Program Administrator, Humanism Center (normentm@njms.rutgers.edu)
Mercedes Padilla-Register M.A., Research Associate II (padillmn@njms.rutgers.edu)
Humberto Baquerizo, EdD, MBA – Program Development Specialist I (hb293@njms.rutgers.edu)

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

Office of Education

Christin Traba, MD, MPH, Interim Associate Dean for Education ([morancm@njms.rutgers.edu](mailto:moranm@njms.rutgers.edu))
Sophia Chen, DO, MPH, Assistant Dean for Pre-clerkship Education (chensw@njms.rutgers.edu)
Aleksy Tentler, MD, Director of Medical Informatics (tentleal@njms.rutgers.edu)
Maria Laboy, MD, Administrative Director, Clinical Skills Center (laboymc@njms.rutgers.edu)
Lissette Cespedes, MD, Patient Centered Medicine Course, Year 1 (jimeneli@njms.rutgers.edu)
Annabella Moharita, MD, Patient Centered Medicine Course, Year 1
(moharian@njms.rutgers.edu)
Robyn Kampf, MD, Patient Centered Medicine Course, Year 2 (rk779@njms.rutgers.edu)
Mariana De Lorenzo, PhD, Curriculum Task Force Faculty Liaison (delorems@njms.rutgers.edu)
Emmanuelle Ruocco MD, OSCE Remediation Specialist (pierreec@njms.rutgers.edu)
Denise L. Epps, MPA, Program Administrator (eppsd@njms.rutgers.edu)
Janelle Bruzual, Year 2 Coordinator (jkb139@njms.rutgers.edu)
Keisha Ferguson, Community Preceptorship Coordinator (henderkc@njms.rutgers.edu)
Christopher Houston, MAS, Year 1 Coordinator (christopher.houston@rutgers.edu)
Conrad Johnson, MPA, Year 3 Coordinator (cj376@njms.rutgers.edu)
Jessica Perez, MS, Educational Evaluation Specialist (jperez31@njms.rutgers.edu)
Deyse Ribau, Years 3 & 4 Coordinator (ribaudd@njms.rutgers.edu)

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

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 and courses and clerkships that focuses on the administration, content, delivery and outcome
- 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 Subcommittee (PCC) and the Clinical Curriculum Subcommittee (CCC), with supervision of courses and clerkships respectively.

Office of the Registrar

Heidi Schwalb, Registrar (schwalb@njms.rutgers.edu)

Gina Ardito, Program Support Specialist (arditoga@njms.rutgers.edu)

Carrie DeVincens, Program Support Specialist (devincce@njms.rutgers.edu)

Location: Medical Sciences Building, B-640

Telephone: (973) 972-4640

Fax: (973) 972-6930

Website: <http://njms.rutgers.edu/education/registrar>

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 (hilljm@njms.rutgers.edu)

Sarah Karl, PhD, Assistant Dean for Student Affairs, Director, Center for Academic Success and Enrichment (karl@njms.rutgers.edu)

Ondrea McKay, MD, Assistant Dean, Student Diversity Affairs

Luis Alzate-Duque, MD, Assistant Professor of Med/Peds (alzatelf@njms.rutgers.edu)

Marcia Tabakin, Director, Student Services (tabakimd@njms.rutgers.edu)

Edmer Martinez, Program Coordinator (eam277@njms.rutgers.edu)

Anthony Marques, Staff Assistant (marqueal@njms.rutgers.edu)

Location: Medical Sciences Building, MSB B-648

Telephone: (973) 972-4783

Fax: (973) 972-4109

Website: http://njms.umdni.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 Advising Program

Office for Primary Care and Community Initiatives (OPCCI)

Dr. Ana Natale-Pereira, Assistant Dean for Primary Care and Community Initiatives
CESL Course Director

Dr. Vivian G. Cueto, Postdoctoral Fellow for Primary Care and Community Initiatives
CESL Course Manager

Dr. Joy Cox, Program Development Analyst
Pozen Scholars Program Administrator
CESL Course Manager

Website: <http://njms.rutgers.edu/education/OPCCI/>

The Office for Primary Care and Community Initiatives (OPCCI) provides academic research and community service learning opportunities for students, organizations, and community members to enrich academic excellence and create mutually beneficial collaborations. OPCCI seeks to create and disseminate best practices in community engagement while improving the quality of life for the residents of Newark through research and service.

Office of Global Health

The Rutgers NJMS - Office of Global Health (OGH) is a "virtual" office that resides within the NJMS Office for Diversity and Community Engagement (ODACE). OGH is currently led by Ziad Sifri, MD (Director), Harsh Sule, MD, MPP (Associate Director) and Marquiah Geiger (Administrative Coordinator).

Email:

globalhealth@njms.rutgers.edu

http://njms.rutgers.edu/education/odace/office_global_health/index.cfm

The Rutgers New Jersey Medical School's Office of Global Health (OGH) exists to support and promote the global health efforts of faculty, staff and learners in the areas of education, research and service.

The strategic planning process of Rutgers Biomedical and Health Sciences (RBHS) identified Global Health as an area of emphasis for the institution. To promote this strong vision regarding global health and unify efforts the Rutgers Global Health Institute was created in 2016 under the leadership of the Henry Rutgers Chair of Global Health (Dr. Ric Marlink). To support this university-wide initiative, Rutgers NJMS created the Office of Global Health in December 2016 with the goal to formalize and enhance global health efforts via the following steps:

1. Document, collate and consolidate existing global health activities
2. Provide support to faculty, learners and staff interested in global health
3. Educate the Rutgers NJMS community regarding global health issues
4. Provide a means to coordinate global health activities within Rutgers NJMS, and with the Rutgers Global Health Institute, RBHS and Rutgers as a whole

The NJMS Student Council

The NJMS Student Council is the governing body responsible for managing Student Organizations and their funds, setting policies for groups, and representing the student body wherever possible. This broad mandate gives both the power and responsibility to self-govern and improve our school from within. All monthly Council meetings are open to interested students and all voices are welcomed. Below are the documents that comprise the body of law that form, as well as a listing of current representatives, positions, and contact information.

- Bylaws
 - Living document can be found [here](#) (requires NJMS login)
 - A recent snapshot can also be found [here](#).
- Organization Code: a supplemental compendium of policies and procedures for Student Organizations governed by the Student Council.
 - Living document can be found [here](#) (requires NJMS login)
 - A recent snapshot can also be found [here](#).
- The Golden Apple Guidelines: this document describes the rules surrounding the prestigious Golden Apple prizes given to exceptional educators and staff by the student body.
 - Living document can be found [here](#) (requires NJMS login)
 - A recent snapshot can also be found [here](#).
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- **Contact Information**

- **General Inquiries:** studentcouncil@njms.rutgers.edu
Treasurer: treasurer@njms.rutgers.edu
NJMS WearHouse: warehouse@njms.rutgers.edu
Class of 2021: 2021reps@njms.rutgers.edu

Class of 2022: njms.2022.reps@njms.rutgers.edu

Class of 2023: 2023reps@njms.rutgers.edu

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- **Student Council Executive Board**

2020-2021

President: Nithisha Prasad

Vice President: Reshma Parikh

Secretary: Manali Shah

Co-Treasurers: Jason Oettinger, Catherine Ye

Event Coordinators: Priya Mansukkani, Chaden Noureddine

Webmaster: Ryan Dikdan

Helpful Resources

Summit Information

To alleviate many common questions and help get new students up and running quickly, the Student Council now requires student organization leadership to be present at an annual Organization Summit. This summit provides info about room reservations, budgets, reimbursements, conferences, and much, much more. Please click the link above to learn!

Links

2019-2020 Online Reimbursement Form

Guide to NJMS Student Organization (Group) Emails

New Student Guide

New Student Organization Application

Parking Portal

Shuttle Schedule

As always, if you have any further questions, please reach out to treasurer@njms.rutgers.edu.

Who can get reimbursed?

- All clubs that have received a budget can get reimbursed up to their approved budget.
- For conferences, all NJMS students can be reimbursed up to \$250 for registration fees, ticketed transportation, and lodging. Food and gas expenditures will not be reimbursed.

How do I get reimbursed for clubs?

- The reimbursement process for clubs and conferences is the same.
- Please fill out the [Online Reimbursement Form](#).
- If one receipt has a total of **more than \$100**, please attach a **list of attendees** (except for conference reimbursements), a **bank statement** that contains the **purchase details (if a credit/debit card was used)**
- For **large purchases** (i.e. Venue contracts, catering for large events, etc.), please e-mail treasurer@njms.rutgers.edu **AT LEAST 1 MONTH PRIOR** for approval, tax exemption and coordination.

How do I get reimbursed for conferences?

- The reimbursement process for clubs and conferences is the same. Please refer to the instructions above and be sure to fill out and attach the **reimbursement slip and bank statements** to your receipts.

What can be reimbursed?

- Funds from NJMS Student Council can **only be used for NJMS students or events open to the**

entire NJMS student body

- Any expenditures not open to the entire school must be approved by the treasurer at least 1 month prior to the event
- Food for events & lectures, equipment, decorations CAN be reimbursed

What CAN'T be reimbursed?

- Food/purchased goods for fundraisers and bake sales
- Alcoholic beverages
- Outside guests and speakers for lectures
- All forms of transportation (except for conferences as outlined above)

Is there a time limit for submitting reimbursements?

All reimbursements must be submitted within **30 days of purchase**.

How long does it take to get reimbursed?

Once the treasurer receives your reimbursement, it will appear on your club's Budget Spreadsheet along with the date it was received. From that date, **please allow up to 2 months** for the reimbursement to be completed.

What is the fundraiser match process?

Student Council can match up to \$250 of earnings from club fundraisers per year at the discretion of the treasurer. When your budget reaches its end and you have used your fundraised funds, you may request these matched funds be applied. Please send an email to treasurer@njms.rutgers.edu with the total amount raised and an attached flyer or advertisement as proof that the fundraiser occurred. You may then reimburse as usual.

Can reimbursements be submitted online?

Yes they can! Please use our form [here](#)! The paper form can be found [here](#), but you probably don't want it!

What happens to club budgets at the end of the year?

Club budgets must be renewed each year in August and do not roll over to the next academic year.

Student Organizations and Clubs

American Association of Neurological Surgeons (AANS)

The Rutgers New Jersey Medical School Chapter of American Association of Neurological Surgeons serves as the neurosurgery interest group. They host physician lectures, journal club meetings, student panels, a Match information session, and advocacy/volunteering events.

American Association of Physicians of Indian Origin (AAPI)

AAPI is a student-run branch of the national organization which promotes health issues, initiatives, and service within the South Asian community. The AAPI chapter aims to foster a sense of community at NJMS through events showcasing South Asian culture. SAHI is a branch of AAPI that aims to use this community to raise awareness of common health issues facing the South Asian community throughout New Jersey. For more information:

rutgersnjmsaapi@njms.rutgers.edu

American Medical Association (AMA)

The AMA of NJMS is dedicated to representing our medical students, improving access and quality of medical education, developing professional capabilities, and promoting physician wellness America. They strive to help improve medical education, advance health care and advocate for the future of medicine. The school's chapter, along with other medical school American Medical Association (AMA) chapters, is a part of the broader AMA Medical Student Section (MSS) a democratic, policy-making body that is part of the national AMA organization. If you are interested in local advocacy, specific policy changes, or national leadership, you may get more information about the NJMS-AMA chapter at: ama@njms.rutgers.edu

American Medical Women's Association (AMWA)

The American Medical Women's Association (AMWA) is an organization of women physicians, medical students and other persons dedicated to serving as the unique voice for women's health and the advancement of women in medicine. The NJMS chapter is run by students to bring medical students into contact with female physicians for mentorship and guidance through a series of lectures, activities, and meetings over the course of the year. For more information: amwa@njms.rutgers.edu

Anesthesia Interest Group (AIG)

The Anesthesia Interest Group (AIG) acts as an avenue by which the students of NJMS can explore and gain exposure to the field of Anesthesiology. They act as a link between the students of NJMS and the Department of Anesthesiology to coordinate student opportunities for shadowing, participation in research projects, as well as working alongside the residents. AIG is hosting a series of talks and events featuring varied perspectives of the field including residents, researchers, and practicing Anesthesiologists across various subspecialties. For more information: njmsaig@njms.rutgers.edu

Asian Pacific American Medical Student Association (APAMSA)

The mission of APAMSA is to bring together everyone interested in addressing the health challenges that affect Asian and Pacific Islander American (APIA) communities and the challenges that impact APIA providers. They are interested in directly promoting the health and well-being of the APIA community, as well as helping all health care workers who work with these communities to understand how to care for patients in a culturally sensitive manner. APAMSA provides a space for medical students to meet, socialize, and exchange experiences, by hosting seminars, discussions, panels, and fun social events throughout the year! For more information: apamsa@njms.rutgers.edu

Association of Women Surgeons (AWS)

The Association of Women Surgeons (AWS) is committed to supporting women surgeons at various stages in their career - from medical school through retirement. The organization at the medical school level works with students to help them learn about a career in surgery, connect with various female surgeons across the nation, and gain knowledge and insight into the path to becoming a surgeon. The NJMS chapter is run by students to help guide other medical students through various activities related to surgery, meetings, mentorship programs, and faculty exposure. For more information: aws@njms.rutgers.edu

Basketball Club

The Basketball Club promotes the well-being and health of NJMS students through fitness and camaraderie playing pick-up basketball. The annual interdepartmental, interdisciplinary basketball league provides a safe space for students and faculty to exercise in a structured, competitive setting. For more information: njmsbasketball@njms.rutgers.edu

Ben Rush Surgical Society

NJMS Ben Rush Surgical Society is the surgical interest group of NJMS. They are dedicated to helping mentor students interested in surgery and surgical subspecialties through yearly programming. They offer: Clinical Workshops, Surgical Lecture Series, Residency Match Panel, Research Symposium For more information: benrushsurgicalsocietynjms@njms.rutgers.edu

Building the Next Generation of Academic Physicians (BNGAP)

Building the Next Generation of Academic Physicians at NJMS is a student-run club that stems from the national BNGAP organization. The goal of the club is to raise interest in academic medicine among the student body at NJMS and to develop necessary skills for a career in academia. Activities led by the club include lectures, forums, workshops, guest speakers, as well as attendance at national and regional BNGAP conferences. For more information: bngap@njms.rutgers.edu

ClubMed

Club Med serves as the interest group for internal medicine and its subspecialties. The club is recognized by the American College of Physicians (ACP) which affords opportunities for NJMS medical students. The club organize lectures given by internists and subspecialists to give medical students an idea of the breadth of possibilities within internal medicine. Workshops are also planned. For more information: clubmed@njms.rutgers.edu

Christian Medical and Dental Association (CMDA)

Christian Medical & Dental Association is a community of healthcare professionals and students. They offer fellowship, worship/prayer nights, outreach events, and weekly bible studies. Everyone, regardless of religion, is welcome! For more information:

cmda@njms.rutgers.edu

Dermatology Interest Group (DIG)

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. For more information: dermIG@njms.rutgers.edu

Domestic Violence Intervention Program (DVIP)

Domestic Violence Intervention Programs @ NJMS is a student initiative to address the issue of domestic violence in the Newark community. The purpose is to promote domestic violence intervention, education, awareness and research in the community as well as understand the problem through student and community engagement and affect physician perspective to actively address this issue as a public health concern. Many student initiatives and long term service opportunities are available through this platform. Currently, outreach efforts include education and discussion sessions at a local elementary school and a local drug and alcohol rehabilitation center, and screening patients at the hospital in various clinical settings. A number of events are hosted on the NJMS campus including Domestic Violence Awareness Month Day and Denim Day. Many of these events are put together in collaboration with the University Hospital Coalition to End Abuse. For more information: dvip@njms.rutgers.edu

Exploring Cardiology Group (ECG)

The Exploring Cardiology Group (ECG) aims to provide a multidisciplinary view of cardiology and early exposure to the field for the students of NJMS. ECG hosts many events throughout the year including lecture series from practicing cardiologists and Cardiothoracic surgeons, discussions from cardiac device companies, and interactive workshops. For more information:

ecg@njms.rutgers.edu

Emergency Medicine Interest Group (EMIG)

The Emergency Medicine Interest Group (EMIG) provides programming for students interested in Emergency Medicine. They offer: Content Lecture Series, Career Lecture Series, Skills Workshops, Mentoring, Journal Clubs, Match / Away Rotation Panels, Meet/Greet with In-State Residency Programs". For more information: emig@njms.rutgers.edu

ENT Interest group

Rutgers NJMS Otolaryngology Interest Group is a student run group focused on providing medical students with an opportunity to explore and experience the unique field of otolaryngology. Members will have the opportunity to meet faculty and resident mentors within the Otolaryngology department, attend lectures showcasing interesting cases or topics pertinent to Otolaryngology, as well as participate in research in the department. Students will also participate in philanthropic events, such as the Hearing Loss Association of America's Walk for Hearing and have the chance to participate in a head and neck cancer screening during the

Oral, Head and Neck Cancer Awareness Week. For more information:

ent.interest.group@njms.rutgers.edu

Football Club

The NJMS Football Club is an intramural sports club at NJMS that holds a yearly flag football league and pickup flag football throughout the school year. For more information:

football@njms.rutgers.edu

Global Health Alliance (GHA)

Global Health Alliance's (GHA) mission is to provide resources, education, and international opportunities to the NJMS class about global health topics through student panels, guest lecturers, documentary discussions, and more. The focus of the organization is to consolidate the research, travel, and summer opportunities available to NJMS students into one accessible location, and there are plans to hold an international healthcare symposium. For more information: globalhealthalliance@njms.rutgers.edu

Green Club

The Green Club @ NJMS is a student initiative to address the issue of food insecurity in the Newark community. The purpose is to provide a source of fresh and local produce through a Community Garden and to promote education, awareness, and research on food issues and their impact on health in the community. The Rutgers NJMS Community Garden was started in 2013 but moved in April 2018 to a new location outside the George F. Smith Health Sciences Library. From this new location, the club continues to provide fresh vegetables and fruits to Newark community residents. Several collaborations have begun to engage community members with this new garden. This includes a partnership with Science Park High School students, part of the Garden State Scholar Program, to teach teenage youth about gardening, while also thinking about food security and the impact of our food choices on the environment. For more information: greenclub@njms.rutgers.edu

Healthcare Business Network (HBN)

JMS Healthcare Business Network (HBN) is a student-run interest group attempting to educate students at NJMS about the importance that business plays in the medical field. Knowing basic business and economics principles will help every student succeed as a physician. HBN has had lectures on various topics ranging from how to operate a private practice to entrepreneurship in healthcare as well as the role of an MBA as an MD. In addition to lectures, there will be discussion of business cases that will teach important aspects of business in the realm of medicine to students in addition to trips to local healthcare startups in NYC. For more information: healthcarebusinessnetwork@njms.rutgers.edu

Health Policy Interest Group (HPIG)

The mission of the Health Policy Interest Group (HPIG) is to educate the NJMS student community on current affairs of health policy at both the state and national level, in order to prepare students to enter the complex and continuously changing health care system as informed physician leaders. HPIG is dedicated to providing a fundamental understanding of the structure of the healthcare system, current legislative changes that are being implemented or discussed, and their implications on physician practice. Students will be supported in

identifying relevant opportunities to gain experience and knowledge in health policy, health services research, health outcomes, and population health. For more information: hpig@njms.rutgers.edu

Humans of NJMS

This program is designed to allow students to tell their medical school experience one story at a time. For more information: Visit our Facebook Page (<https://www.facebook.com/humansofnjms/>) or email humansofnjms@njms.rutgers.edu

Human Rights Initiative

NJMS Human Rights Initiative is committed to advocating for health and human rights by taking action. This initiative runs the Human Rights Clinic at NJMS, where we provide pro-bono medical evaluations for asylum seekers and other victims of human rights violations. They also organize education and advocacy events regarding human rights throughout the year. Please contact us at njmshumanrights@njms.rutgers.edu.

Infectious Disease Interest Group (IDIG)

The Infectious Disease Interest Group (IDIG) provides an interactive educational community between students and faculty to foster interest in the subspecialty of Infectious Diseases. Beyond hosting an annual faculty lecture series, IDIG connects students with the Division of Infectious Diseases to attend grand rounds, gain outpatient and inpatient observership experiences, and participate in faculty-led research projects. IDIG also partners with the Division of Adolescent and Young Adult Medicine of the Department of Pediatrics to provide regular STD prevention visits at local undergraduate college campuses. For more information: idig@njms.rutgers.edu

Involvement with Disability Education and Advancement (IDEA)

Involvement with Disability Education and Advancement (I.D.E.A) aims to improve the mental and physical health of students with disabilities. Bimonthly meetings are held at the John F. Kennedy School for middle and high school students with special needs in Newark. In health-centered workshops, students are taught about the importance of a healthy lifestyle, encouraged to make good food and snack choices, and helped to develop confidence in their unique abilities through a variety of hands-on activities. For more information: idea@njms.rutgers.edu

Interventional Radiology Interest Group (IRIG)

Interventional radiology is rapidly growing field of medicine that specializes in providing minimally-invasive, image-guided diagnosis and treatment of disease. As such, the field embraces advances in technology and requires problem-solving skills. The Interventional Radiology Interest Group offers a lecture series and holds workshops throughout the year regarding topics in interventional radiology so that students can learn more about this exciting field. For more information: irig@njms.rutgers.edu

Ironbound Initiative

The Ironbound community is a culturally rich area, with one of the highest Brazilian and Portuguese immigrant populations in the country, who have little access to healthcare and are

challenged by language and cultural barriers. The Ironbound Initiative hopes to fill a gap in the community by addressing the needs of the Ironbound community centers and their patient populations.

Community Impact:

- Health education sessions on preventative primary care and nutrition measures.
- Refer community members and advocate for them through further care with SFHCC, if deemed necessary.

Learning Objectives:

- Learn about the health and social needs of this community and generate new ideas to effectively address them.
- Develop the ability to present health care information and counsel on preventative measures.
- Improve Cultural competency and medical terminology when collaborating with Portuguese and Brazilian populations.

For more information: ironboundinitiative@njms.rutgers.edu

International Surgical Health Initiative (ISHI)

The international surgical health initiative (ISHI) is a volunteer-based non-profit organization that provides free surgical care to underserved communities around the world. The chapter conducts service projects, hosts events, and invites speakers from various surgical specialties to increase awareness about the disparities in health care worldwide and to assist students in networking with physicians, finding research projects, and identifying other avenues to get involved with global health. For more information: ishi.njms@njms.rutgers.edu

Lifestyle Medicine Interest Group

Lifestyle medicine is the evidence-based practice of helping individuals and families adopt and sustain healthy behaviors that affect health and quality of life. Examples of target patient behaviors include, but are not limited to, eliminating tobacco use, improving diet, increasing physical activity, and moderating alcohol consumption.¹ Our mission is to promote healthy behaviors to advance wellness and to both prevent and reverse chronic disease. We have a number of initiatives to accomplish these goals, including group exercise meet-ups, lifestyle medicine lectures, innovative physician practice visits, and culinary medicine workshops.

*Lifestyle Medicine is also a Community Service/CESL Group For more information:

njmslifestylemed@njms.rutgers.edu

Latino Medical Student Association (LMSA)

The Latino Medical Student Association of New Jersey Medical School (LMSA), formerly known as the Boricua and Latino Health Organization, was founded to address the health needs of the Latino community and to create an environment for academic and social support for Latino students interested in the health professions. Some of our goals include improving the quality of healthcare delivered to the Latino community, educating and sensitizing the NJMS community to the specific health needs of the Latino community, and to engage, promote, and coordinate community service opportunities. LMSA holds several events throughout the year including health fairs, the Salsa Bash, the Spanish in Medicine elective and mentorship programs. For more information: lmsa@njms.rutgers.edu

Medical One and The Same Foundations (MEDOATS)

Do you want to impact NJ health policy at a grassroots level? Members of the NJMS MEDOATS team (A chapter of a larger non-profit, the One and The Same Foundation) have been following a policy proposal written by NJMS students that has made it to the New Jersey Legislature. Another aspect of MEDOATS focuses on health policy communication, with students summarizing current health bills in the state of NJ through short, informative, animated videos. Work with members of Senator Bookers staff, Governor Murphy's staff, and other members of the NJ state legislature! For more information: medoats@njms.rutgers.edu

Medicine-Pediatrics Interest Group

Medicine-Pediatrics is a combined specialty that deals with complex medical conditions affecting patients throughout their lifespan, from childhood through adulthood. Med-Peds physicians go on to pursue roles in hospitalist medicine, primary care, critical care, and other subspecialties. The Med-Peds interest group exists to expose students to this diverse specialty. We host educational seminars and workshops with faculty, connect students with research mentors in the field, hold social events with students and residents, and collaborate with other interest groups. For more information: medpedsig@njms.rutgers.edu

Medical Students for Choice (MSFC)

Medical Students for Choice works to bring family planning education and training to medical students through workshops, lectures, panel discussions, and film screenings. We also collaborate with chapters at RWJ and Rutgers Law to advocate for reproductive justice. For more information: msfc@njms.rutgers.edu

Medwings Hockey Club

Medwings is an ice hockey club, open to all members of RBHS, that plays in a league based in Floyd Hall Arena at Montclair State University. Several years ago, we discovered that we could combine our love for the sport and passion for community service to host the First Annual Rutgers Charity Ice Hockey game. Since the inaugural game, we have raised over \$53,000 for various local non-profit organizations including the Emmanuel Cancer Foundation, the Sean Hanna Foundation for Pediatric Cancer, and Smiles Across Bangladesh. For more information: medwingshockey@njms.rutgers.edu

Military Medicine Interest Group (MMIG)

The Military Medicine Interest Group connects students in the military or interested in joining the military with other classmates in their respective military branches, in order to provide direct mentorship and advice during their time at NJMS. Occasionally, physicians who served in the military will speak at meetings to share their experience of serving as a physician and to provide advice to students concerning their career paths. For more information: njmsmmig@njms.rutgers.edu

Mini-Med

Do you enjoy teaching/mentoring? Do you want to be involved with one of NJMS's most prestigious programs? MiniMed School gives NJMS students the opportunity to educate high school students from across the state. Students gain exposure to a variety of relevant and important medical topics including: HIV, diabetes, cancer, basic health awareness, and heart

disease. MiniMed runs for 8-weeks on Wednesday nights each semester, and includes dinner. As one of the defining programs here at NJMS, it is a great opportunity to get involved and earn CESL credit at the same time. For more information: minimedschool@njms.rutgers.edu

Muslim Student Association

The Muslim Students Association is a non-political faith-based organization created to educate both the Muslim and non-Muslim student body regarding all aspects of Islam. In addition, the club works with local organizations to engage Muslim residents of the greater community. We collaborate with RSDM to participate in local health fairs and additionally hold monthly meetings for both members and the RBHS community! For more information: muslimstudentsassociation@njms.rutgers.edu

NJMS Ambassadors

NJMS Ambassadors act as liaisons between the Office of Admissions, and the student body. We work closely with administrators to schedule tours, plan accepted students and parent's days, as well as meet with prospective students to provide them with an insight of life at NJMS! We also provide workshops to help build up public speaking and interviewing skills. Feel free to reach out to us for more information at tourcoordinators.njms@gmail.com. For more information: tourcoordinators@njms.rutgers.edu

NJMS Chinese Language and Medicine

NJMS Chinese Language and Medicine aims to provide NJMS students with basic training in Medical Mandarin to facilitate effective patient communication and medical interviewing. We also aim to introduce medical students to the field of Traditional Chinese Medicine through a series of guest lectures. For more information: clmatnjms@njms.rutgers.edu

NJMS Dance Collective

The dance collective is a space for students to explore various dance styles from around the world taught by their classmates for fun and exercise. For more information: njmsdance@njms.rutgers.edu

NJMS Jewish Society

The Jewish Medical Society at NJMS provides the opportunity for students at the medical school to participate in traditional Jewish events that occur throughout the school year. Some of these events include annual holiday parties, Shabbat meals, and Jewish medical ethics lectures. Keep an eye out for our events if you would like to join in our celebrations! For more information: jewishsociety@njms.rutgers.edu

NJMS Knitting Club

The NJMS Knitting Club brings together all of the knitters and crocheters of NJMS. Our club is both a gathering for knitters and crocheters to discuss their projects and swap ideas, and also a philanthropic organization that creates garments to donate. Currently, we are making hats and blankets for babies born in the University Hospital nursery but plan to expand to make hats, gloves, and scarves for local shelters. For more information: knittingclub@njms.rutgers.edu

NJMS ReCover

NJMS ReCOVER Initiative: Recovery for Capacity Building Overseas - We are a student run service organization in collaboration with International Surgical Health Initiative (ISHI) that aims to reduce and recycle the medical waste produced in the University Hospital operating rooms and intensive care units. We collect, sort, and package medical equipment for shipping to low income nations including Sierra Leone and Ghana. For more information:

project.recover@njms.rutgers.edu

NJMS Society of Oncology

The NJMS Society of Oncology seeks to provide medical students with insight into the field of oncology and opportunities to contribute to the field. To accomplish this, the Society of Oncology hosts a variety of lectures and events that educate students about the wide-range of cancer treatment and research that students may ultimately pursue in their careers. These events include a discussion of research opportunities, lectures from cancer researchers and clinicians, and a bone marrow donor drive, among others. For more information:

njmsonc@njms.rutgers.edu

NJMS Squared

NJMS Squared is a service organization that aims to provide academic coaching and mentorship to students in the Newark public school system. Currently, students from NJMS work with students at Science Park High School for after- school tutoring, chess, and a weekly SAT course. One-on-one pairings between medical and high school students are also offered based on common interests and experiences. All of these programs are tailored toward a common goal: assisting young students in the local community achieve academic and personal success at the highest level. For more information: njmssquared@njms.rutgers.edu

NJMS Technology in Medicine

NJMS Technology in Medicine is a student-run interest group aiming to educate students on the important role that new technology plays in the realm of medicine. We have had lectures in the past on integrating new technology into medicine and entrepreneurship in medicine. We have recently purchased and built a 3D printer for NJMS students and faculty to use. We hope that this initiative will garner interest in students and faculty to come up with new research projects as well as new clinical and educational uses utilizing 3D models. In the future, we hope to add more technology to NJMS that will help better education for NJMS students. For more information: techinmed@njms.rutgers.edu

OB/Gyn Interest Group

The OB/GYN Interest Group seeks to provide medical students with insight and greater exposure into the field of obstetrics and gynecology. To do so, this interest group will host educational lectures and provide practical opportunities for students to appreciate and contribute to the field of OB/GYN. By working closely with the residents and faculty of the department, we will provide students with the opportunity to participate in research projects and service outreach in the greater Newark community. For more information:

obgyninterestgroup@njms.rutgers.edu

Orthopedics Interest Group (OIG)

The Orthopedics Interest Group's purpose is to provide educational and practical experiences for medical students interested in the specialty of orthopedic surgery. Our faculty physicians host lectures and panels on topics ranging from pediatric orthopedic surgery to musculoskeletal oncology. Members have the opportunity to attend weekly educational lectures alongside University Hospital's orthopedic residents to gain exposure to the breadth of the field. We organize a resident led knee and shoulder cadaver dissection for students to gain familiarity with joints and other important orthopedic structures. Our organization partners with the UH Orthopedic Clinic, where students may join residents and observe them delivering outpatient orthopedic care. The clinic encompasses many subspecialties including trauma, sports medicine, spine, pediatrics, hand, foot & ankle, and oncology. For more information: njmsoig@njms.rutgers.edu

Out@NJMS

Out@NJMS is the LGBTQA student organization of Rutgers New Jersey Medical School. We aim to provide not only a safe space for students, but to work to improve the overall community and atmosphere of our medical school. For more information: out@njms.rutgers.edu

Odarah Outreach

Odarah outreach is a student organization with the objective of promoting healthcare, education, and other services to communities and institutions abroad in medically underserved, developing countries. Currently, our projects are centered in Ghana, West Africa. We aim to provide services that support disease prevention and improve overall quality of life. Educating the student body on the purpose and goals of global medical missions and what is needed to make a lasting impact on those in need. For more information: odarah@njms.rutgers.edu

Plastic and Reconstructive Surgery Interest Group (PRSIG)

The Plastic and Reconstructive Surgery Interest Group (PRSIG) is dedicated to increasing opportunities to medical students interested in the clinical field of plastic and reconstructive surgery. The purpose of this group is to provide greater exposure and education in the aspects of research, subspecialties, and current developments and challenges. Through a strong network of faculty and physicians at Rutgers New Jersey Medical School, we aim to create mentorship, research, and shadowing opportunities as students are exposed to the various subspecialties including craniofacial, hand, laser, aesthetic, reconstructive, maxillofacial, and microvascular surgery. PRSIG will work closely with other surgical societies to provide interactive workshops, such as a suture skills lab, as well as organize a lecture series with prominent faculty to explore CV building, residency, and career paths. For more information: prsig@njms.rutgers.edu

PM&R Interest Group

The PM&R Interest Group is dedicated to promoting the field of Physical Medicine and Rehabilitation through guest lectures by physiatrists, volunteer events, and a resident-student mentorship program. During monthly meetings, physiatrists discuss various subspecialties and important topics within PM&R. Volunteer events occurring throughout the year include serving as medical staff at the NYC Marathon and supporting children with disabilities at sporting

events. The mentorship program offers one-on-one guidance from a PM&R resident on topics relevant to each year of medical school. We hope to foster awareness and interest in a growing field. For more information: pmrig@njms.rutgers.edu

Primary Care Progress (PCP)

NJMS Primary Care Progress is a student run organization which aims to promote the importance and benefits of primary care to the NJMS student body. Primary Care Progress will serve as an organization representing any medical specialty in which primary care is emphasized such as pediatrics, med-peds, family medicine, internal medicine, OB/GYN, and psychiatry. We aim to reduce the stigma often associated with primary care and create a platform for students to explore its endless opportunities. We will work with the national Primary Care Progress organization to provide the inspiration, leadership development and community these change makers need to build an effective, person- centered and sustainable primary care system. For more information: pcp@njms.rutgers.edu

Project Beam (Beyond Education Academics and Medicine)

O'Darah Outreach - Project B.E.A.M.'s (Beyond Education Academics and Medicine) goal is to organize the NJMS community members who are interested in educating and increasing the health literacy of Newark youth between the ages of 13-15. Our program actively engages this age group by holding small group session and quiz competitions for a week each month in local high schools. Each week focuses on a different module from the Project B.E.A.M. curriculum, which are all health topics presented in an interactive, informative, and practical way. By presenting health educational information regarding the prevalence, incidence, pathophysiology and clinical manifestations of different diseases, we can help reduce health disparities among the community of Newark as a whole. In addition, we provide medical students interested in global outreach with the opportunity to travel abroad on a medical mission trip to Ghana. For more information: projectbeam@njms.rutgers.edu

Project Pediatrics

Project Peds is an organization that serves medical students interested in learning about pediatrics and its specialized fields. A wide array of pediatric specialists and general pediatric physicians are invited to expose students to the various fields within pediatrics and to discuss their own experiences as doctors. Students are encouraged to participate in a number of volunteer events, some specifically on the pediatric floor of the hospital, such as the Halloween and Valentine's day parties, and others that take place outside of the hospital, like Flu clinics and charity walks. In addition, students have many opportunities to spend time with children in the hospital by volunteering in the nurse's office or 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. For more information: projectpediatrics@njms.rutgers.edu

Project Link

Project LINK is a volunteer organization focused on mentoring and tutoring students grades 5-8 at Link Community Charter School in Newark who wish to pursue a career in the healthcare profession. In addition to participating in large group sessions, volunteers will also be paired with students to act as formal mentors. For more information: projectlink@njms.rutgers.edu

PsychSIGN

The Psychiatry Student Interest Group at Rutgers NJMS holds several meetings throughout the year to discuss psychiatry related topics. We host several movie and film nights to discuss aspects of mental illness portrayed in the media, such as Silver Linings Playbook, Shutter Island, 13 Reasons Why, A Beautiful Mind, etc. We also invite faculty members to discuss certain topics, such as the opioid epidemic and sexual health in relation with mental illness. In March, we also host a psychiatry match panel where we invite recently matched 4th-year medical students who have matched into psychiatry to give advice on the application process, the reasons they pursued psychiatry, and to share their experiences. For more information: psychsign@njms.rutgers.edu

Public Understanding of Medicine in Action (PUMA)

Public Understanding of Medicine in Action is an organization that facilitates discussions about health topics with residents of halfway houses in Newark. Every Monday, we go to Renaissance House and Kintock Group to guide lectures and engage in hands on activities with the residents of these correctional institutions. Topics discussed include sexual health, mental health, nutrition and exercise, substance abuse, and more. Through participation in PUMA, students will connect with individuals from a particularly vulnerable population in our community, learn about the unique needs of individuals transitioning from the criminal justice system, build relationships with community members and reflect on stereotypes and biases that affect this population, learn from the experiences of the residents, gain patient education experience, and develop interpersonal skills. For more information: puma@njms.rutgers.edu

Radiology Interest Group

The Radiology Interest Group is a student organization focused on increasing awareness, interest, and knowledge in radiology and its various subfields. The group has a lecture series on different topics in radiology as well as a match panel with graduating fourth years who matched into radiology. For more information: radiologyinterestgroup@njms.rutgers.edu

Student Family Health Care Center (SFHCC)

Established to meet the needs of the medically underserved, the Student Family Health Care Center (SFHCC) offers free, quality health care to the Newark community. Patient care is provided by groups of medical, pharmacy, dental, and nutrition students for quality, patient centered interprofessional care. Case managers on site provide access to insurance and other services that are individualized to each patient. As a part of SFHCC, you will learn to hone all skills regarding patient care, from bedside manners to management of disease. We also run teaching and reflection sessions throughout the year to improve clinical skills. First-year medical students start out by learning how to be integral members of each patient's treatment team, and eventually rise to be team leaders as third and fourth year medical students. Through SFHCC, students are able to learn how to care for patients while refining their leadership skills. For patients, we provide the opportunity to establish consistent primary medical care by offering physical examinations, chronic disease management, lab testing, gynecological care, and psychosocial counseling. All services are provided by volunteer medical students under the supervision of board-certified physicians. For more information: Visit our website (<http://njms.rutgers.edu/community/SFHCC/>) or email sfhcc@njms.rutgers.edu

Student Interest Group in Neurology (SIGN)

The Student Interest Group in Neurology (SIGN) gives NJMS students the opportunity to explore the field of neurology. In addition to lecture series and workshops, we aim to provide shadowing and research opportunities within the NJMS community. Other activities include movie nights and networking events. For more information: sign@njms.rutgers.edu

Student National Medical Association (SNMA)

Student National Medical Association (SNMA) is committed to supporting current and future underrepresented minority medical students, addressing the needs of underserved communities, and increasing the number of clinically excellent, culturally competent and socially conscious physicians. We offer: guidance to prospective undergrad students, events for Black History Month and collaborative awareness week, the SNMA Dinner Dance, our Senior-Send Off. For more information: snma@njms.rutgers.edu

Soccer Club

NJMS Club Soccer is a student organization that is open to all members of the RBHS community. We play indoor games in the gymnasium every Monday and Thursday. For more information: soccer@njms.rutgers.edu

Student Sight Savers

The NJMS Student Sight Savers Program provides vision screenings at various community organizations. We use imaging modalities to detect early signs of vision threatening diseases such as glaucoma, diabetic retinopathy, cataracts, and age-related macular degeneration. We also sponsor a lecture series highlighting the different subspecialties within ophthalmology and provide connections for medical students to conduct research with faculty. *Student Sight Savers is also a Community Service/CESL Group. For more information: sightsavers@njms.rutgers.edu

Urology Interest Group

The Urology Interest group seeks to promote awareness about the field of Urology and its patient population. Our purpose is to expose students to this often overlooked specialty through lectures, workshops, and shadowing opportunities. For more information: njms.uro@njms.rutgers.edu

Ultrasound Interest Group (USIG)

Members of the Ultrasound Interest Group (USIG) at NJMS are dedicated to learning about the versatility of ultrasonography in the clinical setting with a focus on the use of point-of-care ultrasound (POCUS). Students have the opportunity to participate in didactic lectures and interactive learning sessions facilitated by ultrasound fellowship-trained physicians, and also have the opportunity to shadow residents in the Emergency Department to gain hands-on experience of POCUS. In addition, members help facilitate the incorporation of ultrasonography into the anatomy, physiology, and physical exam modules of the preclinical curriculum. For more information: usig@njms.rutgers.edu

Vocal Chords

The Vocal Chords a capella group was founded over a decade ago. Through the years, students ranging from beginners with no musical or vocal training to students with impressive pedigrees have lent their voices to the halls of NJMS and University hospital, performing for patients, faculty, and fellow students alike.

At present, Vocal Chords, is a sub-group of the larger and all-encompassing NJMS Musician's Society, sponsored by The Healthcare Foundation Center for Humanism and Medicine. We perform for events such as Follies, a school-wide talent show, faculty appreciation dinners, the Humanism Center Holiday Concert, and the annual NJMS Holiday Coffeehouse. We cover a wide range of genres, from classical to holiday tunes, to contemporary jazz and pop arrangements. For more information: njmsmusic@njms.rutgers.edu

Volleyball Club

The NJMS Volleyball Club plays in the gymnasium! Join our Facebook group (<https://www.facebook.com/groups/398155096918233/?ref=bookmarks>) and find out when we play! For more information: volleyball@njms.rutgers.edu

Student Housing

180 West Market Street is the first residence facility to be added to the RBHS campus. Located at the corner of 12th Avenue and West Market Street, next to Parking Deck #1, the residence complex is conveniently located on campus, accessible to all school and hospital facilities. At 180 West Market Street, there are a range of apartment types available for students to choose from including private studio and one bedroom apartments, as well as shared two and three bedroom apartments. Eligible applicants for these apartments include full time matriculated RBHS students.

- Several suites have special accommodations for students with disabilities.
- All rooms have both wired and wireless internet access and telephone, and digital cable.
- Each bedroom is furnished with a desk, dresser, and closet on each side for each student.
- Each Apartment is equipped with a fully functional kitchen including a full fridge, a microwave and stove.
- Dining room furniture dining table and dining chairs.
- Furnishes Share a common living room, bathroom, and vanity area.
- Each suite is equipped with seasonal central air conditioning.
- 24-hour food kiosk in the building, ATM and mail locker units.
- 24-hour laundry facilities in the building.

For any additional building specific information please contact 180 West Market Area Coordinator: Rosemary Padilla rpadilla@newark.rutgers.edu

Parking Facilities

There are various outdoor parking lots and indoor parking garages on the RBHS campus. Permits purchased online are automatically linked to your vehicle's license plate. Please purchase your permit using the link below:

<https://rudots.nupark.com/portal/Account/Login?ReturnUrl=%2fportal%2f>

Online registration requires:

A Net ID

Your vehicle license plate number, state, make, and color

A credit card (Visa, MasterCard, Discover)

Select from the two types of permits available to purchase:

Commuter student parking - \$160.50/year

Resident student parking - \$150/year

As per the Rutgers Department of Transportation Services, physical permits have been eliminated. If you have any difficulty purchasing your parking permit, please e-mail info_dots@ipo.rutgers.edu.

In order to access the Norfolk Parking Garage which is adjacent to the residence hall at 180 West Market Street, you will need to obtain a parking deck swipe card. Follow the instructions below:

- After purchasing your parking permit, send an e-mail to info_dots@ipo.rutgers.edu indicating you have purchased a parking permit and will need a parking deck card for the Norfolk Parking Garage.
- Go to the cashier at the Bergen Street/P2 parking deck with your Rutgers University ID Card to obtain your parking deck card. Hours of operation are 7 AM to 4 PM.

Office of Financial Aid

The Office of Financial Aid at Rutgers University is committed to making higher education accessible for all academically deserving students, regardless of family financial circumstances. We make every effort to offer financial support to students with demonstrated financial need. In constructing your aid package, decisions are based upon financial need, academic standing and the funding levels available from federal, state and university programs.

To apply for financial aid, follow these steps:

- **File the FAFSA** for the academic year you will be attending Rutgers.
 - If you are also applying for New Jersey state financial aid, you will be prompted to **answer some additional questions** at the end of the FAFSA to help New Jersey determine your eligibility for state aid programs.
 - **Use the IRS Data Retrieval Tool** to easily import your tax information directly to the FAFSA.
- Complete the **RBHS financial aid application**.
- Complete a **master promissory note** and **entrance counseling** (if accepting federal loans).

RBHS students may also be eligible for alternative funding resources as part of the **Department of Health and Human Services Title VII Program**.

Loan information for students can be found using this link:

<https://financialaid.rutgers.edu/types-of-aid/loans/rbhs-students/>

Additional information for RBHS financial aid can be found using this link:

<https://financialaid.rutgers.edu/information-for-rbhs-students/>

Public Safety

University Public Safety is committed to ensuring a safe environment for everyone at Rutgers. Public Safety is responsible for responding to all emergencies, suspicious activities, crimes and safety concerns. Their goal is to work in partnership with students, faculty and staff to provide a safe, enjoyable, and fulfilling university experience.

Campus safety is of paramount importance, but security depends on everyone knowing what to do in case of an emergency. To view the University's Emergency Action Plans, please visit <http://emergency.rutgers.edu>.

Public Safety Escorts Services Rutgers University Police Department provides escorts to students, faculty, and staff upon request. The escorts provide our community with personalized service to their vehicles, campus residences or the University's mass transit system. To request an escort, please call 973 972-4491 or use a campus emergency phone (blue light). The dispatch center will send a public safety representative. Please note that escorts cannot be reserved in advance.

For additional information about public safety, please use the link below:

<https://ipo.rutgers.edu/university-public-safety>

Office of Student Affairs

The Office of Student Affairs at New Jersey Medical School is located in the Medical Science Building, Room B648. The office is open from 8:30 AM to 5:30 PM every day. Students are encouraged to come to the office for any questions or concerns they may have. Dr. James Hill, Associate Dean for Student Affairs, schedules appointment with students on a daily basis and also offers weekly walk-in hours.

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

- Overseeing the academic progress of students
- Providing counseling and advice 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

Staff of the Student Affairs Office:

James Hill, PhD, Associate Dean for Student Affairs (hilljm@njms.rutgers.edu)

Marcia Tabakin, Director, Student Services (tabakimd@njms.rutgers.edu)

Sarah Karl, PhD, Assistant Dean for Student Affairs, Director, Center for Academic Success and Enrichment (karl@njms.rutgers.edu)

Luis Alzate-Duque, Assistant Professor of Med/Peds (alzatelf@njms.rutgers.edu)

Edmer Martinez, Program Coordinator (eam277@njms.rutgers.edu)

Anthony Marques, Staff Assistant (marqueal@njms.rutgers.edu)

Phone: 973-972-4783

Fax: 973-972-4109

Center for Academic Success & Enrichment (CASE) - Academic Support

The Center for Academic Success & Enrichment (CASE) provides professional and academic guidance to help every student make the most of their medical education. Through one-on-one counseling sessions and class-wide information sessions, we meet periodically with the students of each class to address key challenges. This might involve adaptive attitudes, skills or strategies for knowledge acquisition and retention; effective approaches for different courses, preparation for licensure exams, guidance for residency applications, and preparing for residency interviews. We are here to help each student meet academic goals, develop self-advocacy, and achieve the skills needed for independent, life-long professional learning. All sessions are confidential and conducted by appointment or during walk-in office hours posted weekly. Students may also request an appointment by email or by calling the Office of Student Affairs, 973-972-4783.

Student-To-Student Support Programs: CALM and ENGAGE

CALM Exam Reviews & Academic Coaching – Focus on Academics

First Year students will appreciate a powerful resource in the **CALM Program**, the **Collaborative Approach to Learning Medicine**. Before major course exams, **CALM** offers review sessions taught by second year students who were especially proficient in the course during the prior year. These CALM Academic Reviewers also provide occasional podcasts to facilitate student learning of particularly difficult topics. From a different angle, **CALM Academic Coaches** offer individual or small group study sessions to first year students who want guidance on developing better methods of study or who are working through particularly challenging course material. Meeting with a CALM coach can help address questions about how to study, especially when the student is also working with one of the faculty of the Center for Academic Success and Enrichment.

ENGAGE Wellness Mentors – Focus on Transition to Med School and Wellness

ENGAGE (Embracing New Goals to Adapt, Grow and Evolve) mentors are second year students who are paired with incoming medical students, beginning at Orientation and throughout first year. The ENGAGE mentors help the first years find their footing in medical school, helping them to network with the help of upper class students to find various school resources and to adapt more easily to medical school life. Through ENGAGE program activities, these second-year mentors actively encourage each first year student to establish good life/work balance and optimal personal growth for first year and beyond.

Office for Diversity and Community Engagement (ODACE) (formerly the Office of Special Programs)

NJMS has a tradition of commitment to diversity and has fostered a spirit of inclusiveness for its highly diverse community, faculty, staff, and students. Our mission is to develop individuals underrepresented in medicine and other health professions, as well as to champion cultural competency, community service, and humanism in all aspects of medical education. 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 has been implemented in collaboration with partners at the pre-college, undergraduate, professional school, and community levels. 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. The Office for Diversity and Community Engagement has established pipeline programs to build and strengthen these partnerships to address the entire educational spectrum through federally and privately programs including the **Hispanic Center of Excellence, Health Careers Opportunity Program, Robert Wood Johnson Foundation/AAMC Summer Medical and Dental Education Program, and the Mini-Medical School.**

Career Advising 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 2nd 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 4th 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.

Disability Services

The Rutgers Office of Disability Services is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and with the Americans with Disabilities Acts, as Amended in 2008. With proper documentation of a disability, the office can assist with:

- Exam Accommodations-contact your ODS coordinator for details
- [Note Taking Services](#)
- [Alternative Course Materials](#)
- [ASL/CART Services](#)
- [Accessible Table/Chair Request](#)
- [Assistive Technology](#)

Cindy Poore-Pariseau, Ph.D.

Director, Disability Services
Rutgers Biomedical and Health Sciences
Rutgers University
65 Bergen Street, Suite 1441
Newark, NJ 07107
Phone: 973.972.5396
Fax: 973.972.5320
E-mail: cindy.poorepariseau@rutgers.edu

<https://oasa.rbhs.rutgers.edu/office-of-disability-services/>

Ombudsperson

Each RBHS Dean has appointed an ombudsperson as a designated, confidential resource for students and housestaff (“visitors”) seeking information or solutions to problems. The unique nature of the ombudsperson is one of neutrality, impartiality and independence from the Schools’ and University’s established administrative structures. Thus, the ombudsperson is not a student/house officer advocate and does not represent the student’s or house officer’s interests. The ombudsperson is also not an agent of the institution, is not responsible for academic or disciplinary decisions concerning students or housestaff, and is independent of all administrators who have notice, compliance, regulatory, enforcement, adjudicatory and disciplinary functions such as deans or program directors. Instead, the ombudsperson aims for fairness, and impartially considers the interests of all parties. The ombudsperson does not make decisions, render judgments or administer sanctions. Instead, she or he identifies options, provides information, refers visitors to other resources if appropriate, facilitates communication between people, may mediate disputes or negotiate resolutions between parties, and recommends changes in policy or procedure to School/University administrators.

The assistance of an ombudsperson is informal and non-adversarial, separate from existing formal grievance and complaint procedures. Bringing complaints or problems to the ombudsperson does not constitute placing the University on formal notice. Individuals can always invoke the formal procedures. Sometimes the ombudsperson herself or himself may recommend this course of action and refer the individual to the appropriate office. In any case, the ombudsperson will not participate in a formal process.

Each RBHS School has also identified another individual as a research ombudsperson whose focus is on research disputes and problems. This person is available to assist faculty and staff as well as students and housestaff on issues related to research.

The ombudsperson maintains a great degree of independence within the School and University hierarchy. The ombudsperson is answerable only to the Dean, annually summarizing for the Dean the office’s activities without revealing any personal or confidential information about cases. The ombudsperson also makes recommendations to the Dean for specific and systemic changes and improvements in School policy, procedure, environment, etc., based upon the pattern of problems and complaints brought forward by visitors. The ombudsperson has the full support of the RBHS Office of Academic Affairs, Office Workplace Diversity and Office of the General Counsel. The ombudsperson, in addition, is authorized to approach any individual administrator, faculty member, other student or house officer — in pursuit of information, resolutions to problems or complaints, or to make recommendations.

NJMS Ombudsperson Information:

Debra Heller, M.D,
NJMS Department of Pathology, Immunology & Laboratory Medicine
UH E158, Newark
973-972-0751

hellerds@njms.rutgers.edu

Confidentiality

The ombudsperson strives to maintain confidentiality and respect privacy to the maximum extent permitted by law. The ombudsperson will not keep records with any personally identifiable information, and usually will not share any information received from visitors without the visitors' permission. However

there are legal and ethical standards which may require the ombudsperson to disclose certain kinds of information, such as statutory violations, imminent threats of serious harm to an individual (the visitor or others), or to the University and its property, or about serious misconduct, harassment or the commission of a crime. The ombudsperson must also comply with court orders and valid subpoenas.

Student Wellness (Mental Health) Program

The Student Wellness Program (SWP), is a confidential counseling service which helps students deal effectively with stressors and pressures related to school, as well as personal problems that may affect their well-being, their home lives and/or their academic performance. Services are provided by the University Behavioral Health Care staff. Therefore, they are independent of the school.

To access the brochure, use the link below:

[file:///C:/Users/stab8/Downloads/SWP%20Higher%20Education%20Brochure%20\(1\).pdf](file:///C:/Users/stab8/Downloads/SWP%20Higher%20Education%20Brochure%20(1).pdf)

Student Health Services

Student Health Services (SHS) is a division of the Department of Family Medicine, New Jersey Medical School, at Rutgers Health Sciences Campus at Newark. Board Certified Family Physicians provide a broad range of services for physical and mental health.

Please be advised that all services are completely confidential and include:

- General medical care for acute and chronic medical conditions
- Gynecology and family planning including IUDs, implants, and pregnancy options
- Gender affirming care
- Mental health
- Immunizations
- Potential bloodborne pathogen exposure (needle stick) counseling and treatment
- HIV Pre-exposure prophylaxis
- Laboratory services
- Allergy shots (after allergist evaluation)
- Preventive screening
- Referrals for specialty consultation
- Consultation for weight management and smoking cessation
- Travel medicine

http://njms.rutgers.edu/departments/family_medicine/shs/index.cfm

Student Health Insurance

All full-time Rutgers medical students are required to be covered by health and accident insurance. Each academic year, students are automatically enrolled and billed for the school's health insurance plan unless they choose to waive participation in the policy. The Student Injury and Sickness Insurance Plan is serviced by University Health Plans and underwritten by UnitedHealthcare Insurance Company (UHC)-In June of each year, the updated insurance information is sent via e-mail to the student body by the Office of Student Affairs. Students have access to the University Health Plans website where they can view the insurance on-line brochure for benefit information and premium costs in addition to dependent enrollment and other pertinent information. If a student chooses to waive the school's health insurance plan, they must complete a Waiver Form which is submitted to University Health Plans; they must be able to indicate they have comparable coverage from another source. Students receive several notices from the Office of Student Affairs regarding the school's health insurance plan, and the opportunity to waive the plan by September 30th of that year. Information is also provided to the students regarding the opportunity to purchase optional dental and vision care insurance. The student health insurance plan also allows for coverage of dependents.

The school's health insurance plan offers two levels of benefits: an "in-network (preferred)" benefit and an "out-of-network (non-preferred)" benefit. -United Healthcare has one of the largest networks of physicians, hospitals and other healthcare providers in the United States. The cost of this Plan for each student for Academic Year 2020-2021 is \$2,247. Coverage is effective August 15, 2020 through August 14, 2021. The deductible and co-pays will be waived and benefits will be paid at 100%of Covered Medical Expenses incurred when treatment is rendered at the Student Health Services Center.

A review the Plan benefits can be accessed by going to <http://www.universityhealthplans.com> and click on Rutgers, The State University of New Jersey.

Disability Insurance

NJMS, in conjunction with the AMA sponsored Med Plus Advantage Program, provides disability insurance tailored for our medical students. Disability insurance coverage is mandatory for third and fourth year medical students, and they are automatically enrolled in the student plan and charged the premium at the beginning of the academic year. For Academic Year 2020-2021, first and second year students will be offered the option to purchase disability insurance. For subsequent years, it is anticipated disability insurance will be mandatory for all students.

The following is the premium: Annual Premium Rate:

Year 1 & 2 Optional premium 52.44., per student

Years 3+ 4 year Mandatory premium \$78.60., per student

Coverage Period: 7/1/2020 - 6/30/2021

Prior to each academic year, the Office of Risks and Claims submits information to the Office of Student Affairs regarding disability insurance for the medical students. This information is then sent electronically to the third and fourth year students identifying the highlights of the disability insurance plan. First and second year students are offered the option of participating in the program.

Title IX

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” –Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX)

Prohibited Sexual Misconduct at Rutgers University includes Sexual Harassment, Gender-based Harassment, Sexual Intimidation, Sexual Exploitation, Sexual Assault and Non-Consensual Sexual Contact, Relationship Violence, Stalking, and Retaliation.

While it is often thought of as a law that applies to athletics programs, Title IX is much broader than athletics and applies to many programs at Rutgers. Compliance with the law is everyone’s responsibility at the university. Listed below is the individual who has primary responsibility for Title IX compliance on the RBHS campus:

Susan Hamilton

Assistant Vice Chancellor for Academic and Student Affairs, Title IX Coordinator

RBHS – Registrar

65 Bergen Street, Rm 1459

Newark, NJ 07101

RBHS Campus

Phone: (973) 972-9794

Email: susan.hamilton@rutgers.edu

<https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

<https://policies.rutgers.edu/sites/default/files/10.3.12-current.pdf>

<https://uec.rutgers.edu/programs/title-ix/>

The RBHS Office for Violence Prevention & Victim Assistance (VPVA)

The RBHS Office for Violence Prevention & Victim Assistance (VPVA) is a free and confidential resource that provides services regarding sexual violence, dating violence, stalking, and harassment for the RBHS community. VPVA offers counseling, advocacy, education, and programming to address and prevent interpersonal violence that impacts the RBHS campus.

What services can VPVA provide?

- Emotional support services via phone and in-person counseling are available for RBHS students.
- Advocacy, including assistance with navigating health and reporting systems, is available for RBHS students who have experienced violence.
- Information regarding interpersonal violence, options available, and how to support survivors is offered to RBHS students, faculty, and staff.
- Additional referrals and resources can be provided to any RBHS community members.
- Intentional education and prevention programming are scheduled throughout the RBHS campus. Requested trainings are available for interested groups within the RBHS community.
- Awareness programming is offered throughout the year to engage students, faculty, and staff. VPVA is dedicated to serving students at each of the RBHS sites. While based in the Stanley S. Bergen building in Newark, both educational programs and support services can be scheduled for your location.

To schedule a meeting, speak to a support person, or inquire more about VPVA services, **please contact 973-972-4636.**

email vpva@rbhs.rutgers.edu.

RBHS Campus

65 Bergen Street, Suite 1441, Stanley S. Bergen, Jr. Building
(973) 972-4636

<https://oasa.rbhs.rutgers.edu/violence-prevention-victim-assistance>

For non-confidential resources on campus

RBHS Title IX Coordinator, Susan Hamilton

susan.hamilton@rutgers.edu

973-972-9794

RUPD

Emergency: 911

Non-emergency: 973-972-4491

For off-campus resources

New Jersey Coalition Against Sexual Assault Statewide Hotline

- <https://njcasa.org/find-help/>
- 800-601-7200
New Jersey Coalition to End Domestic Violence 24hour Helpline
- <https://www.njcedv.org/>
- 800-572-7233

The Healthcare Foundation Center for Humanism and Medicine at New Jersey Medical School

The Healthcare Foundation Center for Humanism and Medicine at New Jersey Medical School was founded in 2004 with a generous grant from the Healthcare Foundation of New Jersey. The Center promotes dignity and respect for the individual, commitment to the relief of suffering and the delivery of care that is kind, just and humble.

So, in 2003, the first HFNJ gift of \$3.2 million arrived at NJMS. Of that initial amount, \$2 million was used to establish an endowed fund to operate the Center. Then, the Foundation of UMDNJ contributed \$400,000 more to the endowment. The remaining \$1.2 million from the Healthcare Foundation was set aside to provide scholarships for a select group of incoming NJMS students who would soon become known as the humanism scholars.

A Humanism Advisory Board (HAB) was formed in 2004 to define the Center. Humanism had to be tangible, with a vision, values, and a mission statement. But first of all, it had to have a passionate leader. In August 2004, NJMS found such a person in Dorian J. Wilson, MD, a 1982 graduate of NJMS and Professor of Surgery in the Division of Liver Transplantation.

An office for the Center was dedicated in 2005 in the NJMS Medical Science Building (MSB-C698) to serve as “home” and to house the books, tapes, journals and other resources that have become essential in this very special medical and educational journey. Dr. Wilson retired in June 2020, and Dr. Manasa Ayyala has been named the new Director of the Humanism Center. Ms. Tanya Norment serves as the program administrator for the Center.

Special Programs and Community: Hispanic Center of Excellence

Promoting Academic and Medical Excellence in the Hispanic Community

Established in 1991, the Hispanic Center of Excellence (HCOE) has a primary goal of improving the health status of the Latino population by increasing the number of Latinos in the health professions and in particular medicine. During the past 13 years, there has been a continuous refinement of institutional policies and programs that have permitted the HCOE to implement initiatives aimed at enhancing academic performance; improving the recruitment and retention of faculty; and developing the capacity of the graduates to provide culturally competent healthcare services. HCOE seeks to reduce disparities in healthcare by supporting individuals committed to advance the goals of diversity in the medical profession and improve healthcare to underserved populations.

The programs of the Hispanic Center of Excellence are sponsored through a grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Professions, Division of Health Careers Diversity and Development. For more information, visit <http://bhpr.hrsa.gov/diversity>.

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. Since 1972, NJMS has implemented programs in an effort to meet these challenges. With the support of the Hispanic Center of Excellence, NJMS seeks to fully implement a curriculum in response to the Liaison Committee on Medical Education Accreditation Standards, revised in November 2000. These standards maintain that medical school “faculty and students must demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments. Medical students should learn to recognize and appropriately address gender and cultural biases in health care delivery, while considering first the health of the patient.”

To ensure that all graduates master the core competencies requisite for a culturally competent provider, a comprehensive plan that involves all four years of medical education was developed. In November 2003, school-wide education goals and objectives were approved. Specifically, Goal 4 is “Commitment to the Health of the Community and Appreciation of Social and Cultural Diversity.” Students are expected to:

- Demonstrate the ability to obtain a history and physical that accommodates a patient’s belief systems
- Demonstrate cultural and linguistic competency
- Demonstrate the ability to develop a treatment plan that accommodates the cultural, social and economic context of the patient

These education goals and objectives are of paramount significance, embracing the implementation of cultural competency as part of a [new curriculum](#) scheduled to be

introduced in August 2004. The Hispanic Center of Excellence plays a critical role in further developing and implementing an integrated, vertical and longitudinal curriculum conceptualizing cultural competency and its impact in reducing health disparities in the United States.

Mission Statement

The mission of the Hispanic Center of Excellence is to:

- Increase the number of Latino physicians by expanding the educational pipeline for students interested in medicine
- Provide professional development opportunities to Latino faculty
- Prepare medical students, faculty and residents in delivering culturally competent healthcare services to the community
- Increase the quality and quantity of research on health issues that impact Latinos and other underserved populations in our nation

Goals

- Foster the development and preparation of Latinos and other disadvantaged individuals for careers in medicine
- Provide students with research opportunities on health related issue affecting Latinos and other underserved communities
- Introduce and expose students to medical health issues afflicting disadvantaged communities
- Develop curricular initiatives that promotes cultural competency skills of all medical students and faculty
- Develop and increased the numbers of Latino faculty and other underrepresented groups at NJMS

Please click below to view a comprehensive list of resources on Latino Health.

http://www.umdnj.edu/njmsweb/educ/sprogram/Access_to_Health_Care.pdf

Computer Requirements

SYSTEMS REQUIREMENTS (for both ExamSoft and NBME exams)

The following laptop requirements are necessary for New Jersey Medical School

REQUIREMENTS	
Windows	Mac OS
<ul style="list-style-type: none"> English OS versions of Windows 10 Windows 10 RT and 10 S are NOT supported at this time. 2.0 GHz Intel i3 equivalent processor or higher RAM = 4 GB or higher HD (needs at least 1 GB of free space) 13' screen or larger (Laptops) Minimum screen resolution of 1024x768 is required with a 32-bit color setting Virtual machines & applications are not allowed Surface Pro is allowed (non-pro Surface devices are not allowed) Tablets are not allowed; nor Chromebooks, netbooks, etc. For on-site support, a working USB port is required (newer devices may require an adaptor) 	<ul style="list-style-type: none"> v10.13 (High Sierra), v10.14 (Mojave), v10.15 (Catalina) * Any server version of Mac OS is NOT supported 1GHz Intel processor or higher RAM = 4 GB or higher HD (needs at least 1 GB of free space) 13' screen or larger (Laptops) Minimum screen resolution of 1024x768 is required with a 32-bit color setting Virtual machines & applications are not allowed iPads/tablets are not allowed For on-site support, a working USB port is required (newer devices may require an adaptor)
<ul style="list-style-type: none"> Microsoft Edge, Internet Explorer Chrome Firefox Do not use beta versions. Other browsers are not supported. 	<ul style="list-style-type: none"> Safari Chrome Firefox Do not use beta versions. Other browsers are not supported.
<ul style="list-style-type: none"> Browser Settings <ul style="list-style-type: none"> - JavaScript Enabled - Cookies Enabled - CSS Enabled - Disable pop-up blockers 	<ul style="list-style-type: none"> Browser Settings <ul style="list-style-type: none"> - JavaScript Enabled - Cookies Enabled - CSS Enabled - Disable pop-up blockers
<ul style="list-style-type: none"> Must have Administrator level account permissions. 	
<ul style="list-style-type: none"> Disable Toolbars, Adware or Spyware programs. They may adversely affect the computer's performance and cause delays in loading testing questions. If you are using McAfee, you need to turn off Real-Time Scanning. Turn off Windows updates or virus scanner updates to avoid interruptions during testing. 	

* <https://ei.examsoft.com/GKWeb/login/njms>

MacOS Catalina (version 10.15) is compatible with Exemplify v.2.0.6 or greater. Previous versions of Exemplify will not work with macOS Catalina

Mac : <https://examsoft.force.com/emcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Mac-OS-X>

Windows: <https://examsoft.force.com/emcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Windows>

VIDEO CONFERENCING TOOLS

The following video conferencing tools are used at New Jersey Medical School.

Webex: <https://webex.rutgers.edu/>

Microsoft Teams: <https://it.rutgers.edu/rutgers-connect/knowledgebase/getting-started-with-microsoft-teams/>

Zoom: <https://it.rutgers.edu/zoom/knowledgebase/how-to-create-your-rutgers-zoom-account/>

Remote Access Guide: https://it.njms.rutgers.edu/?page_id=689

Accessories: https://www.one-tab.com/page/YVEITEx1SDC2XmkQLVxG_Q (A list of affordable headsets if the student does not already own a pair or own Bluetooth headphones with a built-in mic)

George F. Smith Library

The [Smith Library](#) is your primary link to a wealth of resources: databases, full-text books and journals, training opportunities, and research assistance. Our electronic resources are available via any Internet-connected computer, tablet or handheld device, whenever you need them.

The Smith Library serves all of the schools, programs, and departments at the Rutgers Biomedical and Health Sciences (RBHS) Newark, as well as distance health education programs. It is the major health sciences research library for the state of New Jersey.

[QuickSearch](#) lists resources in both print and electronic formats. Subscribed journals are also found in the [QuickSearch journal search](#).

Information & Education librarians have produced over 70 [Research Guides](#), compilations of highly relevant resources from the Rutgers University Libraries and the web. Arranged by subject, the guides are categorized into 20 main areas. Topics include Evidence-Based Medicine and Dentistry, EndNote, Nursing, Public Health, and information on copyright questions.

We look forward to providing you with consistently high-quality information resources and services that are so essential to the education, research, and patient care programs at Rutgers.

Below is the link to the Smith Library:

<https://www.libraries.rutgers.edu/smith>

Joint Degree Programs

MD/MBA Program

A collaborative effort between New Jersey Medical School and Rutgers Business School, this dual degree program provides medical students with a background relating to healthcare management. It provides the opportunity to learn in a unique environment with a diverse community of students, taught by internationally renowned professors while broadening their career perspectives.

Applicants 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 Program

NJMS sponsors this program in conjunction with the Rutgers School of Public Health. The 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 is limited to students who have already been accepted at New Jersey Medical School.

For additional information, visit: <https://sph.rutgers.edu/academics/md-mph.html>

MD/PhD Program

The Interdisciplinary MD/PhD Program is designed as a seven-year integrated experience. The first two years consist primarily of pre-clinical 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.

Admission Requirements

Requirements for admission to the MD/PhD Program include a strong academic record, letters of recommendation (including at least one from a research mentor), evidence of ability to succeed in a research environment, and competitive MCAT scores (no GRE scores are required).

Application should first be made to New Jersey Medical School. During the NJMS application process, a specific application to the MD/PhD Program will be required.

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.

Student Selection Criteria

- Academically strong students
- Students from the Summer Biomedical Research program
- Students with previous Research experience

Program Goal and Learning Objectives

The overall goal of the program is to provide medical students an opportunity to acquire research skills and foster independent scientific thinking. The specific objectives are:

1. The student obtains training in research skills and critical thinking- formulation of a hypothesis, designing experiments that will allow for testing of the hypothesis, and critical evaluation of data.
2. The student learns the art of communicating scientific findings-Oral and written.

Distinction Programs at Rutgers New Jersey Medical School

Purpose of the Distinction Programs in Service, Global Health, Urban Health, Entrepreneurship and Innovation in Medicine or Medical Education:

Medical students interested in pursuing focused studies in service, global health, urban health, entrepreneurship and innovation in medicine or Medical Education may apply to the respective Distinction Program at Rutgers New Jersey Medical School (NJMS). Each program is designed as a longitudinal experience that includes interactive didactic sessions, mentorship, experiential learning and a Year 4 Capstone Project. The Distinction Programs are supplemental to the NJMS curriculum and are designed to enrich an interested student's academic endeavors. Participants must be accepted into the program, maintain good academic standing and satisfy all program requirements. Additionally, the Distinction Programs afford participants additional opportunities to master many of the NJMS learning goals and objectives, especially:

- Goal 3: Excellence in Professionalism and Humanism
- Goal 4: Commitment to the Health of the Community and Appreciation of Social and Cultural Diversity
- Goal 6: Development of Effective Skills in Education and Communication.

Please note: The Distinction Program in Research is a well-established track at Rutgers New Jersey Medical School with a rolling, personalized option managed by Dr. Padmini Salgame.

Description of Distinction Programs in Service, Global Health, Urban Health, Entrepreneurship and Innovation in Medicine and Medical Education:

Service:

Rutgers New Jersey Medical School (NJMS) defines Community Engaged Service Learning (CESL) as an educational experience in which students, through structured service activities, identify and reflect upon community needs and assets that culminate in an enhanced sense of civic responsibility and community awareness.

Community Engaged Service Learning became a requirement in the NJMS curriculum in the Fall of 2015. The graduation requirement seeks to build upon and enhance a rich culture of service at NJMS by providing students with structured guidance for implementing meaningful, effective, and sustainable service projects that address the needs of Newark and the surrounding communities. In addition, service learning experiences offer an invaluable opportunity for students to develop core skills in cultural competency, health education, patient advocacy, and community engaged research and evaluation that will help them to develop into leaders in the medical field and in the communities they serve.

In this Distinction Program, students will further their study of community-engaged service learning and coordinate with academic health centers (AHCs), community-based organizations, and social service agencies efforts to promote better health outcomes.

Global Health:

The field of global health has grown considerably over the past decade and experiencing a

surge in support and growth at Rutgers. A significant majority of medical students now express an interest in learning more about global health, with almost a third participating in a global health experience. In addition to personal enrichment students gain a skillset that they can use in the future to make an impact on their personal medical practices, as well as global health.

In this Distinction Program, students will study the global burden of disease and their potential role as an actor international development. Students will further consider the ethics of global health and impact effectiveness when designing their programs. Finally, students will be supported in this program by program personnel with expertise in global health, including related to their field experience project. On successful completion of the program students will have gained a strong foundation to be active in global health in a practical, effective and ethically sound manner.

Urban Health:

Newark is New Jersey's largest and second-most racially diverse city with twice the rates of poverty compared to the nation overall. With access to health care largely socially determined, this Distinction Program will focus on the public health needs of urban and disadvantaged populations, such as those in Newark. Collaboration with faculty, community programs and partners will allow students to propose and assess strategies to enhance population health, improve access to quality care, and advance medical knowledge within the community to improve overall health outcomes.

Entrepreneurship and Innovation in Medicine:

Elements of healthcare reform, known as the Patient Protection and Affordable Care Act or ACA, are changing the way healthcare is delivered by encouraging greater coordination of care, striving for better quality care and clinical outcomes, and aiming to reduce costs of care. Given the shifting landscape of health care in the United State, the need for innovation and entrepreneurship in medicine has never been greater.

The Entrepreneurship and Innovation in Medicine Distinction Program is designed to encourage students with novel ideas that will improve patient safety and health outcomes, support the growth of digital medicine, advance medical education, or further research in a given field to pursue their endeavors in a structured manner with the support of a School mentor. Students with unique health-related initiatives are also invited to apply for this distinction program.

Medical Education:

There have been significant advances in medical education in the last decade, for example, the growth of educational technology and Simulation Medicine. This Distinction Program is designed for those students who have dedicated significant time and demonstrated excellence in at least one of the following five areas: teaching, mentoring, education administration, curriculum development or curriculum assessment. The distinction program will introduce students to core principles in medical education and provide opportunities for them to apply these skills in the learning environment. This program will also expose students to the governance, structure and functions of academic medicine, with the goal developing future educators and academic leaders. The program will include elements of coursework already well-defined in the NJMS curricula, such as the Fellowship in the Office of Education and

Teaching Assistant program for the Patient-Centered Medicine discipline. Students in the Distinction Program cannot, however, also enroll for credit in these electives.

The Distinction Program will include a variety of experiences in medical education. Students in the program are required to complete scholarly work in each of the following areas:

- Structure and Function of Academic Medicine (i.e, serve on a curriculum committee or taskforce)
- Direct Teaching and Mentoring Activities (i.e, serve as a Teaching Assistant)
- Curriculum Content Development with contact time with learners (i.e, lead an exam review)
- Learner Assessment and Evaluation (i.e, develop quizzes, role play as an standardized patient)
- Scholarship of Medical Education (i.e, describe educational activities and/or curriculum for MedEd PORTAL)
- Summative Educational Portfolio development

The skills targeted for development will prepare students to be effective physician educators to peers and patients alike. Students are expected to take a scholarly approach to their work in education. When determining fulfillment of Capstone requirements, a committee of faculty educators will consider a student's excellence in educational activities based on: quantity (the number of learners and/or impact of their project); quality (sufficient quality of work/scholarly contribution); and dissemination (contributions to the education community at NJMS and beyond).

Distinction Program Requirements:

- Participation in all service, global health, urban health, entrepreneurship and innovation in medicine or medical education Distinction Program activities
- Attendance at a minimum of bi-annual meetings with the respective Distinction Program advisor
- Attendance at all Distinction Program didactic sessions
- Development of a Distinction Program portfolio that documents Distinction Program activities and achievements
- Completion of a 4th year Capstone elective to finalize Distinction Program requirements

By the end of the service, global health, urban health, entrepreneurship and innovation in medicine or medical education distinction program, a student will have:

1. Worked with an advisor (ex. faculty member and/or community leader) to fulfill the requirements of the Distinction Program;
2. Developed and fulfilled individual goals and objectives for their experience specific to their scholarly interests;
3. Planned, reviewed, reflected upon, and completed a scholarly activity that results in a local regional or national reviewed presentation and/or publication;
4. Developed a network of students, faculty, and leaders with similar service and scholarly interests.

Sample Didactic Content:

- Planning your Distinction Program journey: reflecting on the past, assessing the present and plotting the future
- Building a portfolio: transforming service to scholarship
- Selecting and starting your Distinction Program project(s)
- Writing 101: From spelling and grammar check to a report of publication quality
- How to critically review literature and conduct a needs assessment
- Designing, implementing and evaluating your Distinction Program activity
- Is an IRB application required for your Distinction Program project?
- Developing and submitting your abstract for a poster or oral presentation
- Writing and submitting your project for journal consideration

Capstone Project:

- Based upon didactic sessions, advising, and experiential learning experiences
- Written paper (length TBD)
- Oral presentation at pre-graduation Distinction Program symposium
- Submission of abstract/manuscript to a regional or national conference/journal

Scholar's Year Program

Students may choose to participate in a Scholar's Year program for one year, generally between the third and fourth year of medical school. The student may decide to pursue this program at our medical school or another institution. The scholar's year has traditionally been used to allow the student additional opportunity to have exposure to a specialty of interest through a mentorship with a particular faculty mentor in a research setting. In order to participate in the program, a student must first meet with the Associate Dean of Student Affairs to indicate his/her interest in pursuing the year. The student must then request permission by submitting a letter to the Committee on Student Affairs (CSA) detailing the goals and objectives of the program. Additionally, a support letter from the student's mentor must be submitted to the committee. The committee will then be asked to approve the request to participate. If the program is an organized program, such as research at the NIH, the student will not need to request permission through the CSA.

The Pozen Scholars Program

Through the generosity of Dr. Richard Pozen (Class of 1974), and Mrs. Ann Silver Pozen, the Pozen Scholars Program was created in 2009.

Today, the goal of the program is to enrich the learning experiences of students and faculty by teaching civic responsibility that strengthens community service and engagement, bringing medical professionals and the communities they serve together through the facilitation of mini-grants.

Through the implementation of service and funding, new learning strategies are developed and stimulated, integrating meaningful community service with instruction and reflection.

How We Choose Projects

The program is competitive and utilizes a rigorous application process. We select the best suited projects based on the following criteria:

- Feasibility of project proposed
- Connection to the city of Newark and the need of the communities being served
- Applicants' connection to the service being proposed (i.e., previously service, specialty subject of study, etc.)
- Budget request
- Longevity of proposed project

Expectations of Those Chosen:

- Scholars of the program are required to finish or pass on their projects based on an approved timeline, managed through customized progress reports.
- Subsequent finished projects will render a presentation poster, short oral presentation, and attendance at Pozen sponsored events, not limited to the annual Pozen Scholar Showcase, an event both Dr. Pozen and his wife, Mrs. Ann Silver Pozen attend to interact with students and faculty to learn more about their projects

Benefits of Being a Pozen Scholar:

- Real-life experience in assisting underserved communities that will last a lifetime!
- Commendable participation in a program relevant for resumes and CV's
- Professional development skills in public speaking, scholarly dissemination of their project, and research (if applicable)
- Guidance on program design and implementation

For NJMS students:

- Pozen meets CESL hour requirements
- Recognition of acceptance in the program for your Dean's letter

Additional Guidelines for Students and Faculty:

- Applications are accepted on a rolling basis, however, it is recommended projects be submitted at least **30 days** before the start of the initiative
- Projects submitted should focus on both the health and well-being of community members through service activities, specifically those in the greater Newark area.
- For international projects, applicants should actively find ways to translate their service back to the city of Newark and its residents
- Projects can address a plethora of public/environmental/medical health crises, not limited to: nutrition, health literacy, mentorship/advocacy for youth, violence and mental health, homelessness, clinic care, etc.
- International projects will be vetted for feasibility in conjunction with Drs. Sule and Sifri from the Office of Global Health
- A budget is required during time of submission. There currently is no limit on the amount that can be requested.
- ***Students are required to submit a letter of support from a faculty mentor at the time of submission in addition to a budget***
- Special consideration is given to longitudinal (long term) projects

Please be sure to have all required materials for the application at the time of submission. Incomplete applications will not make it through the portal.

Interested in Research?

The Pozen Scholars Program does support research initiatives as long as there is an explicit community service component. Pozen also offers research guides to assist students and faculty in deciding which method of assessment would be most helpful and effective for the phenomena they are interested in studying. For more information on this, contact Dr. Joy Cox at joy.a.cox@rutgers.edu.

Community Engaged Service Learning (CESL)

Rutgers New Jersey Medical School (NJMS) defines Community Engaged Service Learning (CESL) as an educational experience in which students, through a structured service activity, identify and reflect upon community needs and assets that culminate in an enhanced sense of civic responsibility as healthcare professionals.

The CESL elective was introduced into the Rutgers NJMS curriculum during the Fall of 2015 for the incoming first year class. The course seeks to build upon and enhance a rich culture of service at NJMS by providing students with structured guidance for implementing meaningful, effective, and sustainable service projects that address the needs of Newark and surrounding communities. In addition, service learning experiences offer an invaluable opportunity for students to develop core skills in cultural competency, health education, patient advocacy, and community-engaged research and evaluation that will help them to develop into leaders in the medical field and in the communities they serve. The CESL course has various components including direct service activities, didactic sessions, reflection essays and a project report.

Alpha Omega Alpha Honor Medical Society

Alpha Omega Alpha (AOA) is the National Honor Medical Society. Its goals are the promotion of scholarship and research in medical schools, the encouragement of a high standard of character and conduct among medical students and graduates, and recognition of high attainment of goals in medical science, practice, and related fields. Students are elected to AOA in their junior or senior year of medical school. The selection process takes place in the late spring of the third year for Junior AOA and in August of the fourth year for Senior AOA. The Rutgers New Jersey Medical School section of AOA is the Beta Chapter. Robert Schwartz, MD and William C. Lambert, MD serve as Councilor and Secretary-Treasurer respectively.

The top 25 percent of the class is eligible for election, but only 16 percent of each class can be elected from those students. AOA members, including students inducted in their third year, AOA faculty, alumni and house staff members are eligible to vote. Once elected, the new members are inducted during the annual spring banquet.

Gold Humanism Honor Society

The Gold Humanism Honor Society (GHHS), sponsored by the Arnold P. Gold Foundation, honors senior medical students, residents, and role-model physician teachers for "demonstrated excellence in clinical care, leadership, compassion, and dedication to service". Inspiration for this society began in the late 1990s as a way of recognizing and promoting humanistic attributes in medical students. Students are selected for this society by their peers and faculty for outstanding clinical and interpersonal skills and attitudes that are essential for excellent patient care.

Rutgers New Jersey Medical School established its chapter in 2003, and has worked to advance the reputation of this important society and its members through recognition of humanistic endeavors. Chapter projects have included a lecture series on Humanism in Medicine, campus beautification, and a website gallery on humanism in action.

The Chapter inducts students, residents, and faculty members annually into the Gold Humanism Honor Society. Information is sent out to the fourth-year class requesting peer nominations for the chapter; faculty are also asked to identify students who they feel meet the criteria for selection to the GHHS. Once the final selection is made, students are notified of their selection. An induction ceremony is held during the White Coat Ceremony in August.

More information can be found on the Gold Foundation website:

<https://www.gold-foundation.org/programs/ghhs/>

Awards

Presented to First, Second and Third Year Students

The Clinical Skills Award

Given to a second-year student who had the strongest performance in Clinical Skills

Dr. Wilhelm Frisell Award

Given to a second-year student who had the strongest performance in the foundations course

Kenneth M. Klein, M.D. Award

Given to a student who has demonstrated a significant interest in the innovation in medical education

Dr. Paul Miranti Award

Given to a second-year student who had the strongest performance in Anatomy/Embryology

The Pharmacology Award

Given to a second-year student who had the strongest performance in Pharmacology

The Dr. John Reeves Memorial Award for Excellence in Medical Physiology Award

Given to a second-year student who had the strongest performance in physiology

Research Awards

The Dr. Kenneth Swan Commendation for Medical History Scholarship

NJ Beta Chapter of Alpha Omega Alpha

To Recognize Students for Meritorious Medical History Research

The Lambert & Weiss Medical Student Research Recognition Award

NJ Beta Chapter of Alpha Omega Alpha

To Recognize Students for Meritorious Research

The Weiss & Lambert Medical Student Commendation for Research Contribution

NJ Beta Chapter of Alpha Omega Alpha

To Recognize Students for Research Endeavors

Fourth Year Awards

Dr. Alfonse Cinotti-Cento Amici Ophthalmology Award

In honor of Dr. Alfonse Cinotti, former chairman of Ophthalmology at NJMS, the Cento Amici organization has provided this scholarship to fourth year students who have matched to a residency in Ophthalmology.

Dr. Jacob L. Dreskin Award

Presented to a fourth-year student who has performed in an outstanding manner throughout the clinical years.

Essex County Medical Society Award

Given to a graduating student who has lived in Essex County for the majority of their life and contributed to the quality of life for the citizens of the county

Drs. Milton & Rose Prystowsky Award

Awarded to fourth-year students who have demonstrated the best overall performance in patient care

Faculty Organization Award

Given in recognition of outstanding academic achievement and leadership throughout the four years of medical school

Anita Falla, M.D. Endowed Scholarship fund award (rotates each year with RWJMS)

Awarded to A Fourth-Year Student Who Has Honored All Third-Year Clerkships and Has Been Recognized for Demonstrating Significant Motivation and Passion in The Clinical Care of Patients

The Drs. Emily Fay and Thomas Eck Mentoring Award

Given to a Fourth-Year Student in recognition of exceptional dedication and leadership in the mentoring of medical students

Alexander Gordon, M.D. Memorial Endowed Scholarship Fund Award

Awarded to fourth-year students in recognition of their dedication to volunteerism, mentoring and mutual support of other students at NJMS.

Mrs. Miriam F. Jacobs Scholarship Award

In Recognition of Exceptional Academic Achievement for Attaining the Highest Rank in The Medical School Class

Fred M. Jacobs, M.D., J.D Pulmonary Medicine Award

Given to a fourth-year student for the strongest performance in pulmonary medicine

William H. Longfield Endowed Scholarship Fund (rotates each year with RWJMS)

Supports a high achieving student who has had an interest or demonstrated prior commitment to biomedical engineering.

Ruy V. Lourenço, M.D. Dean's Achievement Award

Given to a fourth-year student who in addition to an outstanding academic record exemplifies the spirit and ideals of NJMS

Merck Academic Excellence Award

Awarded to four superior fourth-year students in honor of their overall academic achievement

NJ Medical Women's Association-Dr. Gertrude Ash Memorial Award

Presented to a female graduate for outstanding academic achievement during medical school

David E. Ross Memorial Award

Given to fourth-year students who have demonstrated a commitment to compassionate care and the well-being of the patient and the patient's family.

Rubinstein Family Award

Given to a fourth-year student pursuing a residency in internal medicine who has shown a commitment to community service

Student Family Health Care Center – Family Medicine Award

to recognize SFHCC leaders who have been role models by demonstrating compassion and patient advocacy while providing comprehensive primary care to the underserved of the community.

The Kenneth G. Swan, M.D. Memorial Award

Given to a fourth-year student who has been a role model for his/her peers and has excelled in Surgery

The Lonnie Wright Memorial Award

Given to those students who have shown compassion for their peers and concern for the community

Department and Specialty awards

Dr. John Snow Award for Excellence in Anesthesiology

Given to a fourth year student who has excelled in Anesthesiology

Dr. Jacob Bleiberg Award

Given to fourth year students who have excelled in Dermatology

The Douglas E. Wong, M.D. '89 Endowment Award

Presented to a fourth year student who has excelled in Dermatology

Emergency Medicine Award

Given to a fourth year student who has demonstrated excellence in Emergency Medicine

Dr. Samuel F. D'Ambola Award

Given to a fourth year student who has shown academic excellence and commitment to the principles of Family Medicine

The Harold J. Jeghers Future Internist Award

Given to a fourth year student who has demonstrated excellence in Internal Medicine

American Academy of Neurology Medical Student Prize for Excellence in Neurology
Awarded to a graduating student who exemplifies outstanding scientific achievement and clinical acumen in neurology and outstanding personal qualities of integrity, compassion and leadership

Peter W. Carmel, M.D. Award in Neurological Surgery
Given to fourth year student who has excelled in Neurological Surgery

The Gerson Weiss, M.D. Award for Excellence in Obstetrics, Gynecology and Women's Health
Presented to a fourth year student who has excelled in Obstetrics, Gynecology and Women's Health.

Department of Orthopaedics Award for Excellence
Awarded to a fourth year student who has excelled in Orthopaedics.

Excellence in Otolaryngology Award
Given to a fourth year student who has excelled in Otolaryngology

Award for Excellence in Pediatrics
Awarded to a fourth year student who has excelled in Pediatrics

Physical Medicine and Rehabilitation Award
Given to a fourth year student for academic excellence in PM&R.

Department of Psychiatry Faculty Award
Given to a fourth year student who has excelled in Psychiatry.

Awards Given at Convocation

The Stanley S. Bergen, Jr., M.D. Medal of Excellence
Awarded to the student who is judged to best combine high levels of achievement in both academic and clinical studies and possesses the high ideals essential to medicine, as well as having notable accomplishments in the basic sciences or clinical research

Dean Charles L. Brown Award
Given to the fourth year student who demonstrates the attributes of the medical profession and has made significant contributions to the school.

The Leonard Tow Humanism in Medicine Award Presented by the Arnold P. Gold Foundation
Given to a graduating student who embodies compassion and sensitivity in THE delivery of care to patients and family members

NJMS Office of Research

Mission

The New Jersey Medical School Research Office is dedicated to facilitating the research endeavors of the NJMS Community. Their mission is to provide assistance in identifying funding opportunities, preparing proposals and managing awards.

Student Information

2020 Application and Program Guidelines	
2020 SSRP Student Application	2020 Program Guidelines

REVISED APPLICATION PROCESS AS FOLLOWS:

EVALUATION CRITERIA:

This is a competitive program with a limited number of stipend funded projects. Students are required to complete an application, attach a copy current CV and include a brief statement indicating any prior research experience and state how it relates to the current project. Completed applications should be submitted to Ms. Giovanna Comer, Research Office, MSB, F607, Newark. The documents will be forwarded to the Faculty Mentor for review. If the student has met the qualifications for the project he/she will be contacted by the Faculty Mentor to schedule an interview. This process could take 2-3 weeks for completion. Students are encouraged to call or email Faculty Mentor if they have any questions relating to current projects.

NOTE: Stipend support is available for a limited number of research projects. Stipend support is also reserved for 1st, and 2nd year medical students. Undergraduate students in the combined BS/MD program may participate as a volunteer or thru work-study while fulfilling their credit requirements.

PROGRAM REQUIREMENTS:

- All students participating in the Summer Research Program are required to complete the Collaborative IRB Training Initiative (CITI) Basic Course online, available at: [Rutgers Biomedical & Health Sciences HSPP & IRB: Collaborative IRB Training Initiative \(CITI\) Education](#)
- All students participating are required to take Laboratory/Biological/BBP Safety Training. Dr. Jessica McCormick, Senior Biosafety Office at the Office of Rutgers Environmental Health & Safety will advise on training requirements **Rutgers Environmental Health & Safety Office**

- If vertebrate animals are involved, please complete the actions on the attached document: **SSRP Student IACUC Checklist**
- **All students are required to submit an abstract summarizing their research and present their abstract/poster during the SSRP Poster Symposium.**
- **Students must be in good academic standing to participate.**
-
- **Projects are to be carried out during an eight-week period in which the students must not have any other academic activities. Students cannot participate in this program while performing another full-time program sponsored by the New Jersey Medical School.**