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The University of Connecticut School of Medicine (SOM) is fully accredited by the Liaison Committee on Medical Education (LCME), the national accrediting body for medical schools. The UConn SOM was originally conceived in the early 1960’s when there was a national shortage of healthcare providers and such opportunities for careers in medicine were not easily accessible for Connecticut residents. Today, the SOM continues to commit to this vision. The SOM is particularly proud of the many opportunities available to students who want to have a meaningful impact on the various communities in Connecticut and we encourage our students to investigate all areas of interest to them: clinical care, scholarly work and research, global health, community service, advocacy, medical education, and the humanities and medicine.

The SOM has several affiliated hospitals including John Dempsey Hospital, Hartford Healthcare (which includes Hartford Hospital and The Hospital of Central Connecticut), Saint Francis Hospital, and Connecticut Children’s Medical Center, and where students will find themselves interacting in the broader Connecticut medical community. Students are supported throughout their medical student career by residents and fellows. We also have hundreds of community physicians who are dedicated to educating students in various clinical settings such as our Ambulatory Care Experiences and our Student Continuity Practice (SCP), which is transforming to Clinical Longitudinal Immersion in the Community (CLIC) in our new MDelta curriculum (MDelta). Faculty on site and at our affiliated sites have diverse expertise and interests and enjoy teaching, mentoring and working with students in the clinical realm, in research and other projects. Our educational staff is committed to providing support to students in partnership with the faculty. This team approach is carefully role modeled for our students as they advance in a team-oriented clinical environment.

UConn SOM implemented an innovative new curriculum in August 2016. MDelta promotes self-directed and active learning, early clinical exposure, integration of basic and clinical sciences with inclusion of the behavioral and social sciences and a focus on the healthcare system. The primary pedagogy in the new curriculum is team-based learning and there is a focus on technology in education throughout the curriculum. Our students will be trained to care for patients of the future and will develop an outstanding basic science foundation with superb clinical skills, with a commitment to scholarship, communities and to public health.

We have a vast network of support for students. Students who are in need of guidance concerning their medical careers and/or personal issues are advised to speak with the Office of Student Affairs, who can also make referrals to other resources. Our curriculum experts invite student feedback and student participation as facilitators to junior colleagues. Our staff is expert and are always welcoming to students. We have all created an open door climate and foster a great collaborative relationship among students, faculty, residents, and staff.
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1.b. Important Considerations

This Academic Policies and Procedures Manual (APP) is subject to review and change. Manual updates are typically done annually but there may be instances where updates are required during the course of the academic year. We recommend checking the APP to confirm policies and requirements in effect at any given time. In general, newly updated or implemented policies are effective immediately. There are a few exceptions where a new policy may not be apply to all currently enrolled students, i.e. students will be “grandfathered” to the old policy. Examples are not limited to but include the following:

1. Creation of new grade designations
2. Graduation requirements
3. Disciplinary procedures followed will be those in place at the time of the complaint.

Any policy that may not affect students currently enrolled at the time of the creation of the policy will be indicated as such within the policy.
Section 2: Student Life and Well-Being

UConn Health is comprised of the Schools of Medicine, Dental Medicine, The Graduate School, and Clinical Operations. Students enrolled in the School of Medicine are working towards the MD degree and those in the School of Dental Medicine work towards the DMD. In a unique fashion, medical and dental students are taught in an interprofessional environment with overlap of the first stage of the curriculum. The Graduate School offers Doctoral and Master’s level degree programming. Some students pursue joint degrees across the schools at UConn Health as well as the other schools at the University of Connecticut. Clinical Operations includes the John Dempsey Hospital, UConn Medical Group and University Dentists. UConn Health is located on 180 acres in the Town of Farmington, five miles west of Hartford, the capital city. As Farmington is a residential suburb in the Hartford Metropolitan area that has retained its distinctive character through maintenance of its historic districts and careful land use planning for the future. Several office parks, large retirement communities and condominium developments contribute to an interesting economic and demographic mix.

UConn Health is an open, non-residential campus. As a leading research center and teaching hospital, many of its buildings are active on a seven-day, twenty-four-hour basis. There are nearly 900 students and 5,600 employees, and approximately 650 residents and fellows in over 50 programs.

Policies included in this section:

2.a. Immunization Policy
2.b. Health Insurance
2.c. Needlestick and Blood/Body Fluid Exposure Procedure
   2.c.1. Communicable Disease in the Clinical Learning Environment
2.d. Behavioral Health Services, Health Services and Student Wellness
2.e. Impaired Student Policy
2.f. Disability Policy
2.g. Technical Standards
2.h. Library Services
2.i. Email and Electronic Resource Procedures
2.j. Security and Public Safety
   2.j.1. Emergency Notification
2.k. Dress Code
2.l. Work Hours
2.m. Social Networking Policy
   2.m.1. Copyright Policy
2.n. Tuition Refund Policy
2.a. Immunization Policy

The Occupational and Environmental Medicine Clinic at UConn Health must obtain adequate documentation of students’ immunity to communicable diseases in order to protect the health of all patients, students, staff and employees for the University of Connecticut School of Medicine/Capital Area Health Consortium. This in accordance with Connecticut State Law – Public Act 89-90, federal OSHA mandatory standard and Centers for Disease Control and Prevention (CDC) Guidelines.

Types of documentation required are:

**Measles** (Rubeola) one of the following must be submitted:

a. Signed physician’s record documenting illness **OR**
   b. Signed physician’s record documenting two (2) immunizations, one dose after 1969, and one dose after 1980 **AND**
   c. Laboratory report of immune serum antibody titer
   d. Two (2) Measles immunizations must be given one month apart, unless contraindicated

**Rubella**: one of the following must be submitted:

a. Signed physician’s record documenting illness **OR**
   b. Signed physician’s record documenting immunization (one dose of MMR) **AND**
   c. Laboratory report on immune serum antibody titer

**Mumps**: one of the following must be submitted:

a. Signed physician’s record documenting immunization (MMR) **AND**
   b. Laboratory report on immune serum antibody titer

**Varicella** immunity by:

a. Verbal history **OR**
   b. Documentation of 2 doses of Varicella vaccine in the past **AND**
   c. Positive titer

**Hepatitis B** (HB) immunity for those with potential exposure to blood and body fluids by:

a. Three doses of HB vaccine in the past **AND** a positive titer after at least one month from the third vaccine dose **OR**
   b. Documentation of positive HB antibody titer in the past
**Tuberculosis (TB) Screening** requires submission of:

a. Two Tuberculin Skin Tests (TST) with negative results, by the Mantoux technique (with purified protein derivative, PPD, 5TU intradermally applied), within the past 12 months **OR**

b. Results of radiography of the chest for those with a history of a **positive** TST or treated TB in the past (written report is acceptable for an x-ray obtained in the US, otherwise copy of film from a radiography obtained abroad will be necessary)

**Tetanus-diphtheria** toxoid is highly recommended by the CDC to be given every 10 years. Td with **acellular pertussis** (Tdap) is recommended for HCW once in the adult life, 2 years from the last Td.

**Influenza Vaccine**

As we work in a clinical environment with patients, it is all of our responsibility to maintain good health and not present a vector for disease. All medical students are required to get an annual influenza vaccine and comply with any site requirement for the flu shot unless there is an acceptable exemption. In addition, students must ensure documentation of influenza vaccination or exemption is submitted to Employee Health Services by the annual deadline.

**Documentation**

All students are required to provide complete immunization documentation to be eligible to begin their training program. Students are expected to provide proof of immunization or obtain the required immunizations before the evaluation at Employee Health Services.

Various clinical sites have requirements for documentation of student immunization status and health. It is the student’s responsibility to make sure that all required documents are received by any clinical site within the timeline requested. Failure to do so will be considered unprofessional behavior.
2.b. Health Insurance

All enrolled students and students on medical leave, or special matriculation must maintain health insurance.

- UCHC policy requires all students to have and maintain health insurance. This insurance must be comparable to the UCHC Student Health Insurance Policy for the entire period as a registered student at the University of Connecticut School of Medicine.
- Students at UConn Health are offered University of Connecticut’s Student Health Insurance Plan (SHIP). The SHIP is administered by Consolidated Health Plans, Inc. and has contracted with Cigna for the plans provider network of hospitals, physicians, and other health care providers. Students covered by SHIP also have access to a vision discount program and travel assistance program.
- Details about these benefits can be found at www.chpstudent.com/uconn.

If under age 26, a student may comply with the health insurance requirement by being on a family plan. Alternately, they can be covered by a significant other’s policy. In both situations the coverage must be comparable to the UCH Student Health Insurance Policy.

For additional information, please contact:

Student Services Center
UConn Health
263 Farmington Avenue
Farmington, CT 06030-1827
Room Number: LM035
Phone: 860-679-1364
2.c. Needlestick and Blood/Body Fluid Exposure Procedure

Students are required to comply with all institutional and affiliate institutional policies and must undergo yearly bloodborne pathogen training. An exposure may be a percutaneous injury, such as a needlestick, cut with a sharp object or bite, contact of mucous membranes, contact of tissue, or of skin when the exposed skin is chapped, abraded, or afflicted with dermatitis, or the contact is prolonged or involving an extensive area with blood or tissue or body fluids.

Students must always be alert to the hazards inherent in the use of sharps (needles, blades, etc.) and are encouraged to provide suggestions to the Office of Research Safety for safety related improvements. Syringes and needles being discarded must be disposed of promptly in a sharps container. Individuals are responsible for always conducting their activities to minimize the risk of needlestick injuries. Safety needles/syringes that will become contaminated with human materials must be used, as feasible, to minimize risks of such needlestick exposures. Capping of used syringes/needles is against Hospital and UConn Health policy because of the increased risk of needlestick injuries. The clipping of needles is also prohibited because of the possible generation of aerosols. Sharps containers must be changed frequently enough that they never become overfilled.

All needlestick or exposure to bodily fluids must be reported. In the event of a needlestick or puncture wound: immediately remove gloves and wash the contaminated area with an antimicrobial soap and water; apply an antiseptic, such as hydrogen peroxide and bandage.

The exposed student must seek immediate medical attention. There are different instructions as to where a student should go depending on the location where the exposure occurred and the availability of services. The key important fact is that students MUST SEEK IMMEDIATE ATTENTION and MUST always report any exposure to UConn Health’s Occupational medicine. If the exposure occurs on the UConn Health campus the student should seek immediate attention from the UConn Health’s Occupational Medicine (860-679-2893); if the exposure occurs outside the hours of 8:00 am – 4:30 pm, Monday through Friday, the student should report to the Emergency Department.

If the exposure occurs at other affiliated sites, the initial care will be provided at the site but the student must also notify Occupational Medicine and follow up care will be coordinated through Occupational Medicine. The need for immediate attention is based on evidence that appropriate evaluation and intervention can lead to strategies to minimize the exposure risk.
Contact information for care related to needle stick and body fluid exposures at affiliated hospitals are detailed below.

D=Day   E=Evening   W=Weekend

CCMC
860-545-9000
D 860-972-2175 (Occ Med)
E/W 860-545-9205 (ED)

Hartford Hospital
860-545-0000
D 860-972-2175 (Occ Med)
E/W 860-972-0000 (ED)

Hospital of Central Connecticut
860-224-5011
D 860-747-9441 (Occ Med)
E/W 860-224-5671 (ED)

JDH/UConn Health
860-679-2000
D 860-679-2893 (Occ Med)
E/W 860-679-2588 (ED)

Manchester Hospital (ECHN)
860-646-1222
D 860-647-4976 (Occ Med)
E/W 860-647-4777 (ED)

Middlesex
860-358-6000
D 860-358-2750 (Occ Med)
E/W 860-358-8000 (ED)

St. Francis Hospital and Medical Center
860-714-4000
D 860-714-4270 (Occ Med)
E/W 860-714-4001 (ED)

St. Mary’s Hospital
203-709-6000
D 203-709-3740 (Occ Med)
E/W 203-709-6004 (ED)

St. Vincent’s Hospital
203-576-6000
D 203-576-5333 (Occ Med)
E/W 203-576-5171 (ED)

Waterbury Hospital
203-573-6000
D 203-573-7584 (Occ Med)
E/W 203-573-6205 (ED)

Windham Hospital
860-456-9116
D 860-456-6715 (ED)
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Education related to Needle Stick Policy
Policies and procedures involving student exposure to infectious and environmental hazards are discussed through lecture and a PowerPoint during new student orientation following matriculation to UConn SOM. Policies and procedures are also reviewed and discussed as part of the orientation students receive prior to clinical rotations. Bloodborne pathogen/OSHA training is an annual compliance requirement for all students.
Visiting Students:
The home institution of each visiting student is required to verify compliance with blood-
borne pathogen/OSHA training in compliance with UConn Health policy via VSAS. 
Visiting students will be registered via VSAS. As part of the application process, students 
will need to complete an attestation and this will be recorded in the OASIS database.
2.c.1. Communicable Disease in the Clinical Learning Environment

Introduction
In the course of their educational program, students may participate in the care of infectious patients. Students must be aware of the risks stemming from contact with the blood or secretions of such patients and, if exposure occurs, must follow the SOM’s Needlestick and Blood/Body Fluid Exposure Procedure set forth in Section 2.c.

Students who themselves have a communicable disease have a responsibility to patients, peers, staff and faculty to take appropriate steps to prevent the spread of disease. This policy is intended to assure that patients in a hospital or clinical setting are not at risk when cared for by students infected with communicable diseases.

Requirements for Students
All students are required to follow proper infection control procedures, including universal precautions. Training on universal precautions is provided to students annually.

A list of communicable diseases that are reportable to the Connecticut Department of Health is available at [www.ct.gov/dph/lib/dph/infectious_diseases/pdf_forms_/reportablediseases.pdf](http://www.ct.gov/dph/lib/dph/infectious_diseases/pdf_forms_/reportablediseases.pdf). Students who have a communicable disease on this list must promptly report the illness to the Associate Dean for Medical Student Affairs, who is a member of the SOM’s Communicable Disease Review Panel (the “Review Panel”). Such students are expected to obtain the care of a physician who is qualified to treat the disease and its complications, and should identify themselves as medical students to the physician and explain their responsibilities for patient care.

SOM Communicable Disease Review Panel
The Review Panel will consist of a minimum of three individuals: the Associate Dean for Medical Student Affairs (or his/her designee if necessary), one physician from Occupational Medicine, and at least one other faculty member or senior staff member with expertise in infectious disease and/or infection control. The Review Panel may consult with legal counsel, as it deems necessary.

Upon receipt of a report that a student is infected with a communicable disease, the Review Panel will conduct a confidential review of the student’s condition, the student’s clinical schedule, and the possible impact the condition may have on the student’s patients and clinical work, in accordance with the following procedures:

- The student will be asked to identify in writing his or her treating physician, and to notify the Review Panel as to any change in treating physician. The student will be asked to authorize release of medical information to the Review Panel and to the hospital(s) or other clinical setting(s) where the student will be performing clinical
work. The Review Panel will consult with the student’s treating physician as part of its review process.

- The Review Panel will make recommendations on any restrictions that should be placed on the student’s clinical activities and/or precautions that must be taken during clinical work. Such restrictions or precautions may include, for example, that all Stage 2 or 3 rotations be done at a single hospital. The Review Panel will forward its recommendations to the Dean or his designee.

- The Dean or his designee may approve the Review Panel’s recommendations as-is or with modifications. Following the approval of the Dean or his designee, the Review Panel will document the restrictions and/or precautions to be placed on the student and will notify the student as to the restrictions/precautions in writing. The Review Panel will then take steps to assure that these restrictions/precautions are implemented in arranging the student’s clinical work.

- In its sole discretion, the Review Panel may also conduct a review to determine whether any patients treated by the student were at a significant risk of disease exposure.

- The Review Panel (or its designee) will meet with the student periodically to assure that the student is complying with the restrictions placed on his or her clinical work, and to discuss any problems the student may be experiencing. Alternatively, the Review Panel may require the student to submit periodic confidential written reports updating the Review Panel on clinical work and any problems the student may be experiencing. The Review Panel also may consult with the student’s treating physician to obtain updated information on the student’s condition.

Each case will be considered on an individualized basis and will be guided by the recommendations of the Centers for Disease Control and Prevention, the Connecticut Department of Public Health, the UConn Health Department of Infectious Diseases, and similar agencies/organizations with relevant expertise and authority.

### Appeal Procedure

Following a decision of Dean’s designee, a student may request reconsideration by submitting to the Review Panel, within five (5) working days of receipt of the decision, a written request for reconsideration. The student may appear before the Review Panel to present information, which the student deems relevant. The Review Panel may affirm its prior recommendations or modify them, and in either case will forward its recommendations following reconsideration to the Dean’s designee, who may approve them as-is or with further modifications. The Review Panel will notify the student in writing of the decision following reconsideration.
If the student wishes to further appeal, the student must submit a written request for an appeal to the Dean of the SOM within five (5) working days of receipt of the reconsideration decision. The student may provide to the Dean information, which the student deems relevant. The decision of the Dean is final.

Confidentiality
The Review Panel will, to the extent possible, hold in strict confidence all information in its possession relating to a student’s disease status. Whenever possible, the Review Panel will not reveal the identity of the student, but instead will discuss the matter anonymously. All records of the Review Panel will be stored confidentially and will not be part of the student’s academic file.

The Review Panel (or its designee) may disclose information relating to a student’s disease status as follows:

- to the Dean or dean’s designee, who must approve (as-is or with modifications) the Review Panel’s recommendations under this policy;
- if applicable, to the Dean of the SOM making a decision on appeal under this policy;
- if the student violates this policy, to other administrators and/or faculty within the SOM in connection with disciplinary action.

The Dean of the SOM, Dean’s designee, and any other SOM administrators or faculty receiving information about a student’s communicable disease under this policy shall be bound by the same principles of confidentiality that apply to the Review Panel.

In addition, the Review Panel (or its designee) may disclose information relating to a student’s disease status, to the extent necessary, to the appropriate individual(s) at the hospital(s) or other clinical setting(s) to which the student is assigned, so that the hospital(s) or clinical setting(s) can determine the precautions and restrictions, if any, that should be implemented during the student’s clinical work at those sites. The Review Panel will advise the hospital(s) or clinical setting(s) on the highly confidential nature of the information disclosed. The student will be notified of any such disclosure.

Counseling
Students may obtain career counseling regarding their communicable disease status from the Review Panel, or from one or more faculty members or administrators of the SOM if the student wishes to divulge this information to those individuals. Mental health services are also available to students and are discussed in detail in policy 2.d. (Behavioral Health Services, Health Services and Student Wellness).

Disciplinary Action for Policy Violations
Students who violate this policy may be referred to the SOM Professionalism Incident Report Triage (PIRT) process for professionalism violations. (See Section 3. Professionalism). Violations include failure to report known infection with a communicable disease and
failure to follow the restrictions and precautions prescribed by the Review Panel. Violations of this policy may also be reported to the Associate Dean for Medical Student Affairs, who may take appropriate disciplinary action and/or refer the matter to the Academic Advancement Committee.
2.d. Behavioral Health Services, Health Services and Student Wellness

Various resources are available to students in need of behavioral health services. Confidential counseling services are provided to students in a confidential setting, off the main campus, at 195 Farmington Avenue through the Student Behavioral Health Program (see policy 2.e., Impaired Student Policy). The school supports a Director of Student Behavioral Health (see below), an APRN mental health counselor, a PhD health psychologist and additional faculty who do not teach or supervise students in an educational setting. In addition, the Student Behavioral Health Program via a committee structure described in 2.e. below provides assistance with behavioral health problems as well as alcohol and other forms of substance abuse (see below). Students may directly contact the Director of Student Behavioral Health, the counselor, or a provider of their choice. Student Affairs is available as well to give direction or any advice.

The health professionals at a medical education program who provide psychiatric/psychological counseling or other sensitive health services to a medical student must have no involvement in the academic assessment or promotion of the medical student receiving those services. Any faculty member who finds that he or she is providing sensitive health services (including mental health or other health services) to a student that he or she is academically assessing or promoting, MUST request that the student be reassigned and that request must be brought to the Associate Dean for Student Affairs. If a student is seeing a faculty member for any sensitive or non-sensitive healthcare services (including mental health or other health services) and they are being supervised and/or academically assessed by that faculty member, the student may request immediate reassignment, if that has not occurred via the faculty member who has the primary responsibility to make sure this transition occurs. Any requests for reassignment should be brought to the attention of the Associate Dean for Student Affairs. Faculty will be required to complete an attestation annually that they are aware of this policy related to a conflict in evaluating students in the educational environment while providing health services. (See 5.c.)

Student wellness is a major priority of the School of Medicine. The effort to promote wellness is engaged on a number of levels: programmatic, administrative, and individual. The School of Medicine has designated faculty to direct its wellness efforts on a programmatic level. The Director(s) of Student Wellness are responsible for working with student groups to sponsor, orchestrate, and support activities designed to help students integrate the needs of their personal and social lives with academic demands. On an administrative level, the School of Medicine continues to work to foster an institutional environment that encourages a holistic approach to medical education; one that is sensitive to the intellectual and emotional needs of students; one that engages both mind and spirit by promoting early patient exposure, service-
learning, and work with underserved populations. Additionally, the School of Medicine supports the efforts of individual students to conduct activities that enrich the culture of the School of Medicine such as yoga and meditation, sports clubs, and organizations that support creative expression in the arts.

Contact Information for Student Mental Health Services:

**Debra Johnson, APRN**  
195 Farmington Avenue Suite 2000  
Farmington, CT 06030-6210  
Telephone: 860-679-5435  
Email: dvjohnson@uchc.edu

**Ted Lawlor, MD**  
Director of Student Mental Health  
Department of Psychiatry  
263 Farmington Ave  
Farmington, CT 06030  
Telephone: 1-800-535-6232 or 860-679-7692  
Email: tlawlor@uchc.edu

**Jessica Meyer, PhD**  
Department of Psychiatry  
263 Farmington Ave  
Farmington, CT 06030  
Telephone: 860-679-5434; 1-800-535-6232 or 860-679-7692  
Email: jemeyer@uchc.edu
2.e. Impaired Student Policy

1. Program Access

   A. Voluntarily
   Students who identify themselves as needing behavioral health treatment may voluntarily seek it through the Student Behavioral Health Program.

   B. By Referral
   Students may be referred to the Student Behavioral Health Program by faculty, staff, peers or family. When a student is referred to the Student Behavioral Health Program, the referring individual must indicate the reasons for that referral.

   C. By Mandate
   Senior school officials or the Academic Advancement Committee (AAC) may mandate that a student undergo evaluation and treatment for suspected behavioral health problems. These students are generally identified through academic and/or professionalism problems that are thought to be related to behavioral health issues.

2. Services Offered

   A. Mental Health: The Student Behavioral Health Program provides evaluation, crisis intervention, medication and short-term psychotherapy for mental health issues. Referrals to outside providers can occur when complex medication regimens and/or long-term psychotherapy is deemed necessary.

   B. Substance Use/Abuse: The Student Behavioral Health Program provides evaluation and referral for treatment for students with alcohol or drug use/abuse problems.

3. Problems/Impairments to be addressed

   A. Mental Health: The student who suspects that a mental health problem exists, or has difficulty with the daily activities of life, or is observed to have difficulty or be unable to perform their academic duties, or is a danger to self or others, or is a disruptive influence in the clinical or academic setting, may voluntarily seek, be referred or be required to participate in mental health evaluation and treatment. This may
necessitate voluntary or enforced absence from the curriculum until the problem/impairment is resolved.

B. Substance Use/Abuse: The student who suspects s/he has, or whom others suspect has a substance use/abuse problem, can voluntarily seek, be referred or be required to participate in substance abuse evaluation and treatment. The student who is suspected of or found to be impaired (having difficulty with the daily activities of life, having difficulty or unable to perform their academic duties, or is a danger to self or others, or is a disruptive influence in the clinical or academic setting) due to substance use/abuse must participate in substance use/abuse evaluation and treatment. This may necessitate voluntary or enforced absence from the curriculum until the problem/impairment is resolved. Any student who has a DUI or is arrested for behavioral, drug, or other issues will be required to notify the Associate Dean for Student Affairs and this will necessitate a behavioral health evaluation.

4. Confidentiality and the limits of confidentiality

A. Confidentiality is always maintained in every eventuality to the extent possible. Privacy is essential and will always be maintained to the extent possible. The primary mission of the Student Behavioral Health Program is to assist students in achieving their academic objectives.

That said, there are times when the appropriate school administrator (generally the Associate Dean for Student Affairs) needs to be informed, usually regarding lack of progress in treatment. Lack of progress is determined by the provider(s) involved. The reasons for this could include, but are not limited to, refusal to participate in treatment; inability (for whatever reason) to address/control those conditions that continue unremitting and preclude successful participation in the curriculum; actions or activities that place self or others at risk; continued disruptive behavior in the academic or clinical setting to the point of seriously or habitually interfering with or jeopardizing the task at hand; and failure to continue in treatment after being returned to the curriculum with continuation in treatment having been stipulated as a condition of reinstatement. The right is reserved that other concerns may be identified that necessitate the need to break confidentiality and inform the appropriate school administrator. These will be addressed on a case-by-case basis. The appropriate disclosures need to be signed by the student. In addition, it is expected that all committee members will respect the privacy of those discussed and must maintain confidentiality and not share information outside of the meeting.
5. Behavioral Health Committee

- Mental health, substance abuse and dual diagnosis services are now combined and the former CHIPS is eliminated. There will be a single portal of entry for all student behavioral health services.
- A new Behavioral Health Committee consisting of faculty and students will oversee Student Behavioral Health. Its voting membership will consist of:
  - the Behavioral Health Medical Director;
  - two faculty members from SOM/UME, one faculty member each from the Graduate School and SDM
  - one student and one alternate student from each school with the goal of having one student representative from each school available to vote at any given meeting
  - the EAP Program Director
  - the Director of the Student Wellness Program will be ad hoc member as necessary and as invited, and there could be invited guests for specific topics. The Behavioral Health Medical Director can help orchestrate the agendas and advise the chair of the committee, however, the committee chair should be an individual who does not serve in the role as director. The Chair will be elected annually by the entire membership (excluding alternates) and may be any of the four faculty members or the EAP director.

This committee’s functions should include the following:

- Oversight of the delivery of behavioral health services in a broad, general fashion. De-identified data such as the unique (or unduplicated) number of students served (in whatever fashion), by broad clinical category, by year, by school; access to care; patient satisfaction; amount of care funded by school(s); ad hoc surveys;
- Review or development of educational information to be made available to students; linkages with community caregivers; interface with the Student Wellness Program; etc., will be collected, reviewed, forwarded to appropriate school administrators, and stored in a secure fashion;
- Individual students' situations could be discussed in an anonymous fashion for the express purpose of brainstorming further beneficial options.

Confidentiality will be assured to the extent possible given the size of the community.
2.f. Disability Policy

The University of Connecticut School of Medicine conforms to the Disability Policy of the greater University of Connecticut.

The University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the policy that no qualified person meeting the technical standards with or without reasonable accommodations be excluded from participating in the School of Medicine programs or otherwise be subjected to discrimination with regard to any University program or activity.

Students should contact the Office of Institutional Equity (OIE) to request any accommodations, http://equity.uconn.edu.

UConn SOM has an additional policy, known as the Technical Standards (next policy 2.g.) and all students must be able to achieve these Technical Standards with or without reasonable accommodations. Accordingly, all students must confirm that they are able meet these standards with or without reasonable accommodations. Students requiring reasonable accommodations will be given direction for both support and to request accommodations and applicable services.
2.g. Technical Standards

The education of a physician encompasses a preparatory phase in college, a rigorous undergraduate medical professional education leading to the MD degree, postgraduate or residency training and finally, lifelong continuing education after the conclusion of all formal training. The MD degree awarded at the completion of the undergraduate medical educational process certifies that the individual has acquired a broad base of knowledge and skills requisite for the practice of medicine.

Toward this end, the School of Medicine requires that the educational process prepare an individual to be a physician. The educational process at the School of Medicine is structured to allow the student to achieve this general goal and is in accord with the objectives defined by the Liaison Committee on Medical Education (LCME), the established agency in the United States for accreditation of medical schools. Admissions standards of the School of Medicine, therefore, are rigorous and exacting.

Candidates for the MD degree must have abilities and skills in five domains: observation, communication, motor, conceptual/integrative and quantitative, behavioral and social. Technological or other accommodations can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. Nevertheless, the candidate must be able to perform a full physical examination, must consistently, quickly and accurately integrate all information received by whatever sense(s) employed, and must have the intellectual ability to learn, gather information, communicate, and integrate, analyze and synthesize data.

Observation  The candidate must be able to observe experiments and demonstrations in the basic sciences including, but not limited to, microbiologic cultures and microscopic studies of organisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the functional use of the senses of hearing, vision and touch.

Communication  A candidate should be able to elicit information; describe changes in mood, activity and posture; and perceive nonverbal communications in interactions with patients. A candidate must be able to communicate effectively, professionally, and sensitively with patients. The candidate must be able to communicate effectively and efficiently with all members of the health care team.

Motor  Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to perform investigative and diagnostic procedures and read and interpret imaging studies. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to
patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, and the opening of obstructed airways. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

**Intellectual, Conceptual, Integrative and Quantitative Abilities** These abilities include measurement, calculations, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

**Behavioral and Social Attributes** Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admissions and education process.

Candidates for the MD degree must gather data from, communicate with, and care for, in a non-judgmental way, persons whose culture, sexual orientation, or spiritual beliefs are different from their own. Throughout the clinical curriculum, students must be able to consistently perform a complete history and physical exam on any patient regardless of the patient's race, color, national origin, marital status, military status, citizenship, disability, genetic predisposition, religion, ethnicity, socioeconomic status, gender, age, or sexual orientation.

Adherence to these technical standards is designed to ensure that the MD degree attests to the basic acquisition of general knowledge in all fields of medicine, as well as the acquisition of the basic skills necessary for medical practice.
2.h. Library Services

The Lyman Maynard Stowe Health Sciences Library’s mission is to provide the best possible service to students and faculty. There are paper resources available but the bulk of information is online. Links to books, journals, and databases mean you can access the library from anywhere. In addition, the library offers a quiet study area and study rooms for group work. The Shafer study rooms to the right of the library main entrance are available 24-7 with your ID.

Students and faculty may stop by the Information Desk, and a staff member will provide assistance. The Information Desk also signs out laptops, tablets, earphones, and has a charging station for handheld devices. A new service is access to 3D printers for scholarly projects. Staff will work with students to produce 3D images that support academic endeavors.

The Research and Instructional Services department is available to answer all your questions and assist you with finding the resources you need quickly and easily. The chat button located on the home page allows you to ask for assistance, no matter where you are.

In addition to the thousands of full-text articles and textbooks available on line, the library can request materials from a national network of libraries. Virtually everything you need is at your fingertips. Subject guides for specific topics or specialties provide links that enable you to quickly find relevant resources. http://uchc.libguides.com/

Library staff welcome your comments which will contribute to the development of new services and resources.

Access to additional information can be found on the library’s homepage:

https://lib.uconn.edu/health/

The Library is also the home of the Hartford Medical Society Library. Since its inception in 1846 the Hartford Medical Society has espoused a three-pronged mission of learning, camaraderie and community service. Today they support the same objectives by sponsoring lectures, social activities, and outreach in the form of scholarships, mentoring, and medical exhibits. The historical library, with volumes dating to the early 1500’s is a very special collection and a researcher’s delight.
2.1. Email and Electronic Resource Procedures

All students must use their UConn Health-assigned email address (name@uchc.edu). The use of an outside email address (e.g. gmail, yahoo) or the forwarding of email from a UConn Health account to an outside account is not recommended and has, in the past, resulted in students missing important emails concerning courses and grades.

The majority of UConn Health-related information is now sent electronically; therefore, students are expected to check their UConn Health email account at least once per day. It is considered a violation of professionalism if a student misses critical information regarding a class or event due to not having checked his/her email regularly.

UConn Health provides electronic resources to enable faculty, students and staff to accomplish work that is the mission of UConn Health. UConn Health computing and networking equipment and software are to be used for UConn Health business only. Electronic resources are not to be used to conduct private business or commercial activities or any other illegal or prohibited activity such as unlicensed and illegal copying or distribution of software that violates federal or state statues or regulations or are in conflict with UConn Health’s status as a public institution.

Other University policies concerning email and electronic resources are available at https://health.uconn.edu/policies/policies-specific-areas/specific-area-information-technology/.
2.j. Security and Public Safety

Students are expected to wear their UConn Identification (IDs) at all times while on campus and while visiting affiliated sites. Replacement badges can be obtained through Public Safety for a fee.

Security measures are provided within the University of Connecticut School of Medicine, the sponsoring institution, as well as all of the major affiliated hospitals, including UConn Health, Hartford Hospital, St. Francis Hospital and Medical Center, Hospital for Central Connecticut, Connecticut Children’s Medical Center and the Veterans’ Administration. These include foot and vehicle patrol of the facilities and general response to problems that arise. Security also provides assistance with ambulance security, transportation of patients to and from aircraft sent to the hospital, unlocking doors, escorts to vehicles, and assistance with cars that will not start in the middle of the night. Blue emergency phones located throughout the UConn Health campus dial directly into public safety dispatchers.

Public Safety Telephone Numbers
UConn Health - (860) 679-2121 or (860) 679-7777 (emergency)
Hartford Hospital – (860) 972-2147
St. Francis Hospital & Medical Center - (860) 714-4000
Hospital of Central Connecticut - (860) 224-5011
Connecticut Children’s Medical Center - (860) 972-2147

UConn Health Uniform Campus Crime Report
All students are encouraged to read the complete UCHC Uniform Campus Crime Report manual. The following is an excerpt from that document pertaining specifically to students:

Clery Act: Overview
The "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998," commonly referred to as the “Clery Act,” requires institutions of higher education receiving federal financial aid to report specified crime statistics on college campuses and to provide other safety and crime information to members of the campus community.

UConn Health provides crime information and statistics to the public in a variety of ways. In addition to the Clery Act, UConn Health provides to the United States Department of Justice crime statistics that are classified pursuant to the Uniform Crime Reporting (UCR) Program administered by the FBI. These statistics are reflected in the annual Crime in Connecticut publication, which is the annual report of the Uniform Crime Reporting Program of the State of Connecticut, Division of State Police, as well as the FBI Crime in the United States publications.
**Reporting of Crimes or Emergencies**
The university has its own emergency telephone number, 7777, which is answered at the Public Safety dispatch center. Emergency help—police, fire or medical—will be immediately dispatched. Emergency phones are also located throughout the campus. If you are a victim of a crime or you have witnessed a crime, but there is no immediate danger or emergency, call UConn Health Police at 860-679-2121 (or 2121 from any university phone). Reports may also be made in person at the Police Department, LG 044, or to officers on patrol.

**Timely Warnings**
UConn Health Police Department issues Crime Alerts when deemed necessary to keep the campus community informed about security and safety matters. The decision to issue a Crime Alert is made on a case-by-case basis after reviewing all the facts, including the nature of the crime, the continuing threat to the campus community, and the risk of compromising law enforcement efforts. Notification may be made utilizing e-mail, text message, voice mail, and web page. These notifications are disseminated with the goal of notifying as many people as possible, as rapidly as possible. Further information and a registration link can be accessed at [http://alert.uconn.edu](http://alert.uconn.edu). Testing is done on an annual basis or more often if needs dictate.

**Daily Crime Logs**
The Police Department maintains a Daily Crime Log that records, by the date the incident was reported, all crimes and other serious incidents that occur within the department’s patrol jurisdiction. This log is available for public inspection and includes the nature, date, time, and general location of each crime reported to the department.

**Policy on Alcoholic Beverage and Illegal Drugs**
Students at UConn Health are expected to become aware of and abide by state laws and University regulations regarding use of alcohol and illegal drugs. The University alcohol beverage policy is designed to be consistent with the laws of the state of Connecticut, which, in general, prohibit the possession, consumption and serving of alcoholic beverages by and to persons less than 21 years of age. State law prohibits possession, use, manufacture, or distribution of illegal substance or drug paraphernalia or of any illegal drug or narcotic, including barbiturates, hallucinogens, amphetamines, cocaine, opium, heroin, marijuana or any other substance not chemically distinguishable from them except as authorized by medical prescription. Students must adhere to the University of Connecticut Alcoholic Beverage Sales and Service Policy, which can be found here: [UConn Alcoholic Beverage Sales and Service Policy](#)

**Weapons on Campus**
Possession and/or use of firearms, fireworks, dangerous weapons and hazardous chemicals is strictly prohibited and in many cases violates state law. This applies to
students and employees except where authorized to handle weapons or chemicals.

**Sexual Assault**
The UConn SOM is compliant with all title IX requirements, which prohibits discrimination and retaliation. See policies 3.f and 8.g.

- [Policy Against Discrimination, Harassment and Related Interpersonal Violence](#)
- [Title IX Federal Policy](#)

**Title IX Policies**
Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX’s prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including rape and sexual assault.

The University of Connecticut School of Medicine does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University’s [Title IX Resource website](#). To ensure compliance with Title IX and other federal and state civil rights laws, the University has a designated Title IX coordinator in the Office of Institutional Equality (OIE) who is charged with monitoring compliance with Title IX and ensuring that reports of sex discrimination, sexual harassment and sexual violence are investigated and addressed by the SOM.

Any student, faculty, or staff member with questions or concerns about the applicable policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact UConn Health’s, Title IX Coordinator, Office of Institutional Equity, Elizabeth Conklin.

**Filing a Complaint of Sex Discrimination or Sexual Harassment**
Individuals who believe that they have been discriminated against on the basis of protected qualifications, including sex discrimination, sexual harassment and sexual violence may file a complaint with the OIE. Any concerns of sexual harassment, sexual assault, and/or sex discrimination, regardless of the identity of the accused, may be brought to the Title IX Coordinator.

**Non–Retaliation Policy**
The SOM encourages individuals to bring forward information and/or complaints about sexual harassment and sexual assault. Retaliation against any individual who, in good faith, reports or participates in the investigation of alleged violations is strictly forbidden and will be enforced by the appropriate members of the SOM’s administration.
2.j.1. Emergency Notification

UConn SOM has the ability to notify students of critical events through the Everbridge Mass Notification System. Students must enroll when obtaining their UCONN ID at the beginning of their matriculation at the medical school. In the event of an emergency situation, this system provides notification by both text and automated robo-calls to inform students of all campus disasters including serious weather concerns, school shut down, active shooter, or other emergency situations. Students who are on leave of absence or in special programs (e.g. MD-PhD) will continue to receive these notifications as long as their UCONN ID is active. Visiting students who are rotating at UCONN Health are required to obtain a UCONN ID for site access, and must enroll in the Everbridge system. The Office of Academic Educational Affairs also sends emails for school shut downs.

For weather related closings, students can also visit the ‘Closings and Cancellations’ website [http://health.uconn.edu/closing-and-cancellations](http://health.uconn.edu/closing-and-cancellations) or can call the UCONN Health operational status hotline 860-679-2001 which provides an official source of communication regarding delayed openings, class cancellations, or closings of the UCONN Health nonessential service units due to weather or other circumstances. There are 30 dedicated lines operating 24 hours a day, 7 days a week. In the unlikely event that service to UCONN Health Operational Status Hotline is disrupted, a back-up number is available: 860-486-9292.
2.k. Dress Code

Patients and colleagues expect students to be appropriately and professionally dressed. Appearance should conform to the standards/norms of the setting in which the student is working. The UConn/Institution ID badge should be worn and clearly visible for all clinical encounters.
2.1. Work Hours

Pre-Clerkship Curriculum:

The estimated student workweek in Stage 1 totals 50-60 hours. The typical week in Stage 1 will not exceed 22 contact hours. The UME Leadership team must review any request for additional contact offerings. CUME has delegated approval for up to 2 hours additional twice per block at the discretion of the UME team for necessary educational activities or assessment. Attendance is mandatory for all scheduled contact hours in Stage 1. With the transition to a flipped classroom curriculum, we consider the additional 38 hours mandatory curricular time with set objectives, curriculum and required time for completion.

Third and Fourth Year Clinical Rotations:

Students are expected to be involved in the activities of the healthcare team to which they are assigned, carryout assigned patient care activities, and participate in required educational activities. The time needed to adequately meet these responsibilities will vary depending on the clinical rotation, and can include overnight call or night shifts. Nevertheless, students are expected to abide by the following duty hour restrictions:

1. Work hours are limited to 80 hours per week.
2. Students must be provided with one day in seven free from all clinical and academic activities averaged over a 4-week period.
3. At a minimum, students should have a 10-hour period of rest, and must have an 8-hour period of rest, between daily duty periods. A student who works 24 consecutive hours, must have a 14-hour free period.
4. In-house overnight call cannot occur more frequently than every third night. This does not apply to a week of night float or labor and delivery.
5. Continuous on-site duty, including in-house call, must not exceed 24 consecutive hours. However, students may remain on duty for up to four additional hours to participate in required educational activities, and ensure continuity of patient care.
2.m. Social Networking Policy

Social and business networking websites (i.e., Instagram, LinkedIn, Facebook, Twitter, Flickr, etc.), other internet sites such as YouTube and cell phone texting are increasingly being used for communication by individuals as well as businesses and universities. As such, it has become necessary to outline appropriate and sanctioned use by Connecticut School of Medicine (UConn SOM) Undergraduate Medical Education (UME) students.

- Privacy and confidentiality between physician and patient is of the utmost importance.
- Respect among colleagues and co-workers must occur in a multidisciplinary environment.
- The tone and content of all electronic communication must remain professional.
- The individual is responsible for the content of his/her own blogs/posts/texts.
- Material published on the web should be considered permanent.
- Any information posted on the Internet is public information.
- Texts may be intercepted and should not be considered secure communication unless using any approved system provided by UConn GME. Such as, Tiger-Text, Voalte, etc.
- All health care providers have an obligation to maintain the privacy of patient health information as outlined by the Health Insurance Portability and Accountability Act (HIPAA).
- Students must adhere to all principles outlined in the Academic Policies and Procedures Manual and Compact between Faculty and Trainees, and Student Honor Code when interacting on the internet.
- Internet use and texting must not interfere with the timely completion of school assignments or clinical duties.
- Personal blogging, posting of updates, and other use of social media should not be done during required school activities or on institutional computers.
- It is always inappropriate to “friend” or “follow” patients on any social networking site or to check patient profiles.
- Texting about and posting of any sensitive, proprietary, confidential, private and PHI or financial information about UConn SOM or any affiliated site is prohibited. See also UCHC policy #2002-43.
- Obtaining cell phone photographs or videos of any patient is prohibited except as allowed in UCHC policy #2014-03 (Visual, Audio or Recording of Patient Data Obtained Through Any Medium).
- Refrain from posting or texting any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful or embarrassing to another person or any other entity. This includes, but is not limited to,
comments regarding UConn Health or any other affiliated hospitals or employees of them.

- Respect all laws related to copyright and fair use.
- Any personal legal liability imposed for any published content will be the responsibility of the student. Texts are discoverable even if deleted from the cell phone.
- Social networking sites and texting can be the source of cyber bullying, harassment, stalking, threats or unwanted activity. Any issue of concern on social media (including threats, violence, suicide, slander, cyberbullying, etc.) should be reported immediately to the UConn Health Police Department (860) 679-2121, Office for Student Affairs (860) 679-3654, Office of Institutional Equity (OIE) and/or the Office of Academic Affairs (860) 679-4303. The University policy against discrimination, harassment, and related interpersonal violence can be found in Section 8 of this manual.
- Seek help or guidance from the Office for Student Affairs or Academic Educational Affairs if you have any questions.

Patient Information
Identifiable protected health information (PHI) should NEVER be published on the Internet. This applies even if only the patient is able to identify him/herself from the posted information. Students must adhere to HIPAA principles at all times.

Communication Regarding UConn SOM or affiliated sites
Unauthorized use of UConn SOM information or logos is prohibited. No phone numbers, email addresses, web addresses, name of the department or UConn SOM may be posted without permission from an authorized departmental individual. For identification purposes, a student may list the affiliation with the UConn SOM.

In all communication where a student is listed as being affiliated with the UConn SOM or a department of UConn, a disclaimer must be attached such as: “All opinions and views expressed, in my profile (on my page) are entirely personal and do not necessarily represent the opinions or views of anyone else, including other faculty, staff, residents/fellows or students in the SOM at UConn. Neither the SOM nor UConn have approved the material contained in this profile (on this page). I take sole responsibility for this content.”

Offering Medical Advice
It is never appropriate to provide medical advice on a social networking site.
Privacy Settings
Students should consider setting privacy at the highest level on all social networking sites.

Disciplinary Action
Violation of the aforementioned social networking policies will be treated as a possible violation in professionalism and could result in a PIRT (Professionalism Incident Report Triage, See 3.a).

Adapted from UConn SOM GME Policy
2.m.1. Copyright Policy

Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the offender to civil and criminal liabilities.

For more information, see the links below:

The Copyright Compliance Guidelines:
http://policy.uconn.edu/2011/05/26/copyright-compliance-guidelines/

The University Library provides general copyright guidelines:
http://lib.uconn.edu/about/policies/copyright/

HEOA Copyright Infringement: https://security.uconn.edu/heoa-copyright-infringement/

Peer-to-peer file sharing on campus networks:
http://security.uconn.edu/policystandards/uconn-higher-education-and-opportunity-act/
2.n. Tuition Refund Policy

Students who withdraw from UConn SOM during an academic term will receive a tuition refund based on the institutional schedule. All students who separate from the School of Medicine are subjected to the School’s Refund Policy. Tuition refunds will be calculated based on the date that all requirements are completed to finalize the withdrawal.

Withdrawal through the first calendar week of the term: 90% of Tuition Only
Second calendar week of the term: 60% of Tuition Only
Third and fourth calendar week of the term: 50% of Tuition Only
Fifth through Eighth calendar week of the term: 25% of Tuition Only
After the 8th week of the term: No Refund

There is no refund of fees.

Financial Aid is awarded to students contingent upon completion of the session. Federal financial aid recipients who withdraw prior to completing 60% of the session will have unearned aid that, by law, must be returned to the Federal Government. These amounts must be returned to the University for processing. Failure to return funds will result in a charge on the student’s account. If 60% of the session has been completed prior to withdrawing, 100% of the federal aid for that session will have been earned and the financial aid package will remain in place.

A federal pro-rata policy is in effect for those students leaving the University who have accepted Title IV (Federal Stafford Loans) or Title VII (Health Profession Loans) funds. This federal requirement determines the amount of federal funds that a student is entitled to by calculating the number of days attended divided by the number of days in the session. This percentage times the TOTAL amount of Stafford Loans remains credited to the student's account. The amount the student is not entitled to is returned to the lender. This is required regardless of other grants or scholarships that have been awarded and used to pay for tuition and fees. Students who owe a balance to the school are billed after monies have been returned to the lender. Any grants and scholarships will remain credited to the student's account. The net amount owed on the student’s account after all applicable charges, returns, refunds, and credits will be billed to the student.

Students are advised to carefully consider the above tuition information as withdrawing after the first week of class may create a financial obligation which, if not cleared by the end of the academic year, will be referred to an outside collection agency.

In certain other instances, including illness, full refunds or cancellations of charges may be made at the discretion of the Dean of the School of Medicine, provided that the interruption or termination of the student’s program takes place prior to the start of classes. A student inducted into military service will receive a prorated refund or
cancellation of charges based on his or her date of separation. The student in this situation must furnish the Offices of the Registrar and the Bursar with a copy of the orders to active duty, showing this to be the reason for leaving the School of Medicine.

Approved by Education Council on June 16, 2016
Section 3: Professionalism

Students are expected to maintain high standards of personal and professional integrity and conduct at all times. The Code of Professionalism Conduct for Medical Students (see 3.a.) addresses appropriate and acceptable behavior expected of medical students in their role as healthcare professionals. This document was created as a guide to help invoke appropriate behavior in all areas of professional conduct and outlines the expected student competencies in professionalism. This document also explains the process for submitting reports of praise or concern regarding professional behavior and the mechanisms used to investigate any adverse occurrence.

Other models for professionalism are found in several UConn Health and School of Medicine documents including the Student Honor Code (3.b.) and the Compact between Faculty and Trainees (3.c.). UConn Health also has rules of conduct which students are expected to uphold.

Policies included in this section:

3.a. Code of Professionalism Conduct for Medical Students
3.b. Student Honor Code
3.c. Compact Between Faculty and Undergraduate and Graduate Medical Trainees
3.d. Student Mistreatment and Standard of Conduct
3.e. Faculty, Staff and Student Relations
3.f. Prohibition of Sexual Harassment and Sexual Assault
3.a. Code of Professionalism Conduct for Medical Students

Code of Professionalism

The Code of Professionalism ("the Code") is a guide for appropriate and acceptable behavior and a model to uphold the standards of the healthcare professions. While this code cannot fully address every situation that may develop, it shall serve as a model to invoke appropriate behavior in all areas of professional conduct as well as to outline the expected student competencies in professionalism. The codes and policies listed in the Honor Code (Section 3.b.) provide additional guidance.

The concept of medical professionalism is both an acknowledgement of virtuous values expected in one’s role as physician and the implementation of appropriate behavior that embodies these values. These values can be categorized as follows:

Integrity:
- Display honesty and integrity with patients, families, the healthcare team, community members, faculty, and others
- Maintain appropriate professional boundaries and avoid exploitation of patients for any sexual advantage, personal financial gain, or other private purposes
- Be able to identify potential conflict of interest arising from the influence of marketing and advertising, as well as financial and organizational arrangements

Respect:
- Show respect for others, including appropriate grooming, punctuality, courtesy, non-derogatory backroom discussions, inclusiveness, and use of acceptable language and humor
- Recognize and be sensitive to culture, race, disabilities, age, and other differences in order to prevent health care discrimination

Altruism:
- Demonstrate altruism and advocacy by a commitment to promote health care needs of patients and society
- Improve quality and access to care and a just distribution of finite resources
- Display compassion and empathy in words and deeds when dealing with patients, families, peers, the healthcare team, community members, faculty, and others
Duty / Responsibility:
- Avoid engaging in patient care responsibilities if emotionally or physically impaired
- Complete duties in a timely fashion
- Maintain appropriate confidentiality
- Accept responsibility for errors and evaluate failures in education and patient care
- Recognize and accept personal limitations in knowledge, skill, and behavior, seeking guidance and supervision when appropriate
- Identify and appropriately respond to unprofessional behavior in others
- Participate in defining, organizing, and evaluating the educational process for current and future students
- Be willing and capable to work collaboratively and resolve conflicts in a variety of settings to achieve optimal patient care and educational goals of all involved

Excellence:
- Commit to self-improvement, including being open and responsive to feedback, reflection and self-evaluation, and actively setting and pursuing learning goals and applying knowledge gained
- Recognize the role of wellness in the practice of medicine
- Apply legal and ethical principles to patient care, clinical research, and the practice of medicine

Professional behavior in students is expected at all times, not just in the role of medical student while at UConn Health and affiliated teaching hospitals. Unprofessional behavior both in the personal and professional setting reflects poorly on the individual, the School of Medicine (SOM), and the University of Connecticut. All reports of unprofessional behavior, including arrests, will be referred to the SOM Professionalism Incident Report Triage (PIRT) Committee regardless of the location where it occurred (see section II and IV below).

Reporting Violations of Professionalism

Any individual should report misconduct including but not limited to medical and dental students, program directors, deans, faculty, residents and fellows, patients, or public person who has contact with the student. Moreover, it is expected that students will self-report unprofessional behavior. Self-reporting unprofessional behavior will be viewed favorably and can serve as an opportunity for self-reflection and improvement. Students must notify the school in the event they are arrested or cited for violation of UConn Health rules, or local, state, or federal laws (exceptions being traffic violations not involving impaired driving); failure to do so would be regarded as a professionalism violation.
All incidents of professional misconduct should be reported to the PIRT Committee. This is accomplished by completing a ‘Professionalism Incident Report Form’ – PIRT Form (available at the end of this section and on HuskyCT) and submitting the report by any of the following methods:

- E-mail to one of the PIRT Committee Co-chairs
- UConn Health mail to one of the PIRT Committee Co-chairs (MC-1831)
- USPS mail to one of the PIRT Committee Co-chairs (MC-1831, Office of Academic Educational Affairs, University of Connecticut Medical School, 263 Farmington Ave., Farmington, CT 06030)
- Directly deliver to the Office of Academic Educational Affairs (AM-045) staff

An individual may not wish to personally submit an incident report and may decide to report the incident to a member of the Honor Board or the Associate Dean of Student Affairs who will then be responsible for completing a ‘Professionalism Incident Report.’ Although it is recommended that the reporting individual identify him/herself in case further details are needed, this is not required to submit a report, except in cases where special legal requirements apply which include, but are not limited to, sexual harassment, domestic violence, child abuse, and risk of suicide or serious harm to self. These issues are also not protected by confidentiality.

**Reporting Exemplary Efforts in Professionalism**

In order to fulfill the competency requirements in professionalism, all students graduating from the University of Connecticut School of Medicine are expected to demonstrate and maintain a high standard of personal and professional integrity as outlined in the University of Connecticut Medical School Code of Professionalism (see policy 3.b.). On some occasions, a student may demonstrate unusually meritorious behavior in professionalism deserving of distinctive praise. For these incidents of commendation, a report of ‘praise’ may be filed. Submission of these exemplary accounts can be filed by any individual.

Reporting exemplary behavior is accomplished by completing a PIRT Form (see end of section) and submitting the report to Professionalism Incident Report Triage (PIRT) Committee by any of the following methods:

- E-mail to one of the PIRT Committee Co-chairs
- UConn Health mail to one of the PIRT Committee Co-chairs (MC-1831)
- USPS mail to one of the PIRT Committee Co-chairs (MC-1831, Office of Academic Educational Affairs, University of Connecticut Medical School, 263 Farmington Ave., Farmington, CT 06030)
- Directly deliver to the Office of Academic Educational Affairs (AM-045) staff

**Important Forms: Professionalism Incident Report Triage form (PIRT form)**

This form is at the end of this section, but may also be accessed on Blackboard by clicking on the School of Medicine Professionalism Committee under UCHC Tools on the left side of the main Blackboard page.
Professionalism Incident Report Triage (PIRT) Committee

Because of the varied categories of incidents that can occur, having one central depository for professionalism issues is ideal to decrease confusion regarding where to submit reports. The PIRT Committee serves as a central clearing-house for any matter, either positive or negative, concerning professionalism at the University of Connecticut Medical School.

Membership
The PIRT Committee is composed of 5 individuals chosen for their experience in dealing with matters of professionalism. These members are:
- PIRT Committee Co-Chairperson
- PIRT Committee Co-Chairperson
- Associate Dean, Medical Student Affairs
- Faculty Advisor, Honor Board
- Medical Student Chair, Honor Board

The Co-Chairpersons shall be appointed by the Dean or Dean’s designee. These two positions are held for two-year duration with re-appointments made at the discretion of the Dean or Dean’s designee. The appointments will be staggered, with the re-appointment of one Co-Chairperson made each year.

PIRT Reporting and Committee Procedures
A face-to-face meeting between the student and a PIRT Committee Co-Chairperson will be held for all reports of a negative nature to ensure the student is aware of both the report and the process of addressing each report. The student will be provided a copy of the Professionalism Section of the School of Medicine Academic Policies and Procedures manual. The student will be given the opportunity to offer additional details regarding the circumstances of the incident report. The student will first be informed that any information offered would be shared with other members of PIRT to assist in their decision, and may also be shared with any investigative body depending upon the disposition of the incident report.

If the individual submitting the formal incident report is a faculty member, a meeting between that faculty member and the student with the purpose of explaining the reason for the incident report is required unless such a meeting would risk causing harm. There may be some instances where a meeting may not be appropriate, and this should be indicated on the submission. The student is expected to sign the PIRT form when meeting with a faculty member.

For those reports of a positive nature, a face-to-face meeting with the student by the person submitting the report and/or the PIRT Committee Co-Chairperson is encouraged but not required.
The PIRT Committee Chairperson(s), upon reviewing all reports, shall present these to the other members of the PIRT Committee. A majority consensus of PIRT members will determine the final destination of each report. All efforts will be made to complete this process in a timely manner. The PIRT Committee will consider all relevant information including established criteria (i.e. Honor Code, Student Behavioral Health Program referral criteria, etc.) and information contained in a student’s PIRT file when making this determination. The destination of each report may vary, but some examples are as follows:

- PIRT student file
- Honor Board
- Student Behavioral Health Program
- Associate Dean, Medical Student Affairs
- Academic Advancement Committee (AAC)
- Professionalism Review Board (PRB)
- Local Law Enforcement
- Course/Clerkship Director

The PIRT Committee Chairperson(s), with the majority consensus of PIRT, may initiate a preliminary investigation to determine if the reported breach of professionalism has merit for further investigation. If the complaint is determined to be without merit by the PIRT Committee following this preliminary investigation, both the student and the individual submitting the Professionalism Incident Report will be notified of this determination in writing and informed that the process has been concluded. A notation regarding the dismissal of this report will be placed in confidence in the student’s PIRT file. No record or note of the report will be submitted to the student’s permanent file in the Office of Registrar.

If, after this preliminary investigation, the PIRT Committee determines that the complaint has merit, the PIRT Committee will then complete the incident report disposition. The PIRT Committee has the discretion to refer the PIRT to another body (e.g., AAC, PRB, Honor Board, Associate Dean for Medical Student Affairs), and this decision will be noted on the PIRT disposition form. However, if the student has had a prior PIRT that was determined to be of merit, the PIRT Committee must notify the AAC for review of the student’s record and consideration of possible further action. The PIRT disposition form will indicate the number of prior PIRTs.

For those instances where the situation only warrants placement in a student’s PIRT file, the Co-Chairperson will use this opportunity to provide insight and education to the student regarding the incident.

**PIRT Committee Student Files**

All PIRT Forms that are submitted to the PIRT Committee will remain confidential within the limits of the law. A copy of all negative incident reports submitted to the PIRT Committee will be placed in the PIRT student files. When a negative incident
report is received, the PIRT student file will be reviewed to see if the report is an isolated event or indicative of a pattern of negative behavior. If the student has had a prior PIRT that was determined to be of merit, the PIRT Committee must notify the AAC for review of the student’s record and consideration of possible further action. The PIRT student files will include notation of whether and where the PIRT Committee made a referral.

All positive/exemplary incident reports submitted to the PIRT Committee will be placed in the PIRT student files.

All PIRT files will be retained in the office of Academic Educational Affairs and will not be part of any permanent student record. Upon a student’s graduation, all related PIRT student files will be destroyed as permitted by law.

Professionalism Review Board (PRB)

If a negative professionalism incident is determined to be of a serious and significant nature, but is deemed by PIRT to necessitate investigation beyond the purview or scope of the Honor Board, the Associate Dean of Student Affairs, or other report destinations, then this significant incident will be referred to the Professionalism Review Board (PRB).

Membership

The PRB shall consist of 5 voting members, one non-voting member, and four alternate members who shall attend each meeting and who may be designated by the PRB Chair to vote in the place of absent member. These ‘core members’ are:

- PIRT Co-Chairperson – PRB Chair (voting)
- PIRT Co-Chairperson – PRB Case Officer
- Two (2) Student members (voting)
- Four (4) Alternate Student member
- Two (2) Faculty Member (voting)
- Two (2) Alternate Faculty Member

1. PIRT Co-Chairpersons: The two PIRT Committee Co-Chairpersons shall decide between each other who shall be PRB Chair and who shall act as PRB Case Officer. These roles should be alternated with each respective incident report.

2. Faculty Members: Two members of the faculty will be appointed each year by the PIRT Co-chairpersons, with voting status alternating with each respective incident report. Each faculty member will serve a two-year term.

3. Student Members: The first year class shall elect one student during October; ideally, this student will serve a four-year term. In addition, during April of the second year, the second year class shall elect an additional member to begin serving on July 1st of their third year and shall complete their term upon graduation. The students from both the 1st and 2nd year class shall serve as alternates. In regards to the students
from the 3rd and the 4th year class, one student from each class will serve as alternate while the other will serve as a voting member; voting status between the two should alternate with each respective incident report. All elected students will serve on the PRB as long as they remain members in good standing in their class. In cases of a student leaving prematurely before the end of his/her term, supplemental elections will be held as necessary.

4. Additional Members: At the discretion of the PRB Chair, additional ad hoc ‘non-core’ members may be added to the PRB roster depending on the case being investigated and may be granted either voting or non-voting status.

PRB Procedure

• Any allegation that is brought before the PRB shall be treated as confidential by the individual completing the formal Professionalism Incident Report as well as by the members, alternate members, and ad hoc members of the PRB.
• The PRB Case Officer will be responsible for organizing the collection of material as well as contacting witnesses and other relevant individuals.
• The PRB Case Officer will be responsible for presenting a list of PRB members to the student for possible Conflicts of Interests (and perception thereof) and the reason for a requested recusal.
• The PRB Chair will solicit the PRB membership for possible Conflicts of Interests (or perception thereof) and the reason for a requested recusal.
• Upon identification of possible Conflicts of Interest, the PRB Chair will organize a vote on recusal of these individuals from participating in the investigation. Recusal of each individual will occur with a simple majority vote of all PRB members.

PRB Investigative Hearing:

• The investigative hearing is scheduled by the PRB Chair at which a quorum of the PRB must be present.
• In the event of an absence of a voting member, the PRB Chair will determine the alternate faculty or alternate student member to serve as a voting member at the meeting. A quorum to conduct business shall consist of 5 voting ‘core members’ of the PRB.
• Legal counsel or other external parties will not be present during the hearing. However, the student being investigated may wish to invite a University of Connecticut Medical School medical student, faculty member, or staff member as a personal advisor. This personal advisor must agree to maintain strict confidentiality with regard to all aspects of the proceedings. Although the personal advisor will not be allowed to speak on the student’s behalf at the hearing, the student can confer with the advisor at any time during the proceedings.
• If the PRB or student being investigated wishes, a video or audio tape recording or simultaneous transcript may be made of the proceedings. This request must be made 2 business days prior to the proceedings, and provided that the party making or requesting such recording bears the financial responsibility for such recordings. The contrary party is given reasonable opportunity to obtain a copy of such recording at his/her own expense, and any such recordings are maintained in strict confidentiality with respect to anyone not a party to the proceedings.

• At the hearing, the PRB Case Officer will outline the reasons for the investigation, after which the student under investigation will be allowed to make a statement. The PRB Case Officer will then present any evidence or witnesses deemed integral to the investigation. Following this, the student being investigated will be given an opportunity to present any additional witnesses or evidence relevant to the case. It is the student’s responsibility to select and coordinate the appearance of these additional witnesses or collect and present additional evidence. Both the student being investigated as well as members of the PRB will be allowed to examine the evidence and ask questions of any witnesses as directed by the Chair. At the end of the meeting, the student under investigation will be allowed to make a closing statement, after which the Chair will then close the hearing.

• At the discretion of the PRB, a recess may be called at any time during the hearing. The recess may be brief for the members of the PRB to consult in closed session, or it may be to continue the hearing at a later date to allow for further investigation.

• With the formal closure of the hearing by the Chair, the PRB will meet outside the presence of all parties and witnesses to discuss the investigation and make a final decision.

• In order to find the student guilty of a breach in professionalism, a majority of the voting members of the PRB must cast votes in favor of such a finding.

• At the investigation hearing, in order for there to be a finding of guilty, the case against the accused student must be proved by clear and convincing evidence. Clear and convincing evidence is defined as that evidence which convinces the PRB that the facts asserted are highly probably true, and that the probability they are true or exist is substantially greater than the probability that they are false or do not exist.

• If the evidence suggests that a violation of professionalism has occurred, the PRB Chair will be responsible for informing the student of the Board’s final decision both verbally and in writing within seven (7) business days after the final PRB proceedings. Both the PRB Chair and another member of the PRB will be present when the student is verbally informed of this decision. The PRB Chair is also responsible for advising all involved in the case that the PRB investigation proceedings are to be considered confidential. The PRB Chair will then be responsible for composing a synopsis of the investigation proceedings and
conclusions, and forwarding this document along with any recommended disciplinary actions to the AAC. The AAC will then determine final action. Within seven (7) days after receipt of written notification of the AAC’s action, the student may submit an appeal of the decision; see 5.e. Policy for Grading and Grade Appeals in Courses and Clerkships and 5.g. Rules Concerning Appeals to AAC and SEARC.

If the evidence of the investigation does not indicate a violation of professionalism has occurred, a summary of the investigation will be placed in confidence in the student’s PIRT file. No record or note of the incident will be submitted to the student’s permanent file in the Office of Registrar. The PRB Chair will be responsible for informing the student of the PRB’s final decision both verbally and in writing within 7 business days after the final PRB proceedings. Both the PRB Chair and another member of the PRB will be present when the student is verbally informed of this decision. The PRB Chair is also responsible for informing the witnesses and individuals involved that the case has been dismissed and that the PRB investigation proceedings are to be considered confidential.

PROFESSIONALISM POLICY ISSUES

PIRT Committee: PIRT Committee serves both as the primary reporting destination for professionalism complaints as well as the means of delegating how the complaint will be addressed/ investigated.

1.) COMPLIANCE ISSUES: Enrolled medical students need to comply with certain basic health requirements (BBP and HIPPA training, and Flu vaccines) as well as specific site requirements (Hep B vaccinations, PPD documentation as well as up to date physical exams). The HOME Office tracks these data through both the administrative officer and program coordinator in Medical Student Affairs and Admissions. Failure to achieve compliance will result in a Professional Incident Report being submitted to the PIRT Committee.

2.) COMPLIANCE VIOLATION SCALE: The PIRT Committee will take into account ‘gradation’ of certain compliance violations on the belief that certain compliance violations that put patients at risk (i.e. flu vaccines) are more serious than others (i.e. up to date student physical exams). The PIRT Committee will determine on a ‘case by case’ basis if any combination of violations warrant a referral to the AAC.

3.) PIRT Committee ACCESS TO AAC FILES: When processing a professionalism incident report, PIRT will be allowed access to limited information in a student’s AAC file. The information accessed will be kept in strict confidence by PIRT.

4.) AAC ACCESS TO PIRT Committee FILES:
   - In general, PIRT Committee files are not accessible to the AAC;
   - An exception to this general practice applies to those students already “under the purview of the AAC,” which includes any student or student...
file previously brought before the AAC for academic, behavioral, or institutional difficulties;

- The PIRT Committee Co-chair who serves on the AAC will inform the AAC of any incident report submitted to PIRT involving a student who is already under the purview of the AAC.

5.) **PIRT INCIDENT REPORT DECISION TREE:** The following decision tree clarifies the options that are available to the PIRT Committee and the AAC when an incident report has been submitted.

**PIRT/AAC DELEGATION DECISION for ALL INCIDENT REPORTS**

1.) No merit – notation made and placed in PIRT file
2.) Merit – no additional action and placed in PIRT file
3.) Merit – not referred to PRB/AAC but to other destination (eg. Honor Board, Associate Dean Student Affairs, Student Behavioral Health Program CHIPS, etc.) and placed in PIRT file
4.) Merit – referred to PRB for further investigation
   a.) Investigation: No Merit. Brief summary to AAC and placed in PIRT file
   b.) Investigation: Merit. Full summary to AAC with or without recommendations and placed in PIRT file
5.) Merit – referred directly to AAC (with or without recommendations) and placed in PIRT file with note that it was referred to AAC
   a.) No action by AAC [possible referral to other destination]
   b.) Student presents before AAC with no notation made in student MSPE
   c.) Student presents before AAC with notation made in student MSPE and
      1. possible sanctions
   d.) Case sent to PRB for further investigation of facts

**Professionalism Review Board (PRB):** This board, along with the Honor Board, make up the two institutional committees at the UCONN Medical School that investigate student violations in professionalism.

1.) **PRB FUNCTION/UTILITY:** The PRB serves as an independent body established as part of the School of Medicine’s focus on developing and monitoring professional behavior among students. However, it has a number of different roles that should be acknowledged.
   a. **Investigative Role:** The PRB serves as a resource for investigation and review of possible professionalism problems referred via the PIRT process or by the AAC. In that regard, it should be used to investigate a possible professionalism violation that is not deemed suitable for the
Honor Board or other referral destinations. The PRB should also be utilized to further investigate reported professionalism violations that have *indeed* occurred but require more details to determine the degree of violation.

In either role the PRB would use the investigation and hearing procedures described in the PRB policy and then report results of its investigation/hearing to the appropriate authority. The results of the investigation would then be reported to the AAC.

**OF NOTE:** Most PRB investigations are expected to occur after an initial referral and review by the PIRT Committee, but a PRB investigation may also be initiated by a referral made directly from the AAC. This would occur when the AAC encounters a professionalism situation where more information is needed before a final decision is made by the AAC.

b. **Advisory/Informative Role:** the PRB can review questions regarding the functions and actions of the PIRT Committee, PRB, PIRT files, etc., particularly during the overall development of professionalism education and monitoring at UCONN Medical School. It can act as a discussion group for questions on policy, serve as an educational body for both faculty and student members, and also help in the dispersion of information regarding professionalism to the student body via its student members.

2.) **PRB ACCESS TO AAC FILES:** Unlike the Honor Board, the PRB has access to AAC student files when conducting their investigation. Only information that is determined relevant to the investigation by the PRB Co-Chairs will be made available to the PRB.
List of Terms

PIRT Form = Professionalism Incident Report Triage Form
PIRT Committee = Professionalism Incident Report Triage Committee
PRB = Professional Review Board
AAC = Academic Advancement Committee
University of Connecticut School of Medicine
Professionalism Incident Report

Type of Report (circle one)    PRAISE    CONCERN

Subject of Report (Student Name):    Date of Report:

Person Submitting Form
(include title and/or role):    Date/Time of Incident
(observations):
(time period if longitudinal

Action Requested (circle one)

For File Only    Referral to Professional Incident Report Triage (PIRT)

I. Statement summarizing the behavior being praised or raising concern:

II. Describe in detail the incident(s) which prompted the completion of this form
(attach additional pages if needed).

III. Describe previous feedback and remediation which took place prior to the
completion of this form (attach additional pages if needed) if applicable.

IV. Summary of attempts to resolve this current issue and report of outcome, if any.

[NOTE: The following to be completed by a Member of Professionalism Incident
Report Committee]

Student Subject of report:

I have read this description and discussed it with the individual who filed the report,
and/or a representative of the Professionalism Committee.

Signature: _________________________________ Date: _____________________

Student signature on this form is intended only to verify that the student has
reviewed the form with the individual who filed the report, and/or a representative
of the Professionalism Committee.
Student Comments:

**Professionalism Incident Report Committee Member:**
I have reviewed this evaluation.

Signature: _______________________________ Date: __________________

PIRT Member Comments:

**Professionalism Categories**
*NOTE: examples of behaviors deserving of recognition in each category are not all inclusive*

**Professionalism Behavior deserving of special PRAISE:**

**Integrity**
- Student is honest and shows great integrity
- Student significantly enhances the learning environment
- Student shows superb ability to resolve conflict, respecting the dignity of all those involved

**Respect**
- Student shows exceeding respect for peers and colleagues
- Student shows exceptional cultural sensitivity to race, gender, religion, sexual orientation, age, disability or socioeconomic status

**Altruism**
- Student shows great empathy
- Student has outstanding rapport with patients and/or families

**Duty/Responsibility**
- Student can be relied upon to complete tasks and consistently does significantly more than expected
- Student function as an invaluable team member
- Student demonstrates exemplary commitment to honoring patient’s or family’s wishes

**Excellence**
- Student seeks and incorporates constructive comments and criticism
- Student recognizes difficulties and effects self-improvement
- Student recognizes and accepts responsibility for errors or mistakes and makes great effort to rectify
- Student creates an excellent learning environment
- Student excels in communication either in writing (notes, e-mails, etc.) or verbally
Professionalism Incident warranting CONCERN:

**Integrity**
- Student misrepresents or falsifies information
- Student is abusive, angry, or critical at times of stress
- Student uses his/her position to engage in inappropriate relationships with patients, families, or staff, and does not establish appropriate boundaries
- Student is dishonest
- Student does not contribute to a good learning climate
- Student is unable to resolve conflict, respecting the dignity of all those involved
- Student does not use professional language or uses inappropriate language
- Student does not maintain patient confidentiality
- Student does not present in a professional manner by dress or demeanor

**Respect**
- Student lacks respect for peers or colleagues
- Student is insensitive to individual or family needs
- Student does not relate well to staff or teachers in the learning environment
- Student shows insensitivity to race, gender, religion, sexual orientation, age, disability, or socioeconomic status

**Altruism**
- Student is arrogant
- Student lacks empathy

**Duty/Responsibility**
- Student does not complete tasks in a timely manner
- Student needs constant reminders in order to fulfill responsibilities to patients and to school
- Student cannot be relied upon to complete tasks
- Student does not accept responsibility for errors or mistakes
- Student has inadequate rapport with patients and/or families
- Student demonstrates inadequate commitment to honoring patient’s or family’s wishes
- Student does not function as a valuable team member

**Excellence**
- Student resists constructive comments or criticism
- Student remains unaware of inadequacies or difficulties
- Student resists change
University of Connecticut and UConn Health Codes and Policies

- University of Connecticut Code of Conduct
- UConn Health Rules of Conduct
- Student Honor Code
- Affirmative Action Policy Statement
- Conflicts of Interest in Research
- Drug Free Schools & Campuses Act and Drug-Free Workplace Act
- FERPA (Family Education Rights and Privacy Act)
- Review of Alleged Misconduct of Research Policy and Procedures
- Sexual Harassment Prohibition Statement
- Common Space Use Policy
- Workplace Violence Prevention
- Occupational Exposure to Bloodborne Pathogens
3.b. Student Honor Code

The Honor Code
Students embarking on careers in medicine and dental medicine are expected to maintain high standards of personal and professional integrity. These standards involve such basic concepts as intellectual honesty and respect for the rights and well-being of others. Matriculation in the School of Medicine or Dental Medicine constitutes an obligation for students to act in a manner consistent with such standards. The primary source of these standards shall be this Honor Code and its application to the conduct of medical and dental students. The primary mechanism for the application and enforcement of these standards shall be the Honor Board.

The Honor Code of the University of Connecticut Schools of Medicine and Dental Medicine comprises the following items:

- Prohibition of any act of intellectual dishonesty. Examples of intellectual dishonesty include (but are not limited to): cheating; plagiarism, copying, or any misrepresentation of work other than one’s own; fraud in research; dishonesty in clinical care or documentation; and willful failure to comply with examination and evaluation policies.

- Prohibition of violations of the rights or well-being of members of the UConn Health community. Examples of violations range from (but are not limited to): failure to comply with library regulations or intentional interference that denies other students access to educational materials, the willful mistreatment of colleagues, and stealing.

- Requirement of students, staff, and faculty to take positive action when there is a reason to believe that a breach of this Honor Code has taken place.

At the beginning of their careers at UConn Health and at the beginning of every subsequent academic year, all medical and dental students shall be required to sign an attestation of the principles contained in this Honor Code. The attestation shall be in writing and shall express the student’s commitment to act in a manner consistent with the standards of personal and professional integrity represented by this Honor Code.

Implementing the Honor Code: The Honor Board Policy Committee
The Honor Board Policy Committee’s main responsibilities are to provide interpretations of the Honor Code and to develop guidelines for the application of the general principles embodied in the Honor Code and as they apply to our students.

The Honor Board Policy Committee shall consist of all current and alternate members of the Honor Board and six faculty members appointed by the Deans/designee of the Schools of Medicine and Dental Medicine: three basic science faculty and three clinical faculty. The Deans/designee shall appoint one faculty member to serve as chairperson of the
Committee. From time to time, the Honor Board Policy Committee may appoint other non-voting members to participate in committee discussions.

The Committee also participates in the selection process for the Faculty Advisor of the Honor Board (described in detail in Section L of this policy, below).

The Honor Board Membership:
The membership of the Honor Board shall consist of eight voting members (one medical student and one dental student from each class) and six alternate members who shall attend each meeting and who may be designated by the chairperson to vote in the place of an absent voting member. Each voting member and alternate shall serve a two-year term for a maximum of two terms as long as she/he remains a member in good standing in her/his respective school. Students who are out of the medical or dental curriculum to pursue a dual degree or other activity, or who are on a leave of absence lasting longer than two months cannot serve on the Honor Board during that time. The Honor Board is responsible for conducting the election of Honor Board members according to the following schedule.

1. The first-year class:

   In October of the first year two students and one alternate will be elected. These students shall serve until June 30 of their second year. The protocol for this election is as follows:

   Each student may cast one vote for members in their respective school. The medical student receiving the highest number of votes and the dental student receiving the highest number of votes will be the voting Honor Board Members.

   The student (medical or dental) receiving the next highest number of votes will serve as the alternate for the class.

2. The second year class:

   In April of the second year, the medical and dental school classes shall elect Honor Board members to begin serving on July 1 of their third year. They shall complete their term upon graduation. Students may serve a maximum of two, two-year terms. If a student delays graduation s/he may not continue for a third year. The protocol for this election is as follows:

   Each student may cast one vote for members in their respective schools. The medical student receiving the highest number of votes and the dental student receiving the highest number of votes will be voting Honor Board Members.
The medical student receiving the second highest number of votes and the dental student receiving the second highest number of votes will both serve as alternates for the third and fourth years.

**Chairperson:**

The Honor Board shall elect a chairperson annually. To be eligible, the chairperson must have served on the Honor Board previously for at least one academic year. At the discretion of the Board, co-chairpersons, one from each school, may be selected by a simple majority.

**Secretary:**

The chairperson/co-chairs shall designate a secretary to write minutes documenting all proceedings regarding a case, or potential case, including Initial Meetings, Case Review Meetings, and Evidentiary Hearings.

**Meetings:**

The Honor Board, including alternates, shall meet as often as necessary to conduct the business of the Board. Meetings are characterized as those related to ‘cases’ as well as those held for administrative purposes. If a voting member cannot be at a meeting, an alternate member will be selected to replace the voting member, with substitution preference exercised for an alternate member in the same class year as the absent voting member.

A quorum must be present for all proceedings regarding a case or potential case (i.e. Initial Meetings, Case Review Meetings, and Evidentiary Hearings). When the Board consists of fourteen members and alternates, eight voting members is a quorum. When the Board consists of ten members and alternates, six voting members is a quorum. The Faculty Advisor must be present at all meetings related to a case.

**Reporting Concerns/Alleged Violations**

Anyone affiliated with UConn Health, including but not limited to: students, faculty, staff, residents, and attendings, who has a concern regarding a breach of the Honor Code has a duty to take positive action. Positive actions include, but are not limited to:

1. Direct discussion with the person whose conduct is questioned and if, after discussion, the breach is still suspected, the person with the concern must engage in informal discussions with a member of the Honor Board (as described in paragraph D.2 below) or submit a Formal Report to the Honor Board;

2. Informal consultation with a member of the Honor Board by any member of the UConn Health community who thinks that a breach of the Honor Code may have occurred but is unsure;
a. Upon initial consultation, an Honor Board member must notify the Chair of the Honor Board before making a recommendation or taking any action in relation to the report. The Chair who received the report must consult the Faculty Advisor and may consult members and/or alternates regarding how to proceed;

3. Direct submission of a Formal Report to the Honor Board;

a. Formal Reports may be anonymous or non-anonymous, but sufficient evidence must be presented to warrant Honor Board consideration.

Failure to take positive action may itself be a violation of the Honor Code.

Self-reporting of unprofessional behavior will be viewed more favorably than otherwise and can serve as an opportunity for self-reflection and improvement.

**How to Submit a Formal Report:**

Reports of a possible breach of the Honor Code shall be made in writing and delivered in a sealed envelope or by secure email to any member or alternate of the Honor Board as soon as possible after the discovery of the alleged violation¹.

**Initial Meeting(s)**

Once a Formal Report is made to the Honor Board, an Initial Meeting is held per the following proceedings:

1. Determination of Conflicts of Interest

   The name(s), only, of the accused will be disclosed to the Board members present. Any Board member with a possible conflict of interest will be given the opportunity to recuse themselves from all further proceedings regarding the case. Any Board member may identify another Board member as having a potential conflict of interest, in which case, the Board will vote on recusal of those individuals if the identified member(s) do/does not self-recuse. Recusal of a Board member by peer initiative requires a simple majority vote. If there are sufficient recusals such that the quorum is lost, the meeting will be suspended until a quorum is achieved.

¹ When a concern regarding a violation of the Honor Code involves a medical student, the Chair of the Honor Board must complete a Professionalism Incident Report (PIR) and submit it to the PIR Triage Committee (PIRT). When possible, reporting of concerns regarding medical students should occur directly to PIRT to facilitate proceedings. Formal Reports concerning medical students may come to the Honor Board directly from PIRT.
2. Disclosure of the Contents of the Formal Report

The information provided in the Formal Report is disclosed and discussed.

3. Triage

The Honor Board will determine whether there is sufficient evidence to initiate an investigation and/or if the case must be transferred to another body for action. The decision to launch a formal investigation following review of the Formal Report requires a simple majority vote of the quorum.

4. Appointment of a Case Officer and/or Co-investigator:

All concerns deemed to fall within the purview of the Honor Board and worthy of investigation will be investigated by a Case Officer. Case Officers will be responsible for the movement of the case through the process to final disposition. Case Officers can be either voting members or alternates and are selected in the following manner:

a. Volunteer;

b. If no member volunteers, a Case Officer is appointed by the Chair/Co-Chairs;

c. The Board may choose to appoint a Co-investigator to assist the Case Officer with investigatory duties

**Case Officer Duties:**

a. Conduct thorough investigation including but not limited to receiving all correspondence, statements, evidence and other materials related to the case, and maintain file and evidence folders;

b. Review all case material;

c. Present all case material to the Honor Board;

d. Be present and participate in the discussion at the meeting when voting occurs (Case Officer – and Co-investigator, if present – must abstain from vote but can be counted towards a quorum);

e. Contact witnesses and the accused in order to schedule an evidentiary hearing on the case, if necessary;

f. Develop an agenda for the Case Review Meeting and Evidentiary Hearing and be responsible for the conduct of them;
g. Help the Chair/Chairs compose a letter to the appropriate Dean/designee regarding the findings of the Honor Board.

5. Discussion on how the case might be investigated

Case Review Meeting(s)
Once the Case Officer has investigated the concern, then the Honor Board hears the Case Officer’s findings in a Case Review Meeting. Case Review Meetings are conducted with only the members of the Honor Board and the Faculty Advisor present and proceed in the following manner:

1. The Case Officer and any Co-investigator presents the evidence collected.

2. The committee discusses the evidence and then votes on one of the following three courses of action by means of a simple majority vote:
   a. Send the case back to Case Officer for further investigation
   b. Determine that the presented evidence is insufficient to declare an Honor Code breach and that reasonable effort by the Honor Board would yield no further insight into the case. In such situations, appropriate reporting of this finding is performed, as per later section titled, “Notifications.”
   c. Determine that the presented evidence is sufficient to proceed to an Evidentiary Hearing

Evidentiary Hearings
Evidentiary hearings are scheduled in order to provide the accused an opportunity to be heard and for the Honor Board to clarify information that was presented at the Case Review Meeting. Evidentiary Hearings will be led by the Case Officer and are conducted in the following manner:

1. The Case Officer will present the evidence concerning the case. The Case Officer may choose to interview witnesses at this time and in such cases, the members of the Board may then question these witnesses.

2. The accused may be in attendance during the Case Officer’s presentation and will then have an opportunity to address the Honor Board and to present any witnesses, or evidence;
   a. The accused may choose not to attend the Evidentiary Hearing by sending a written waiver to the Board at least 24 hours prior to the scheduled hearing. In such a case, the accused waives his or her right to present evidence or witnesses. The accused may submit a written statement to be read at the Evidentiary Hearing.
b. If the accused attends the Evidentiary Hearing, a personal representative (who may be an attorney) may attend. The accused must notify the Honor Board at least 24 hours prior to the scheduled hearing if a representative will be present. If the accused has an attorney present, UConn may also have an attorney present. The representative, if present, serves in a purely advisory capacity and is permitted to speak only to the accused. The Honor Board Chair(s) may dismiss the representative if, in their sole discretion, s/he disrupts the hearing proceedings;

c. The accused and any witnesses presented by the accused may be asked questions by the members of Board.

3. Following dismissal of the accused, any witnesses, and the personal representative of the accused, if any, the Board will discuss the case and then a motion will be made to vote, via simple majority decision, to either:

a. Return to the investigation phase of the case, but only if new information not known at the time of the Case Review Meeting was presented in the Evidentiary Hearing that indicated need for further investigation.

i. In this case, further investigation will be conducted by the Case Officer and Co-investigator, and a new Case Review Meeting and Evidentiary Hearing will be scheduled and conducted, as described in Sections F and G, above.

b. Proceed to a formal vote of “breach” vs “insufficient evidence of breach.”

4. Following the decision to proceed to a formal vote regarding breach status, the formal vote will be held via secret ballot. A verdict that a breach occurred must pass with a two-thirds majority of the quorum.

The Appeal Process
Upon notification that the Honor Board has reached a verdict of breach, the accused will be given seven calendar days to request the appeal. The accused may provide a written waiver of an appeal in order to move more quickly to notifications.

The decision of the Appellate Board is made based upon the presence or absence of either or both of the following circumstances:

1. Evidence that was not available to the Honor Board when they made the decision; or

2. Evidence that the Honor Board did not adhere to the appropriate process as defined by this policy.

If an appeal is requested, the Honor Board Chair/Co-chair will notify the members of the Appeal Board (see below) prior to the hearing.
Appeal Board:

1. The Appeal Board shall consist of two students and three faculty members appointed by the Dean or Dean’s Designee of either the School of Medicine or School of Dental Medicine. The Appeal Board will elect a Chair for the Appeal.

2. The Honor Board Chair/Co-chair will send the request for appeal via email to the members of the Appeals Board who will decide whether the appeal will be heard or not. If the Appeal Board decides to hear the case, either the Honor Board Co-Chair or the Faculty Advisor will attend the Appeal to provide an overview of the case, but will not be a voting member of the Appeal Board.

3. The Chair of the Appeal Board and its members will review the evidence presented in support of the appeal. Persons found to be in breach of the Honor Code will have the right to present their own case in front of the Appeal Board and, like the evidentiary hearing, can elect to bring a personal representative (including an attorney). The personal representative is there for support only and will not be allowed to speak in front of the Appeal Board. If the accused has an attorney present, UConn may also have an attorney present.

4. If the Appeal Board overturns the decision of the Honor Board, in whole or in part, the reason for that decision will be conveyed to the Honor Board in person by the Appeal Board Chair. This decision is final and all documented information concerning the appeal will be destroyed (as permitted by the state records retention policy). The person(s) involved will be notified immediately by the Appeal Board Chair.

5. If the decision of “breach” made by the Honor Board is upheld by the Appeal Board, the Dean/designee of the appropriate school will be notified within seven calendar days and presented with a summary statement, inclusive of all information used to reach the decision.

Notifications by the Honor Board

1. At any stage in the process, when a finding of insufficient evidence to make a determination of breach is made and the case is not sent for further investigation, the chair of the Board will notify the accused orally. If the accused is a medical student, this determination will also be sent to the PIRT co-chairs.

2. If a verdict of “breach” is reached at the Evidentiary Hearing, the accused will be notified of the result by the chairperson or designee both in-person and by formal written communication;

3. If the decision of “breach” made by the Honor Board is upheld by the Appeal Board, the Dean/designee of the appropriate school will be notified within seven calendar days and presented with a summary statement, inclusive of all information used to reach the decision.
4. When the Honor Board concludes its involvement in the case or when the Appeals Committee finishes its work, whichever comes later, the person submitting the Formal Report will be informed that the Honor Board has concluded its proceedings.

Confidentiality and Document Retention by the of Honor Board
All specific charges, names, evidence, and testimony are treated as strictly confidential unless otherwise required by law. The integrity of an Honor System depends on confidentiality, and the disclosure of names or other confidential information concerning a report by any person shall itself be considered an Honor Code breach. If the breach involves a protected statute, all efforts to maintain confidentiality will be critical. However, reports, including the individuals who report, may be part of a more extensive investigation involving the necessary authorities. Every effort to restrict the flow of information to only necessary parties will be of utmost priority and importance.

The Faculty Advisor shall be responsible for securely storing a copy of all documents that are material to the case, including but not limited to the Case Officer’s notes, and minutes of meetings, as well as the physical evidence. These documents will be retained as long as required by state record retention laws and/or other prevailing laws.

It is imperative for all members of UConn Health to be aware that any report of concern regarding a “protected statute” including but not limited to sexual harassment, domestic violence, elder abuse, child abuse, and suicidal issues cannot be treated confidentially and must be directed immediately to the Honor Board Faculty Advisor who can refer it to the appropriate authority.

Disciplinary Action
The Honor Board is concerned only with judging a person(s) as having committed a breach or not of the Honor Code and is not responsible for taking disciplinary action against the person(s) who has breached the Honor Code. Such actions shall be taken by the appropriate Deans/designee. Whether a disciplinary action results from a breach in the Honor Code is up to the respective policies and procedures of the schools of Medicine and Dental Medicine. Reports of a breach of the Honor Code are forwarded to the Dean's Designees, who will refer the report to the Academic Advancement Committee (SOM) or the Academic Performance Committee (SDM) for possible disciplinary action. Not all breaches in the Honor Code result in disciplinary action. Sometimes the process of being investigated by the Honor Board is the only punitive action and in itself can be viewed as an opportunity for professional growth.
Reports to the Academic Community
The Honor Board and the Faculty Advisor shall be responsible for maintaining a record of the number and types of complaints brought to the Honor Board each year (and year to year), regardless of whether a breach of the Honor Code was found. These reports shall not contain any identifiable information about the accuser, the accused, or the specifics of the event that would facilitate identification.

At least once each academic year, the Honor Board shall report on its activities to Education Council (for the School of Medicine) and Dental Senate (for the School of Dental Medicine) and to the medical and dental classes. These reports shall discuss in general terms the activities of the Board during the year.

Process for Selecting the Honor Board Faculty Advisor
The process is divided into 3 steps, namely:

- Nomination
- Preliminary Review and Vetting
- Final selection

Descriptions of the individual steps are as follows:

Nomination
The nomination process should be open with nominations being accepted from students and faculty. Students will be invited to nominate faculty. Faculty will be free to either self-nominate or put forward the names of colleagues. The process will begin with a nominations process similar to all nomination processes utilized by both schools. Applicants will be asked to submit a one page personal statement explaining their interest and describing any relevant experience. Nominations go directly to an administrator.

Preliminary Review, Vetting, and Interview
The Dean's Designee in SOM and that in SDM will review and vet the nominations with their teams and the Deans. Either administration may veto individual candidates who are unacceptable. The vetting process should remove the fewest candidates possible from consideration. The Honor Board Policy Advisory Committee will be told the total number of nominees, but will only be sent a list of acceptable nominees. Ideally the list will include at least 2-3 candidates. The Honor Board Policy Advisory Committee reviews the applicants, conducts interviews and narrows the list of candidates to at least 2.

In the event that there is only 1 candidate deemed suitable then the Honor Board Policy Advisory Committee will meet to discuss and determine if that candidate is acceptable. A unanimous consent is required. If unanimous consent is not possible, the nomination process begins again.
Final selection
After reviewing the materials submitted by the candidates chosen by the Honor Board Policy Advisory Committee, the students of the Honor Board will make the final selection by a simple majority of the quorum.

Term of Appointment
The term of service for the faculty advisor to the Honor Board will be five years with an opportunity to renew for one additional term. The opportunity to renew will be contingent on the approval of the Honor Board Policy Advisory Committee and the Dean's designees of the Schools with approval by the Deans of the two schools.

Salary Support
To promote the effectiveness of the faculty advisor to the Honor Board, salary support for educational effort will be decided by the respective Dean's designees with approval by the Deans. Additionally, the faculty advisor to the Honor Board may not serve on any other committees where a conflict of interest might occur (e.g. promotions or disciplinary committees in the SOM or the SDM).

Approvals for this policy

- 6/26/17 Honor Board Advisory Committee
- 6/29/17 SDM Education Council
- 7/11/17 SOM Committee on Undergraduate Education
- 7/12/17 SDM Faculty Senate
- 7/20/17 SOM Education Council

Cosmetic Revisions made by SOM and SDM Deans’ Offices

- 11/9/17 Use of the term “Dean’s Designees” rather than “Senior Associate Dean” and variants of that.
3.c. Compact Between Faculty and Undergraduate and Graduate Medical Trainees

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that embody the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

The Teacher-Learner relationship between faculty and medical learners - students, residents, and fellows - should demonstrate the highest standards of ethical conduct in all educational settings and be conducted without abuse, humiliation, harassment and exploitation of relationships for personal gain or advantage.

COMPACT BETWEEN TRAINEES* AND THEIR TEACHERS
(Adopted from the AAMC Compact)
*Trainees include medical students, residents/fellows

Medical education is an integral component of the formal education of physicians. In order to practice medicine independently, physicians must receive a medical degree and successfully complete a supervised period of residency/ fellowship training in a specialty/subspeciality area. To meet their educational goals, trainees must participate actively in the care of patients and must assume progressively more responsibility for that care as they advance through their training. In supervising trainees faculty must ensure that trainees acquire the knowledge and special skills of their respective disciplines while adhering to the highest standards of quality and safety in the delivery of patient care services. In addition, faculty members are charged with nurturing those values and behaviors that strengthen the doctor-patient relationship and that sustain the profession of medicine as an ethical pursuit.

Core Tenets of Medical Education

Excellence in Medical Education
Institutional medical education leadership and program faculty must be committed to maintaining high standards of educational quality. Trainees are first and foremost learners. Accordingly, a trainee’s educational needs should be the primary determinant of any assigned patient care services. The learning objectives of the program should not be compromised by excessive reliance on trainees to fulfill non-physician service obligations. (Trainees however, must remain mindful of their oath and recognize that their responsibilities to their patients always take priority as the primary part of their educational considerations.)
Highest Quality Patient Care and Safety
Preparing future physicians to meet patients’ expectations for optimal care requires that they learn in clinical settings epitomizing the highest standards of medical practice. Indeed, the primary obligation of institutions and individuals providing medical education is the provision of high quality, safe patient care. Program faculty must ensure that trainees are integrated and actively participate in interdisciplinary clinical quality improvement and patient safety programs. By allowing trainees to participate in the care of their patients, faculty accepts an obligation to ensure high quality medical care in all learning environments.

Respect for Trainee Well-Being
Fundamental to the ethic of medicine is respect for every individual. Trainees are especially vulnerable and their well-being must be accorded the highest priority. Given the uncommon stresses inherent in fulfilling the demands of their training program, trainees must be allowed sufficient opportunities to meet personal and family obligations, to pursue a balance of work and life activities, and to obtain adequate rest.

Commitments of Faculty

1. As role models for our trainees, we will maintain the highest standards of care, respect the needs and expectations of patients, and embrace the contributions of all members of the healthcare team.

2. We pledge our utmost effort to ensure that all components of the educational program for trainees are of high quality, including our own contributions as teachers.

3. In fulfilling our responsibility to nurture both the intellectual and the personal development of trainees, we commit to fostering academic excellence, exemplary professionalism, cultural sensitivity, and a commitment to maintaining competence through life-long learning.

4. We will demonstrate respect for all trainees, without regard to gender, race, national origin, religion, disability or sexual orientation; and we will cultivate a culture of tolerance among the entire staff.

5. We will do our utmost to ensure that trainees have opportunities to participate in patient care activities of sufficient variety and with sufficient frequency to achieve the competencies required by their chosen discipline. We also will do our utmost to ensure that trainees are not assigned excessive clinical responsibilities and are not overburdened with services of little or no educational value. The learning objectives of the educational program will be accomplished through an appropriate blend of supervised patient care
responsibilities, clinical teaching, and didactic educational events and will not be compromised by excessive reliance on trainees to fulfill non-physician service obligations.

6. In fulfilling the essential responsibility we have to our patients, we will ensure that trainees receive appropriate supervision for all of the care they provide during their training. In the clinical learning environment, each patient will have an identifiable, appropriately-credentialed and privileged attending physician who is ultimately responsible for that patient’s care. We will provide trainees with opportunities to exercise graded, progressive responsibility for the care of patients, so that they can learn how to practice medicine and recognize when, and under what circumstances, they should seek assistance from colleagues. Faculty members functioning as supervising physicians will delegate portions of care to trainees based on the needs of the patient and the skills of the trainee.

7. We will do our utmost to prepare trainees to function effectively as members of healthcare teams. We will provide an environment that maximizes effective communication and the opportunity for trainees to work as members of effective inter-professional teams that are appropriate to the delivery of patient care.

8. We will evaluate each trainee’s performance on a regular basis, provide appropriate verbal and written feedback, and document achievement of the competencies required to meet all educational objectives.

9. We will ensure that trainees have opportunities to partake in required conferences, seminars and other non-patient care learning experiences and that they have sufficient time to pursue the independent, self-directed learning essential for acquiring the knowledge, skills, attitudes, and behaviors required for entering residency and subsequent independent practice.

10. We will ensure a culture of patient safety and professionalism by educating our faculty members and our trainees’ concerning the personal responsibility of physicians to appear for duty appropriately rested and fit so that they may provide the services required by their patients.

**Commitments of Trainees**

1. We acknowledge our fundamental obligation is to place our patients’ welfare uppermost; quality health care and patient safety will always be our prime objectives.
2. We pledge our utmost effort to acquire the knowledge, clinical skills, attitudes and behaviors required to fulfill all objectives of the educational program and to achieve the competencies deemed appropriate for our chosen discipline.

3. We embrace the professional values of honesty, compassion, integrity, and dependability.

4. We will adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions. We will demonstrate respect for all patients and members of the health care team without regard to gender, race, national origin, religion, economic status, disability or sexual orientation.

5. As trainees we learn most from being involved in the direct care of patients and from the guidance of faculty and other members of the healthcare team. We understand the need for faculty to supervise all of our interactions with patients.

6. We accept our obligation to secure direct assistance from faculty or appropriately experienced residents/fellows whenever we are confronted with high-risk situations or with clinical decisions that exceed our confidence or skill to handle alone.

7. We welcome candid and constructive feedback from faculty and all others who observe our performance, recognizing that objective assessments are indispensable guides to improving our skills as physicians.

8. We also will provide candid and constructive feedback on the performance of our fellow trainees, and of faculty, recognizing our life-long obligation as physicians to participate in peer evaluation and quality improvement.

9. We recognize the rapid pace of change in medical knowledge and the consequent need to prepare ourselves to maintain our expertise and competency throughout our professional lifetimes.

10. In fulfilling our own obligations as professionals, we pledge to assist trainees in learning to meet their professional obligations including but not limited to teaching providing feedback.

11. We will embrace a culture of patient safety and professionalism by understanding and accepting our personal responsibility to appear for duty appropriately rested and fit so that we may provide the care required by our patients.
We believe that the relationship between faculty and trainees should reflect the highest standards of ethical conduct in all educational settings. Interactions between faculty and trainees must be conducted without abuse, humiliation, harassment or exploitation of relationships for personal gain or advantage. (Any trainee or faculty member who experiences mistreatment or who bears witness to unprofessional behavior must report such incidents according to the policies and procedures provided by the School of Medicine and the Office of Graduate Medical Education. See 3.d for Student Mistreatment, 3.e. for Faculty, Staff and Student Relations, and 3.f. for Prohibition of Sexual Harassment and Sexual Assault)

This compact serves both as a pledge and as a reminder to trainees and their teachers that their conduct in fulfilling their obligations to one another is the medium through which the profession perpetuates its standards and inculcates its ethical values.

For more information about the Compact, go to www.aamc.org/residentcompact

Approved by Education Council: 2/12/06
Reviewed 2/08, 6/10
Revised 9/11, 1/13
3.d. Student Mistreatment and Standard of Conduct

The University of Connecticut (UConn) School of Medicine (SOM) is committed to a learning environment of respect, collegiality, and collaboration. Our faculty commit to making sure each component of the educational program is of the highest quality, serve as role models, support all students and fairly evaluate and provide timely feedback.

Behaviors that impede a safe and effective learning environment are not tolerated. Across the SOM, we have adopted the Compact Between Faculty and Undergraduate and Graduate Medical Trainees (See policy 3.c.). The following policy on Student Mistreatment and Standard of Conduct is an affirmation of the importance of this issue with expectations to respect race, gender, religion, sexual orientation, age, disability, and other protected classes of individuals along with diversity of opinion, socioeconomic status and unique individuality within our community. The learning environment will be free of belittlement, humiliation, hostility, or personal judgment. This policy is meant to compliment the institutional policy against discrimination, harassment and related interpersonal violence (http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)

Definition of Mistreatment
The AAMC’s Graduation Questionnaire defines mistreatment as follows: “Mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age or sexual orientation.”

Examples of mistreatment may include but are not limited to the following:
- Threatened with physical harm
- Physically harmed
- Sexual Harassment
  - Subjected to unwanted sexual advances
  - Asked to exchange sexual favors for grades or other rewards
- Discrimination based on race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression and other protected classes
  - Received lower evaluations or grades rather than performance
  - Denied opportunities for training or rewards
  - Received lower evaluations/grades
  - Denied opportunities for training or rewards
  - Denied opportunities for training or rewards
• Received lower evaluations or grades
  • Psychological harm of a student by a superior (e.g., public humiliation, threats and intimidation, removal of privileges)
    o Publicly embarrassed
    o Publicly humiliated
    o Being spoken to in a sarcastic or insulting way
    o Intimidation
  • Grading used to punish a student rather than evaluate objective performance
  • Assigning tasks for punishment rather than to evaluate objective performance
  • Requiring the performance of personal services including babysitting, shopping, etc.
  • Taking credit for another's work
  • Intentional neglect or intentionally left out of communications without reason
  • Use of offensive remarks or names
    o Subjected to offensive remarks, names related to sexual orientation
    o Subjected to racially or ethnically offensive remarks/names
    o Subjected to offensive, sexist remarks/names
    o Other similar remarks that are offensive based on other protected classes

Resources for Counseling, Advice and Informal Resolution
Concerns, problems, issues, questions, or complaints may be discussed without fear of retaliation, with anyone in a supervisory position within the SOM. The assistance provided may include counseling, coaching or direction to others within the SOM including Student Affairs, Student Behavioral Health Services or other resources. Students are encouraged to report any possible concerns about discrimination or harassment based on protected classes (i.e. sexual, racial, or ethnic discrimination, including harassment), to the Office of Institutional Equity. Students are apprised that disclosure of sexual assault, intimate partner violence, and/or stalking requires mandatory reporting by all employed at UConn Health and although all information will be kept as private as possible, this information cannot be considered confidential as required by law.

Distribution
Distribution of this policy and of the school’s commitment to supporting an inviting learning climate will be done repeatedly across the continuum of the students’ experience and will include the following times:
1. At Launch for incoming students; again reinforced as students sign the Honor Code and review the Compact before the White Coat Ceremony
2. At the beginning of Year 2
3. During the Introduction to the Clerkship Years and in MDelta during the Clinical Immersion Foundation and again in Home Week
4. During the Introduction to application for Residency process in Year 4
In addition, the Dean meets monthly with students and will review at these meetings and the Educational Leadership meets monthly with Student Government leaders.

We also will review the Graduation Questionnaires annually and will include and disseminate information about this topic annually to all faculty and students.

**Reporting Mistreatment**

**Students may report mistreatment via several avenues in the SOM. All reports related to discrimination and/or harassment based on protected classes will be forwarded to the Office of Institutional Equity for review:**

**Evaluation System Reporting**
Students evaluate every course and clerkship throughout the curriculum. There are questions on all evaluations that indicate whether the student was treated with respect and also to relay if others were treated by respect.

All de-identified responses are reviewed by CEC. All responses of 1-2 (of a scale of 1-5 where 5 is most respectful) are triggered to be sent to: The Associate Dean for Medical Education and Assessment, the Associate Dean for Student Affairs and the Associate Dean for Clinical Medical Student Education. These are further investigated by reviewing prior evaluations, providing feedback via the departments and making sure the feedback is directed to the individual.

**Online Reporting**
Students may report mistreatment via a form on Husky CT which can be submitted anonymously. A link to the mistreatment reporting form is also included at the end of student evaluations, described above, for those students who wish to provide more formal reporting. The Form is collected by Academic IT and referred to the Associate Dean for Student Affairs who will follow through as indicated.

**In-person Reporting**
We have identified a list of “consulting” faculty who are available to discuss any situation with any student at any time. The volunteers available as a resource in this area are listed on Husky CT. Students may also opt to report to a peer who may report on his/her behalf or to any faculty member.

The Associate Dean for Student Affairs, reporting to the Dean, is the leader responsible for the respectful learning environment. Students may choose to report any mistreatment to the Associate Dean for Student Affairs, to The Associate Dean for Medical Education and Assessment, to the Associate Dean for Clinical Medical Student Education or directly to the Dean, either in addition to the procedures outlined above or as the primary reporting mechanism. Students may also access the institutional ombudsman.
Process for Investigating and Handling Reports of Mistreatment
Upon learning of an allegation of mistreatment, the Associate Dean for Student Affairs working with the Dean will investigate the issue by speaking with students, departmental leaders and those involved.

A group of educational leaders convened to develop guidelines for investigation and handling reports of mistreatment in the educational environment. The following process was agreed upon and endorsed by the 19 chairs at UConn SOM:

_If a complaint of faculty mistreatment in the Educational environment is received, it will be forwarded to the appropriate Associate Dean associated with the program, to the Dean’s Liaison to Academic Educational Affairs, to the Chair and to the Dean. The Dean will discuss with the educational and departmental leadership to determine who will work together to investigate and address the issue. For any issue involving a learner there must be partnership involvement of educational administration in any review and decision related to the issue. The educational leadership as the Dean’s designee retains the right to select teachers and will prioritize the fostering of a suitable learning climate._

Protection from Retaliation

Retaliation means any adverse action taken against a person for making a good faith report. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy.

Retaliation can include, but is not limited to, actions taken by the University, actions taken by one Student against another Student, actions taken by an Employee against another Employee or Student, or actions taken by a Third Party against a Student or Employee. See the University’s Non-Retaliation Policy: [http://policy.uconn.edu/2011/05/24/non-retaliation-policy/](http://policy.uconn.edu/2011/05/24/non-retaliation-policy/).
3.e. Faculty, Staff and Student Relations

The relationships between faculty, staff, residents, fellows and patients should demonstrate the highest standards of ethical conduct in all educational settings and be conducted without abuse, humiliation, harassment and exploitation of relationships for personal gain or advantage. Any questions, concerns or breaches in professional relations may result in disciplinary action and should be brought immediately to the attention of the Associate Dean for Student Affairs. Possible ramifications of violations in standards of ethical conduct include review and subsequent disciplinary action by the Academic Advancement Committee, which could ultimately lead to dismissal.

In particular, all faculty and staff, including residents and fellows, must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. In the event of a charge of Sexual Harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

Moreover, amorous relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Any University employee who participates in supervisory or administrative decisions concerning an employee with whom s/he has or has had an amorous relationship has a conflict of interest in those situations.

Accordingly, the University prohibits all faculty and staff from pursuing or engaging in amorous relationships with undergraduate students; prohibits all faculty and staff from pursuing or engaging in relationships with graduate students under that faculty or staff member’s authority; and prohibits all faculty and staff from pursuing or engaging in amorous relationships with employees whom they supervise.

UConn’s Policy Against Discrimination, Harassment and Related Interpersonal Violence sets forth the University’s conduct expectations regarding amorous relationships in greater detail.

See policy 3.f. for additional information.
3.f. Prohibition of Discrimination and Discriminatory Harassment, Including Sexual Harassment and Sexual Assault, Intimate Partner Violence and Stalking

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living and working environment for all members of the University community – students, employees, residents, fellows, patients and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The University does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual’s race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran’s status, prior conviction of a crime, workplace hazards to the reproductive system, gender identity or expression, or membership in any other protected classes as set forth in state or federal law. To that end, UConn’s Policy Against Discrimination, Harassment and Related Interpersonal Violence, Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships (the “Policy”) prohibits specific forms of behavior that violate state and federal laws, including but not limited to Title VII of the Civil Rights Act of 1964 (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and related state and federal anti-discrimination laws. Such behavior may also require the University to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Connecticut state law regarding reporting suspected child abuse and neglect.

The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by UConn Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under UConn Policy (collectively, “Prohibited Conduct”). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, inappropriate amorous relationships with employees in positions of authority can undermine the University’s mission when those in positions of authority abuse or
appear to abuse their authority. See policy 3.e. for more information on amorous relationships prohibitions.

**UConn’s Policy Against Discrimination, Harassment and Related Interpersonal Violence** articulates the University’s commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful University community; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated and disciplinary action may be imposed. In addition, the University conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy.

A student or employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit acts of Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions.

Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of Prohibited Conduct is strictly forbidden.

For more information, individuals may contact:

The Office of Institutional Equity & Title IX Coordinator
UConn Health
16 Munson Road, 4th Floor
Farmington, CT 06030
Mail Code MC 5310
(860) 679-3563
equity@uconn.edu
www.equity.uconn.edu
www.titleix.uconn.edu
www.accessibility.uconn.edu
The UConn SOM seeks to provide the best possible medical education for our students resulting, ultimately, in the best possible care for our students’ patients. The documents in this section include overview of the curriculum and policies that impact students academically. Additional information on expectations can be found in Section 3. Professionalism and Section 6. Graduation Competencies. For information on how students are promoted, please see Section 5. Student Advancement, Promotion, Remediation and Disciplinary Action.

Policies included in this section:

4.1. Overview of the Curriculum
4.2 MD/PhD in the MDelta Curriculum
4.a. Satisfactory Academic Progress
4.b. Academic Standing
4.c. Withdrawal
4.d. Holds
4.e. Leave of Absence Policy
4.f. Credentialing
4.g. Transcripts
4.h. Attendance Policy (illnesses, religious observances, jury duty)
4.i. Examination Administration Procedures
4.j. Examination Grading
4.k. Policy for Step 1, Step 2 CS and CK
4.l. Conflict of Interest Policy
   4.l.1. Conflict of Interest Policy - Admissions Committee
4.m. Research and Scholarly Opportunities
4.n. Awards and Honors
4.o. Academic and Career Advising Program
4.p. Residency Application Process
4.q. Procedures for Evaluation
4.r. Policy on Teaching and Evaluation by Medical School Administration
4.s. Classroom Scheduling
4.1. Overview of the Curriculum

The School of Medicine curriculum prepares students for residency and a lifelong career in medicine. The new MDelta curriculum (Making a Difference in Education, Learning and Teaching Across the Curriculum), developed in response to the recent national call for reform in medical education, began with the class of 2020 when they matriculated in August 2016. The class of 2019 will continue in the current, Legacy M.D. curriculum until graduation.

Overview of the MDelta Curriculum
Class of 2020 and beyond

The MDelta Curriculum was devised to highlight self-directed, individualized, lifelong learning utilizing patient-centered educational experiences. Active learning is a key principle with an emphasis on team-based learning involving not only learners in the same academic year, but learners across all four years and interprofessional learning. The curriculum is tightly integrated across all four years in order to meet the graduation competencies and prepare the graduate for residency training. Scholarship and service are integral to the educational experience.

The MDelta curriculum is divided into three stages following a two-week Launch period. Launch provides orientation to both the school and the curriculum, including a mini-course in history taking and physical examination.

Stage 1, the Exploration Stage, is 18 months in length and is composed of five 10-week blocks each followed by a two-week learning assessment and enhancement period (LEAP). Blocks A-C will occupy the first academic year followed by a twelve-week summer break with Blocks D and E occurring in the second academic year. The curriculum is organized into programs, which are broken into separate courses within the blocks.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
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<tbody>
<tr>
<td><strong>CORe</strong> <em>(Case Oriented Essentials)</em></td>
<td>Team Based Learning is the key pedagogy in this offering, which is broken into five separate courses over time, each progressing the student toward greater independence and enhanced clinical reasoning skills. The sequence of cases helps the student to develop foundational knowledge in biopsychosocial science through the presentation of virtual patients and families.</td>
</tr>
<tr>
<td><strong>Fabric of Anatomy &amp; Biology Lab</strong></td>
<td>The laboratory experience includes Gross Anatomy, Virtual Anatomy, Histology, and early exposure to Radiology and Ultrasound in both the Human Anatomy Lab (HAL) and Virtual Anatomy Lab (VAL). The goal of the Laboratory program is to provide students with fundamental knowledge of the anatomy and microanatomy of all clinically relevant regions and structures within the human body. This knowledge will inform physical examination and clinical reasoning skills. Students will learn to correlate state-of-the-art medical images with anatomy and to recognize pathological changes associated with anatomy. Laboratory experiences will also include physiology experiments.</td>
</tr>
<tr>
<td><strong>DoCC</strong> <em>(Delivery of Clinical Care)</em></td>
<td>Students will learn the necessary skills to interact with and examine patients, and will be provided feedback for ultimate growth as a professional. The course will be integrated with the other courses in Stage 1 and students will learn and be assessed in the Clinical Skills Center in exercises with patient instructors.</td>
</tr>
<tr>
<td><strong>Clinical Home</strong></td>
<td>Students will be connected to one of our four major teaching hospital systems for sessions introducing them to the health professional team, i.e. pharmacy, nursing, physical therapy etc. Additional modules will focus on health systems including the full continuum of care, advocacy, public health, high value care and patient safety and quality.</td>
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<tr>
<td><strong>CLIC</strong> <em>(Clinical Longitudinal Immersion in the Community)</em></td>
<td>Students are paired with a physician in an outpatient practice, allowing the student to interact with actual patients with a focus on primary care. Within a month of starting medical school, students begin practicing the skills that they learn in DoCC in the authentic office environment. This experience lasts for at least the first three years (may be continued during fourth year on an elective basis), allowing for significant personal and professional growth. In the final 6 months of the third year, students may elect to spend time in a subspecialty site.</td>
</tr>
<tr>
<td><strong>VITALS Vertically Integrated Teams Aligned in Learning and Scholarship</strong></td>
<td>Longitudinal teams of students from across the Stage 1 curriculum join dental students to learn together and teach each other critical, timely material across the spectrum. The content includes such topics as evidence-based decision-making, interprofessional education, bioethics in the news, emerging diseases, health care policy and social determinants of health and disparities. These sessions support students’ future roles as scholarly physicians, life-long teachers and learners. VITALS content partly supports the public health certificate, which must be completed by all graduating medical students.</td>
</tr>
<tr>
<td><strong>Scholarship &amp; Discovery</strong></td>
<td>Students receive instruction in Responsible Conduct of Research and core knowledge and skills for research and scholarly activity. Students may choose either an individualized or team-based scholarship project, which will be mentored. A capstone project suitable for peer-review is completed in Stage 3.</td>
</tr>
<tr>
<td><strong>ILO’s</strong></td>
<td>Individualized Learning Opportunities: Students will have the chance to pursue elective experiences through shadowing clinicians, working on educational projects, service learning, exploring humanities in medicine, research, global health programs, and other areas to enhance their personalized learning experience and these will be reflected in a student electronic portfolio. Time is set-aside in LEAP periods (see below) to pursue enrichment opportunities.</td>
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<tr>
<td><strong>Clinical Reasoning</strong></td>
<td>A clinical reasoning experience occurs in Block E. Students work in small groups using the problem based learning (PBL) pedagogy. The focus is on sharpening clinical reasoning skills to arrive at a differential diagnosis.</td>
</tr>
</tbody>
</table>
Stage 2, Clinical Immersion, begins with flexible time which can be used for board study, electives, scholarship and/or vacation allowing for individualization of each student’s experiences. A one week Stage 2 kick off prepares students to begin clerkships. The clerkships are broken into four 12-week Blocks. Rotation PFM includes four weeks of Ambulatory Pediatrics, four weeks of Inpatient Pediatrics and four weeks of Family Medicine. Rotation NAME includes four weeks of Ambulatory Medicine, four weeks of Neurology and four weeks that may be taken as an elective or as vacation time if needed. The PIM rotation includes six weeks each of Inpatient Medicine and Psychiatry and the OGS rotation includes six weeks of Obstetrics and Gynecology and six weeks of Surgery. Radiology is taught longitudinally through Stage 2 with the final examination during the spring home week. There are two ‘home weeks’ with one in the fall, and one in the spring. After the second home week there are eight weeks of “Advanced Clinical” time which consists of individualized experiences which may include electives, clerkships, board study, scholarship and/or vacation. Students will continue with the CLIC course throughout Stage 2.

Stage 3, Transformation, includes required rotations in Critical Care, Emergency Medicine, Advanced Inpatient Experience, Transition to Residency (TTR) and a total of 22 weeks of elective experience over Stages 2 and 3.

Overview of the M.D. Curriculum
Classes of 2017-2020

The M.D. curriculum which has prepared students for success on the national boards and placed them in excellent residency programs is composed of three phases. Phase 1 runs through the first two academic years and includes early clinical exposure as well as foundational biologic and social science. Phase 2 is the third year of medical education and is composed of the required clerkships, a two-week elective or vacation block, and a continuation of the longitudinal student continuity practice from Phase 1. Phase 3, the fourth year of medical school, offers required advanced clinical experience as well as critical care and emergency department rotations, elective offerings, and the required selective research experience.
Phase 1 courses include:

<table>
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<tr>
<th>Course Title</th>
<th>Course Description</th>
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<tr>
<td>Human Systems</td>
<td>This year long course, delivered as lecture, lab, and conference, centers on the study of the normal structure and function of the human body including biology, anatomy (both gross and microscopic) and physiology. Beginning with fundamental biochemistry, cell biology, genetics, hematology and immunology, the students will then study the organ systems while completing the cadaveric dissection.</td>
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<tr>
<td>Human Development and Health</td>
<td>This course is divided into two sections, one running concurrently for the first four weeks of year one and as a five-week block beginning year 2. Students are introduced to the following topics: the health care system, health and behavior across the life span, health law and ethics, clinical epidemiology and the biopsychosocial aspects of health and disease. Students study perspectives on the relationships between doctors, patients, and society.</td>
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<tr>
<td>Mechanisms of Disease</td>
<td>This second year course parallels the Human System course but centers on the study of disease. Beginning with concurrent blocks on general pathology and pharmacology and infectious disease, the students then study organ system pathology and pathophysiology throughout the rest of the year.</td>
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<tr>
<td>Correlated Medical Problem Solving</td>
<td>This course runs throughout Phase 1 one morning each week and complements the other basic science courses. Students in groups of 8-9 are paired with two facilitators to engage in problem based learning around patient cases. Students identify and pursue learning issues to understand the biologic basis for the signs, symptoms and course of the patient's illness. In the second semester of year two the emphasis is on clinical decision making in preparation for clerkships.</td>
</tr>
<tr>
<td>Principles of Clinical Medicine</td>
<td>This course, broken into two yearlong components, is designed to teach students the hands-on practice of medicine using both fellow students, patient instructors, patients in John Dempsey Hospital with their instructors and simulation center experiences. The second year includes more specialized groups of patients including pediatric, adolescent and geriatric populations and other arenas where care is provided such as homes, skilled nursing facilities and rehabilitation centers.</td>
</tr>
<tr>
<td>Student Continuity Practice</td>
<td>This three-year long experience in a physician’s office offers students the opportunity to practice what they have learned in the Principles of Clinical Medicine course and experience care of patients over time under the mentorship of a primary care physician. Students have the option to continue SCP in the fourth year of medical school.</td>
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<tr>
<td>Phase 1 Electives</td>
<td>Students take electives in Phase 1 which range from Step 1 board preparation to advanced experiences in immunology to individualized learning contracts.</td>
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Phase 2 of the curriculum includes outpatient and in-patient rotations, which can be taken in any order and a two-week elective or vacation block. The Student Continuity Practice continues throughout this Phase. The required clerkships include:

<table>
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<tr>
<th>Course Title</th>
<th>Course Length</th>
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<tbody>
<tr>
<td>Surgery</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Neurology</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Inpatient Medicine</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Ambulatory Medicine</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Inpatient Pediatrics</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Ambulatory Pediatrics</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

During Phase 2, the students come together for a Home Week, a three-day session allowing the faculty to provide important educational experiences to students that supplement their clinical experiences. At the conclusion of the year all students must take and pass a comprehensive clinical skills assessment which presents over a dozen common clinical scenarios using patient instructors. The students then take both components of the Step 2 USMLE examinations.

Phase 3 encompasses the fourth year of the curriculum and consists of required rotations in Critical Care, Emergency Medicine, Advanced Inpatient Experience and Radiology, a Selective experience; Electives (totally 18 weeks over the third and fourth years); and vacation. These components may be taken in any sequence and electives may be longitudinal.

The Selective experience provides students with the opportunity to complete a capstone project, in the areas of education, research, or community health. Students develop and carry out independent projects under the guidance of a faculty advisor.

The electives offered in Phase 3 are wide ranging and include rotations in all specialties and subspecialties of medicine, pediatrics and surgery. In addition, students may take elective time to serve as a co-facilitator in a number of Phase 1 courses. Students may take their electives within the UConn system or at any other medical school. The Student Continuity Practice may be continued throughout Phase 3 (into year 4) as a longitudinal elective.
Student Placement at Sites:
For Phase/Stage 2/3, site assignments are made in advance by lottery and/or by availability of suitable sites. When there is a conflict, a student may initiate a request for reassignment for significant personal reasons. Based on the specific circumstance, students may speak first with the clerkship coordinator to see if there is availability to move them into an alternate site. If there is no slot available, but the request is based on a significant conflict, then the coordinator can choose to switch another student out of their site to create a spot. If the student has an emergent issue that they do not wish to divulge to the clerkship coordinator, they have the option of speaking with the Associate Dean for Student Affairs or to the central course scheduler in Clinical Education, who can reach out to the coordinators on their behalf.

Clinical Electives requirement:

Electives
There is a total elective requirement of 18 weeks over Phase 2 and 3 of the Legacy Curriculum (class of 2019), and 22 weeks over Stages 2 and 3 in the MDelta curriculum. A number of electives are offered in specialties not represented in standard rotations. Some students may decide to do an elective for career exploration while others may wish to gain additional experience in a discipline. Students may also opt to design their own elective in a particular area of interest.

Third year/Stage 2 students also have the option to take vacation instead of an elective. In this case, students will need to fulfill the elective requirement during their 4th year. Using the elective time as a vacation in year 3 may leave less flexibility in year 4.

Independent Study Elective
If a student is having academic difficulty, including but not limited to failure of the USMLE Step 1 examination, he/she may be placed in alternative elective program by the Associate Dean for Student Affairs with approval by the AAC. The alternative elective program provides time away from the prescribed curriculum in which the student will complete an independent course of study, which if successful, will result in a maximum of four weeks of elective credit. This independent course work must be formally proposed in writing with an outline of the work to be completed to the Associate Dean for Student Affairs and the project must be approved prior to the student initiating the work in order to receive credit. The student will receive no more than 4 weeks of credit, regardless of the number of weeks spent away from the prescribed curriculum. During the independent study, the student is also expected to be working on remediating the course work or examination that led to this undertaking. This independent study is only to be given in the case of academic difficulty and, should a student feel that he/she is in need of this program, it should be brought to the attention of the Associate Dean for Student Affairs as soon as possible so that arrangements can be made.
4.2. MD/PhD in the MDelta Curriculum

The MD/PhD program is a distinctive academic offering by the University of Connecticut School of Medicine and Graduate School. In the most recent Legacy, curriculum, MD/PhD students matriculate for the first and second years of medical school with standard MD students. At the end of their 2nd year, MD/PhD students leave the curriculum to pursue their PhD studies with plans to re-integrate as 3rd year medical students upon their return. While they are working on their PhD thesis, they are granted special matriculation in the Medical School giving them the ability to perform clinical activities. Thus, these students have the distinction of being dually enrolled in both the School of Medicine and the Graduate School throughout their entire matriculation at the University of Connecticut. MD/PhD students must complete their PhD thesis before returning to the 3rd year. The average time to completion of the PhD degree is 4 years. The new MDelta curriculum as it pertains to the MD/PhD program focuses on creating more clinical education continuity, providing more clinical preparedness when returning to the medical curriculum, and providing this unique set of students options and choices to personalize and specialize their education.

The MD and PhD degrees are granted together when both degrees are completed in this combined program.

MDelta Curriculum

Stage 1 (18 months):
In this first stage of the MDelta curriculum, students in the MD/PhD program are fully integrated into the standard MD program courses. Because their academic trajectory differs from MD-only students and because they also have Graduate School obligations, some program requirements have been modified.

In addition to the standard program, MD/PhD students are required by the graduate school to complete two summer laboratory rotations (8 weeks each) during the first two years of the curriculum. They are also required to take two graduate school courses (each a semester long) and to attend the MD/PhD Research Club, which meets on Monday evenings twice a month. To facilitate these requirements, MD/PhD students will not be placed in student groups meeting on Monday afternoon in Stage 1. The scheduling of these additional graduate program requirements is the responsibility of the MD/PhD Program Director in consultation with the Associate Dean of the Graduate School.

Stage 2 (15 months):
The next stage of the MDelta Curriculum marks the completion of certain Stage 1 courses, specifically CORe, FAB Lab, DoCC, Medical Home, and ILOs. Other courses from Stage 1 will continue into this next phase including CLIC, VITALS/IPE, and Scholarship & Discovery. For
the purposes of logistics and scheduling, Stage 2 for MD/PhD students is divided into 3 separate phases:

- **Stage 2: BOARD STUDY, ELECTIVE, SCHOLARSHIP, VACATION**
- **Stage 2: MD REINTEGRATION PERIOD**
- **Stage 2: CONTINUATION PERIOD**

**Stage 2: BOARD STUDY, ELECTIVE, SCHOLARSHIP, VACATION (2 months: March/April):**
This period of Stage 2 allows protected flexible scheduling by students for both vacation time as well as protected study time in preparation for USMLE Step 1. This period includes special considerations for MD/PhD students in regards to certain courses, while other course requirements remain the same as for MD-only students.

For the MD/PhD students, the end of this 2-month period marks their transition out of the standard MD program into their ‘special matriculation’ of PhD study unless they elect to participate in the option of a clinical clerkship before beginning the ‘special matriculation.’

- **Stage 2 Kickoff:** MD/PhD students are excused from taking this one week clinical introduction if they are not participating in clinical rotations before beginning their graduate studies.
- **CLIC:** MD/PhD students will continue the program mirroring MD-only students and attend 3 half-day sessions within the 2 month period.
- **Electives:** MD/PhD students are not required to participate in any electives during this period. If students do participate in electives, the time will be credited towards their elective requirement for graduation.
- **VITALS/IPE:** MD/PhD will continue to attend this program mirroring MD-only students. MD/PhD students will need to finish their community-based project by the end of Stage 1.
- **Scholarship & Discovery:** MD/PhD students are excused during this time.
- **Vacation:** MD/PhD students can schedule up to 2 weeks of vacation during this 2 month period.
- **Board Study Prep:** MD/PhD students should plan for sufficient self-study time in preparation for taking the USMLE Step 1 before the end of this 2 month period. Students must take USMLE Step 1 before entering the Special Matriculation in the Graduate School.

**SPECIAL MATRICULATION (typically 4 years):** This time is devoted to the completion of a student’s PhD field of study. Special permission is required from the graduate program if this period is to exceed 5 years. The MDelta curriculum takes into account the need for continued clinical exposure during this period and has therefore modified the CLIC course to continue during this period in order for MD/PhD students to maintain and enhance their clinical skills.

- **CLIC:** Students to continue attending their community longitudinal clinics, modified to occur one half day session per month until they reach a total of 40 sessions. All efforts will be made to continue students in their original clinical site from Stage 1.
Stage 2 - MD REINTEGRATION PHASE (4 months: March/April/ May/ June): This reintegration phase will occur as students are finishing up their graduate phase/special matriculation to help them transition back into the MDelta curriculum. Special considerations are made for MD/PhD students in regards to certain courses while other course requirements remain the same as for MD-only students.

- Stage 2 Kickoff: If not taken previously, MD/PhD students are required to take this one week clinical introduction at the end of April.
- Clinical Skills Refresher: During this phase, MD/PhD students will participate in a special 4-month (March to June) clinical skills refresher course meeting one day per month. This course is designed to help strengthen their skills in preparation for clinically intensive rotations (eg. inpatient medicine, inpatient surgery, etc.)
- Clinical Rotations: MD/PhD students can choose to start clinical rotations at any time after completing Stage 2 Kickoff, but are advised to avoid clinically intensive rotations until their clinical skills refresher is complete. It is expected that most MD/PhD students will start their clinical rotations in July, although this entry time is flexible depending upon credit from previous clinical rotations and electives. Entry time must take into consideration timely completion of all graduation requirements.

Stage 2 – CONTINUATION PERIOD (11 months)

- CLIC: If the total number of sessions during the graduate phase/special matriculation equals or exceeds 40 sessions then the requirements for the Stage 2 CLIC course are considered complete. Those who have not met the 40 session requirement will be required to attend CLIC during their clerkship rotations just as MD degree students until the 40 session requirement is met. Students who complete CLIC during their special matriculation will be given the option to participate in an independent longitudinal clinical elective scheduled through the medical school or a research elective coordinated through the graduate school.
- VITALS/IPE: MD/PhD will continue this program mirroring MD-only students.
- Scholarship & Discovery: MD/PhD students are exempt from further requirements.
- Electives: MD/PhD students will have the same total elective requirements as MD-only students. MD/PhD students may choose to participate in a special research elective involving manuscript completion or dissertation preparation. A maximum of 4 weeks of elective time may be granted in special circumstances.
- Clinical Rotations: MD/PhD students will have the same expectations as MD-only students.
Stage 3 (11 months)
This is the final stage of the MDelta curriculum and focuses on advanced clinical experiences and transition to residency. The expectations and requirements are the same as those for MD-only students except for the following:

- **VITALS/IPE:** MD/PhD will continue this program mirroring MD-only students.
- **Scholarship & Discovery:** MD/PhD students are exempt from further requirements including the capstone project. They will receive 8 weeks credit for this portion of the course.
- **Electives:** MD/PhD students will have the same total elective requirements as MD-only students.
- **Clinical Rotations:** MD/PhD students will have the same expectations as MD-only medical students.

Approved by Education Council on June 16, 2016
4.a. Satisfactory Academic Progress

Satisfactory Academic Progress of students is determined by both qualitative and quantitative measures as described in this policy.

Qualitative Measure

All students at UConn SOM are expected to maintain Satisfactory Academic Progress.

Stage 1
Given the five-part modular structure of Stage 1 of the MDelta curriculum, the Academic Advancement Committee (AAC) will evaluate students for compliance with satisfactory academic progress annually. Students who maintain satisfactory academic progress will be allowed to proceed to subsequent blocks in Stage 1. Annually:

- Students who have passed all the courses and requirements in the block may be assessed as maintaining satisfactory academic progress;
- Students who have been assigned remediation(s), may be assessed as maintaining satisfactory academic progress if, in the deliberation of the AAC, the cumulative burden of remediation(s) does not place the student at significant risk of violation of the quantitative measure.

Students who have met all curricular requirements for Stage 1 will be eligible for promotion to Stage 2.

Stages 2 and 3
In Stages 2 and 3 the AAC will assess students for maintenance of satisfactory academic progress yearly. Decisions related to promotion are made at the end of the academic year. To maintain satisfactory academic progress, students should be eligible for promotion. Specifically,

To be eligible to advance from Stage 2 to Stage 3, students in Stage 2 must:

- Complete all Stage 2 clerkships with a minimum grade of pass,
- Complete all VITALS, CLIC, Certificate and Scholarship requirements, and
- Complete any electives with a grade of pass.

To be eligible for graduation, students in Stage 3 must meet all graduation requirements as referenced in Policy 6.g. General Promotion/Graduation Requirements.

In Stages 2 and 3 students who may not be eligible for promotion may, in the deliberation of the AAC, be assessed as maintaining satisfactory academic progress if
the balance of the unmet academic requirements does not place the student at significant risk of violation of the quantitative measure.

**Quantitative Measure**

In order to maintain satisfactory academic progress:

- Students must complete the 4 year medical school curriculum (including leaves of absence) in no more than 6 years.
- A student may not repeat any year more than once.
- A student may not repeat two consecutive years of the curriculum.

In certain extraordinary circumstances, the AAC may grant a waiver of the quantitative measure above.
4.b. Academic Standing

Definition of Good Standing

Good standing is a designation that indicates a student is eligible for promotion, to continue participation in the curriculum, and to transfer to another institution. Academic and professionalism issues do not automatically result in revocation of the status of good standing. The AAC will examine serious academic and professionalism issues to determine whether such matters impact the standing of the student.

Remediation and/or Disciplinary Actions

The AAC will determine whether any academic or professionalism disciplinary action that may impact a student’s eligibility to be promoted or to continue in the curriculum will result in the loss of good standing. Revocation of status of good standing becomes effective only after the student has exhausted all appeals processes. When the terms of the disciplinary action are satisfied, the AAC may restore the status of good standing with the student remaining in academic watch or warning (see below). Remediation is not considered a disciplinary action unless the AAC explicitly deems it as such.

Academic Watch or Warning/Academic Probation

In keeping with AAMC guidelines regarding academic probation, UConn School of Medicine has determined two internal categories called: “academic watch” and “academic warning,” neither of which, in and of itself, result in the loss of good standing. Even while maintaining the designation of good standing, failures within the curriculum may result in the AAC placing the student in a status of “academic watch” or “academic warning.” Academic watch indicates that a student is potentially at risk of not meeting requirements for promotion as a result of academic failures and/or breaches of professional behavior. A student may be placed on academic watch as a result of multiple exam failures, course failures, professionalism issues, board failure, failure of a clinical skills summative evaluation, or failure to successfully complete a curriculum component or an administrative requirement. A student may be placed on academic warning based on failures that indicate that the student is in serious jeopardy of needing to repeat the year. It should be noted that both academic watch and warning are internal designations and will not appear on the transcript, MSPE, or other official document that is shared externally.

Corrective measures instituted by the AAC to address issues of academic watch or warning may include, but are not limited to, remediation programs (internal or external), repetition of a specific course, or repetition of the curriculum of an entire year. When external remediation programs are prescribed, students will be responsible for attendant financial costs. Additionally, standard tuition and fee charges will apply to
any repeated course work. Students in the status of academic watch or warning, with active pending remediations, will be discouraged from participating in any leadership and extracurricular activities. Students in the status of academic watch or warning will be monitored closely by the AAC for one year after successful completion of all remediations and any failure of any component of a course or a clerkship may bring those students’ issues back before the AAC. The AAC considers the complete academic and professional history of all students presenting to the committee.

Students in the status of academic watch or warning who intend to take a leave of absence must meet with the Associate Dean of Student Affairs for direction. For most leaves, students must receive approval of the AAC prior to the leave and receive direction from the AAC upon their return. The Office of Student Affairs may allow a medical leave or a leave for extenuating circumstances in the setting of academic watch or warning without the approval of the AAC, but the AAC must be informed by the Office of Student Affairs and may require such students to appear before the committee prior to school re-entry.
4.c. Withdrawal

1. Voluntary Withdrawal From School

A student may voluntarily withdraw from school at any time, with written request to the Associate Dean for Student Affairs. A student who voluntarily withdraws may apply for readmission at a later time via the Office for Admissions. Students seeking readmission after voluntary withdrawal must complete the AAMC/UCONN admissions process. No guarantee of readmission is made to any student.

The student’s record will note if the withdrawal was in good standing or not in good standing.

2. Administrative Withdrawal From School

Under certain circumstances, a student may be administratively withdrawn from the school. Examples may include, but are not limited to: a student who has exceeded a leave, a student who fails to return after a leave without communicating with the Office for Student Affairs, a student who fails to meet the technical standards required for medical education. In addition, a student who fails Step I or Step II three times will be considered to have been administratively withdrawn, as will any student failing to pay tuition, fees, or medical insurance, by the required dates.

3. Required Core Course or Clerkship Withdrawal: Voluntary and Administrative

Students may withdraw from a required course or clerkship before any examination has been given or before the mid-point evaluation, whichever occurs first, without it appearing on their transcript. Once an examination has been given or a mid-point evaluation been completed, students may still withdraw, but a grade of “WP,” “WC,” or “WF” will appear on the transcript.

- WP: Student withdrawal in good standing (satisfactory overall performance to date)
- WC: Student withdrawal with concern (overall performance to date puts student at risk of failure)
- WF: Student withdrawal while failing (reserved for students that have failed every component of the course to date, or, in the opinion of the course grading committee/clerkship director or departmental grading committee, would not be able to pass regardless of subsequent performance).
4. Elective Withdrawal

**Phase/Stage 2 or 3 Elective**
Students may withdraw from an elective prior to 30 days before the start of the elective without institutional approval and without the withdrawal appearing on their transcript. Requests to withdraw within 30 days of the start of the elective require approval of the Associate Dean for Student Affairs and the Director of Electives, in order to avoid a consequence. Failure to adhere to the notification and approval requirements for withdrawal from courses may result in a professionalism incident report triage form being filed.

For students who leave the curriculum for other reasons and must withdraw from the elective administratively, a grade of “WP,” “WC,” or “WF” will appear on their transcripts as described.

**Longitudinal Elective**
Longitudinal Electives are a special category of electives that span an entire academic year and require extra planning and preparation. These electives are often competitive in nature, require training before their start-dates, and are critical to the educational mission of the School of Medicine. Students cannot drop these electives without approval from the Associate Dean for Student Affairs, in consultation with the Course Director. Requests to withdraw within 30 days of the start of the elective require approval of the Associate Dean for Student Affairs and the Director of Electives, in order to avoid a consequence. Failure to adhere to the notification and approval requirements for withdrawal from courses may result in a professionalism incident triage report form being filed. Withdrawals after the start date of such electives, will result in a grade of “WP,” “WC,” or “WF” appearing on the transcript.

**Dropping Combined Programs**
Students in a combined program such as MD/PhD, MD/MPH once admitted may request withdrawal from the combined program. The MSPE will note the academic history and a notation will be on the transcript related to the withdrawal from the program. The MSPE will also note if in good standing. Students must submit a letter of request to the AAC in order to continue with the MD program alone. The AAC may ask the student to appear. Any financial support for the dual degree will be relinquished when transitioning to a single degree program.
4.d. Holds

UConn SOM utilizes a system of holds when students fail to meet standard educational obligations. A “hold” prevents:

1. The release of a student’s academic transcript or any school documentation
2. Students from continuing on to the next term by “freezing” a student’s registration status. This freeze is in place until the reason for the hold is appropriately addressed by the student. All financial obligations must be satisfied before a student can register for another term and continue their studies and/or research

A student who fails to complete the credentialing requirement for a clinical site will be considered ON HOLD. A hold status due to student’s lack of compliance with a requirement (e.g. health requirements, financial requirements) will result in an unexcused absence with academic consequences applied.

Types of Holds:

- Academic (pending a remediation completion)
- Administrative (e.g. pending an outcome of an investigation, incomplete compliance requirements)
- Bursar (failure to meet financial obligations)
4.e. Leave of Absence Policy

Life circumstances such as illness, childbirth, family emergency, etc. may require students to take time off from courses or rotations. Additionally, in recognition of the diversity of aptitudes and learning styles that exist among the student body, the School of Medicine acknowledges the importance of individualization as a central component of the educational experience. Therefore, a number of options are offered to provide flexible paths for students to move through the curriculum. These options include; excused absences that may extend up to six weeks; formal leaves of absence (LOA) that may last up to one year; and a special matriculation status that may also last up to one year and may be renewed depending on individual circumstances. With appropriate administrative approval, these options can be engaged individually or combined over the course of a given academic year depending on students’ needs.

**Excused Absence**

Up to six weeks of time off may be considered a period of excused absence with approval by the Associate Dean for Student Affairs. Such excused absences may be viewed as a temporary deceleration in a given student’s academic progress. Any time frame longer than 6 weeks may require a leave of absence (LOA). During an excused absence a student remains enrolled in the curriculum.

In the pre-clerkship curriculum, the Associate Dean for Student Affairs may grant up to six weeks of excused absence. If there is need for time off beyond six weeks, or if the student is unable to return to all coursework after a six week hiatus, a student will be required to request a formal LOA from the Office of Student Affairs.

In the clinical curriculum, the Associate Dean for Student Affairs may grant up to two days per clerkship as an excused absence. Any absence longer than two days may, at the discretion of the clerkship director, require the student to make up the missed portion of the rotation. Exceptions can be made with special permission, granted by the Clerkship Director in advance, in addition to clearance from the Associate Dean for Student Affairs. Students may also request an excused absence of up to six weeks from the Associate Dean for Student Affairs to complete a reassessment of a failed component or exam. In such instances, the MSPE will factually document the academic record although a formal break in the curriculum would not be documented on the transcript. A student who takes an excused absence of up to six weeks in the clerkship years may be required to make up parts or all of any rotation missed, and the duration of the excused absence may affect a student’s eligibility to graduate on time.

**Leave of Absence**

LOA is broadly defined as a period of temporary, non-enrollment in the established four-year curriculum and can be granted for a variety of reasons (see below).
All LOAs will be documented on the transcript and in the Medical School Performance Evaluation (MSPE). Any leave taken during a time of academic struggle will be so noted in the MSPE. Any request for an LOA in the setting of academic watch or warning requires review by the Academic Advancement Committee (AAC) and approval prior to return. Also note that taking a leave while on academic difficulty will usually result in that year counting toward the “clock” for Satisfactory Academic Progress but students may petition the AAC for a review (see policy 4.a.).

All requests for LOAs must be granted at least one month in advance or, in the case of medical leaves, at the discretion of the Associate Dean for Medical Student Affairs. Any appeal related to the duration of the leave is possible via the AAC but must be submitted at least one month before the designated readmission date. Some LOAs, such as medical, personal, parental and administrative, constitute time completely out of the academic environment. As such, the student must be prepared to handle the financial consequences of loans coming due after 180 days of leaving school and the prospect of not having a grace period in the future for loan repayment deferral.

In Stage 1 of the curriculum, a student who takes an LOA but re-enters the curriculum during the same academic year will be allowed to return to the next block. In instances where a student does not return until the following academic year, he/she will be required to resume the curriculum at the point in which the LOA began.

In Phase/Stages 2 and 3, students will be allowed to resume their rotations as scheduled upon completion of a leave of absence; any leave taken in the setting of academic difficulty (e.g. but not limited to academic watch or warning) with deficiencies to be addressed must involve the Academic Advancement Committee in providing direction and establishing specific requirements.

All returns to the curriculum must be requested of the Office of Student Affairs and the Associate Dean of Student Affairs no later than 30 days before the anticipated return. Students are responsible for initiating requests to re-enter.

Note: A suspension via the AAC as a disciplinary action is also considered as a leave with no liability coverage, no ability to participate in clinical work, or in extracurricular school-sponsored activities.

Special Matriculation:
The categories listed above are limited and may be insufficient to meet the spectrum of educational and personal challenges and opportunities that students encounter during medical school. To better meet the needs of students, another category of leave of absence has been created. Special matriculation denotes a change in enrollment status. Under special matriculation status students remain enrolled in the School of Medicine, but generally do not participate in the formal curriculum. The categories of leaves of absence of special matriculation include:
- **Special Matriculation - Scholarly Activity**
  - Allows student to interrupt the regular curriculum of the School of Medicine to pursue a research experience, an experiential project, or to obtain training in a program that does not confer a degree
  - Requires committee approval of a scholarly project
  - Does NOT count toward Satisfactory Academic Progress (see policy 4.a.)
  - Student MUST sit for any appropriate USMLE examinations before commencing with scholarly work
  - Student must complete any pending remediations before commencing with special matriculation
  - Student is considered enrolled and thereby loans may be deferred
  - Will be indicated on the transcript and the MSPE

- **Special Matriculation - Additional Degree**
  - Allows the student to interrupt the regular curriculum of the School of Medicine to pursue a combined or independent degree (e.g. PhD, MPH, MBA) within the University of Connecticut or at an outside institution
  - Will be indicated on the transcript and the MSPE

- **Special Matriculation - Remediation**
  - Allows students extended time to interrupt the regular curriculum to remediate course work that was previously not successfully completed
  - Requires approval by AAC and an IEP developed by the Director of Student Academic Support and by Student Affairs
  - Counts toward Satisfactory Academic Progress (see policy 4.a.)
  - Student is still enrolled; therefore, loans may be deferred
  - Will be indicated on the transcript and the MSPE

Students on special matriculation for scholarly activity should have a UCONN mentor but must have approval by the UConn Student Research and Scholarship committee so that the student may be considered to be enrolled full-time in our school on this scholarly leave. All such scholarly activity, whether on-site or off-site must have the approval of the Director of Student Research and Scholarship; students on special matriculation for remediation or scholarly work are considered full-time students and issues regarding financial loan repayment are not applicable.

Clearance for any leave or change in status to special matriculation is a requirement for the execution of the request, and can be facilitated via Student Affairs. Any leave or change in status taken while in poor academic standing, academic watch or warning will require review by the AAC prior to return. Students are also responsible for initiating requests to re-enter. Failure to do so could result in an end to the leave with administrative withdrawal.
Financial Implications of LOA

Note: This paragraph relates to years allowed in the curriculum and applies to students entering in or after 2012; students entering prior to 2012 are subject to a total of 6 years of school to meet Satisfactory Academic Progress. To be eligible to receive federal and institutional student aid, the student must meet and maintain UCONN SOM’s standards of satisfactory academic progress (please refer to policy 4.a.). The current standards, applied to students entering in 2012 or after, require students to complete the preclinical years (1st and 2nd years of school) within 3 years and the clinical years (3rd and 4th years of school) of the curriculum within 3 years. Students in the graduating class of 2020 and beyond must complete Stage 1 within 3 years, and Stage 2/3 in 4 years, but the combined total cannot be more than 6 years. No more than a total of 6 years will be allowed for any student. Approved scholarly work does not count toward Satisfactory Academic Progress time. All other years of school count toward this time whether or not academically successful.

For all students: A leave of absence status greater than 180 days will move students out of their loan deferment status unless they are considered fully enrolled in the School of Medicine as defined above. The last date of attendance before the LOA is the "Out of School" date. After 180 days, the grace period ends and all educational, federal loans will go into repayment status. Students are expected to meet with the Bursar and Financial Aid Director before an LOA is finalized in order to fully understand the consequences of the LOA on loan repayment.

Other Financial Obligations:
Students will be required to pay fees but not tuition during scholarly special matriculation. Students on special matriculation for remediation will be required to pay tuition and fees.

Liability
There is no liability coverage for students who are out of the curriculum of the School of Medicine on medical, parental, personal or administrative LOA. However, students on special matriculation status for remediation, scholarly activity or an additional degree may be eligible. Students are not permitted to engage in the clinical environment during a leave (or suspension) without the expressed permission of the Academic Advancement Committee.

LOAs as Part of Graduate School Work
Special matriculation status related to joining the Graduate School fall under certain restrictions and require special permissions and considerations. For additional information, please contact the Associate Dean of the Graduate School or Associate Dean for Student Affairs.

Other Implications
Students on leave are not allowed to participate in curricular or school-associated activities unless granted permission by the AAC and Student Affairs. This includes students who are suspended from the school in disciplinary action.
Clearance to Begin Leave of Absences, Withdraw, Transfer, or Otherwise Leave the School

Students who leave the medical school prior to completion of the curriculum (e.g., transfers, withdrawals, leave of absences) must obtain clearance before departure. Students are required to meet with the Office for Student Affairs before filling out the appropriate forms. The student will receive a letter of leave tailored towards his/her individualized conditions. All students must meet the criteria and confirm, in writing, agreement with the terms of the leave. In addition, students must complete a sign-out form requiring the signatures of a number of offices indicating that there are no outstanding debts or other encumbrances to the student's record and that all medical school property has been returned. When all the signatures are obtained, the student must return the form to the Office for Student Affairs.

Return from LOA

At the end of the specified LOA or period of special matriculation, the student must notify the School of his/her intention to return. If the School is not notified, he/she may be dismissed, with a notation of administrative withdrawal. This is non-appealable and final. If a student wishes to apply for reinstatement at a later date, a new application for admissions must be completed.

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<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

* If academic year has started and student takes leave, this counts in academic progress. Students may petition the AAC for review what counts toward academic progress.
4.f. Credentialing

Each student is responsible for having the required credentials and completed forms specific to each clinical site prior to beginning Stage 2 or a specific clinical rotation as per clerkship or SOM requirements.

All students are required to maintain active current certifications in the following (including but not limited to):

- Basic Life Support/CPR
- Blood borne pathogen training and Infection Control
- HIPAA
- PPD
- Other requirements as specified by the specific site or SOM, including influenza vaccine yearly

Failure to be up to date will be considered unprofessional and will also result in being pulled from the clinical environment with unexcused absences and any related consequences. A PIRT will be filed.
4.g. Transcripts

Transcripts are maintained by the Registrar. Transcripts provide an official record of the accomplishments of a student over the course of their program of study. The transcript includes course grades, clinical honors earned, and electives taken by the student.

1. **Standard Official Transcripts:**

A standard transcript will be generated for student completing medical school.

- **Grades**
  - Students matriculating in 2012 (and before): Each course will be listed with the grade of S or U and the components/sections of the course will be listed underneath it. No course number or grade will be associated with the components/sections of a course.
  - Students matriculating after 2013, all courses are graded Pass/Fail. Students may also earn a Conditional (C), a Conditional Pass (C/P), a Fail Pass (F/P) as described in policy 5.b. Grading Systems.
  - Honors earned in the core clinical disciplines will be listed on the transcript if applicable.¹
  - In any given academic year, all components of a course are listed only once on the official transcript.
  - For students graduating in May the conferral and completion date will be the day of commencement.

2. **Transcripts for Students with a Leave of Absence**

Courses and/or a leave of absence are reflected on a transcript dependent on the start date of the leave.

a. **Before the Start of an Academic Year:**

If a student is granted an authorized leave of absence with an effective start date before the academic year begins, no course work will be reflected on the transcript for that time period. A comment will be added to the transcript during the Stage the student went on leave, the dates of the leave and the reason for the leave, (i.e., Student on leave AY 2014-15 to pursue an MPH degree). Upon returning from the leave the student will be registered for the appropriate course work and the date of re-entry will be added to the comment.

¹ Beginning with the 2007-08 Academic year.
b. After the Start of the Fall Term and Extending Through the End of the Year:

If a student is granted an authorized leave of absence with an effective start date after the Fall term begins in July/August, the course work for that term will be reflected with a grade of W for “withdrawn,” along with the academic standing (see below), unless the course was completed in which case the final grade would be posted. If the course has multiple components, the components of the course that were completed will be listed under the course name. The components of the course that were not yet started will be removed from the student’s registration and transcript.

The electives for fourth year students that were originally scheduled to occur during the time a leave has been granted will be removed from the student’s registration and transcript if the elective was never started. Otherwise, the elective will show a grade of W (with the academic standing).

A comment will be added to the transcript at the end of the term during which the student was granted a leave stating the student went on leave, the dates of the leave and the reason for the leave, (i.e., personal, joint degree program, pathology fellowship etc.).

Upon returning from the leave the student will be registered for the appropriate course work again. The courses will be listed along with the remaining components/sections to be completed.

Beginning with the matriculating class of 2013, the academic progress at the time of a withdrawal will be denoted on the transcript. The three options include W/C, or Withdrawn with Concern; W/F, or Withdrawn while Failing; or W/P, Withdrawn while Passing. Please refer to policy 4.c. Withdrawal for further information.

c. After the Start of the Spring Term and Extending Through the End of the Year:

If a student is granted an authorized leave of absence with an effective start date after the Spring term begins in January the course work for that term will be reflected with a grade of W for “withdrawn,” along with the academic progress (see below). For any course that was completed the final grade would be posted. If the course has multiple components, the components of the course that were completed will be listed under the course name. The components of the course that were not yet started will be removed from the student’s registration and transcript. In the event that a student needs a short leave for an illness or critical family emergency, the Associate Dean for Medical Education and Assessment and the Associate Dean for Student Affairs may
allow for an absence of up to six weeks and an Incomplete would be indicated on the transcript until the course can be completed.

The electives in Phase 2/3 or Stage 2/3 that were originally scheduled to occur during the time a leave has been granted will be removed from the student’s registration and transcript if the elective was never started. Otherwise, the elective will show a grade of W with the academic standing indicated at the time of withdrawal.

A comment will be added to the transcript at the end of the last term for which a student was registered stating the student went on leave, the dates of the leave and the reason for the leave (i.e., personal, joint degree program, pathology fellowship etc.).

Upon returning from the leave the student will be registered for the appropriate course work.

d. **Short Leave Within the Academic Year:**

If a student is granted an authorized leave of absence for a period within but not extending through the academic year, those courses that were started but not finished will show a grade of W (along with the academic progress), if withdrawn, or Incomplete (I), if the student can complete the course requirements prior to the initiation of the next academic year. Any courses for which the student is registered during the time of the leave that have not started will be removed from the student transcripts.

A comment will be added to the transcript at the end of the last term for which a student was registered stating the student went on leave, the dates of the leave and the reason for the leave (i.e., personal, joint degree program, pathology fellowship etc.).

Upon returning from the leave the student will be registered for the appropriate course work.

3. **Transcripts for Students Dismissed or Withdrawing from Combined Program**

If a student in a combined degree program is dismissed or voluntarily withdraws from a combined degree program, a notation describing this will be added to the transcript within the term that the action occurred. The matter will be referred to the AAC for any change in dual degree status for information and review.
a. *Example for dismissal from Ph.D. program:*

Student matriculated in the combined M.D./Ph.D. program and was dismissed from the Ph.D. portion of the program on ______. Student remained in good academic standing in the School of Medicine. Phase 1 elective requirement was satisfied through graduate course work taken (if applicable).

b. *Example for withdrawal from combined program:*

Student matriculated in the combined M.D./Ph.D. program and voluntarily withdrew from the Ph.D. portion of the program on ______. Student remained in good academic standing in the School of Medicine. Phase 1 elective requirement was satisfied through graduate course work taken (if applicable).

The MSPE will accurately reflect the sequence of all academic issues within the Academic History section.
4.h. Attendance policy (illnesses, religious observances, jury duty)

Active participation in the medical education program is a critical component of the professional development of a physician. Instructional settings involving small groups of students allow closer faculty/student interaction, an opportunity for more informal career exploration as well as a source of letters of recommendation for future research or training programs. Lack of attendance for any reason, due to illness or excused absence, does not relieve a student from responsibility for material covered during that absence.

Professional behavior requires that students notify course/clerkship/small group preceptor about any anticipated or sudden absence, particularly when their presence affects the work of colleagues in laboratory, small group discussions, and settings involving patient contact. Students should make certain that they have the appropriate phone/email/page numbers to carry out this responsibility. If appropriate, students may be required to receive clearance from a treating physician or Student Mental Health Services before resuming their medical education program. Absences from examinations will only be accommodated under extreme circumstances. Such requests must be made to the Associate Dean for Student Affairs. If a decision is made to accommodate the request, alternate arrangements will be made with the input of the course/clerkship director.

The course/clerkship director or faculty preceptor reserves the right to request that students make up any mandatory academic activity from which they are excused. The timing and circumstance of such activities will be established at the discretion of the course/clerkship director or faculty preceptor.

Regarding Illnesses
If a student has any concern about their ability to function in a patient care setting or about the risk that they might transmit an infection to patients because of an illness, the student should contact the clerkship director, and the direct faculty supervisor. Students should not neglect their own health.

Religious Observances
The Medical School recognizes that the members of its community, including students, observe a variety of religious faiths and practices. Few of the various religious days of observance are part of the Medical School’s holiday calendar. However, the Medical School recognizes and respects the religious beliefs and practices of its students and seeks to accommodate them reasonably within the requirements of the academic schedule. As a result, the Medical School will not penalize a student who must be absent from a class, examination, study or work requirement for religious observance. Students who anticipate being absent because of religious observance must, as early as possible, request permission for the absence from their course or clerkship director.
Whenever feasible, faculty should avoid scheduling examinations and assignment deadlines on religious holidays. A student with an excused absence from a class because of religious observance shall not be penalized for any class, examination, or assignment deadline missed on that day or days. In the event an examination or assignment deadline is scheduled on a day of religious observance, a student unable to attend class shall be permitted the opportunity to make up an examination or to extend any assignment deadline missed. No fees of any kind shall be charged by the Medical School for making available an opportunity to make-up an examination or assignment under such circumstances.

Jury Duty
The Medical School cannot excuse students from Jury Duty. Jury Duty is an excused absence but students are responsible to make up time in the clinical arena or make up course work. If possible we recommend the following deferrals, if allowed by the district in question: First-year students should defer to summer; Second-year students should defer to the end of the year; Third-year students should defer to fourth-year during their elective period, and fourth-year students should find time during elective time (avoid interview time).

Absences for Professional Development
Students are encouraged to attend meetings and conferences to enhance their own career development. Students should make every effort to coordinate their schedules so they do not miss examinations or required class activities. Prior to applying for conference attendance, students must obtain permission from the course/clerkship director. If a student must be absent from a required activity they must let the course/clerkship director know in advance of their travel.

Stage 1 Absence Policy
It is expected that all students attend all course functions. Laboratory exercises, small group and team-based discussions, small group/patient-based sessions depend on regular attendance and group cooperation. Performance in the above smaller-group instructional settings will be included as a component of a student's final grade. Additional information related to this policy is contained in course and clerkship materials. Attendance is mandatory at all small group sessions, laboratories, PCM/DoCC sessions, conferences, activities conducted by the Clinical Skills Assessment Program, and any sessions or classes designated as "clinical encounters" where patients or families are present. All contact hours in the MDelta curriculum require mandatory attendance. Please note that occasionally the schedule may be changed without advance notice. Therefore, any plans made to be away (even on lecture days only) should be discussed with the course director. Unexcused absences are considered to be unprofessional behavior, will be noted, and may have an adverse effect on a grade including failure of a component of a course or an entire course and could bring the student before the Academic Advancement Committee.
Students should make requests for excused absences to the Associate Dean for Student Affairs who has authority over such requests. Once a disposition is made, the decision will be communicated to the appropriate course director. Requests for approval of absences should contain the following information:

- Student Name:
- Date of Absence:
- Current Course:
- Name of Course Director:
- Name of Small Group Leader:
- Reason for the absence request from the approved list of excused absences

**Years One and Two Reporting**
The following will be considered excused absences:

- Death of a family member or close friend
- Wedding of an immediate family member (1st degree relative)
- Attending a wedding in which student is a member of the wedding party
- Illness of an immediate family member
- Personal Illness/Urgent medical evaluation
- Religious observance
- Jury duty
- Attending an immediate family member’s graduation (1st degree relative)
- Present work at a local, regional, or national conference
- Student is a member of a national committee (e.g. AMSA, AMA) with a leadership role and is asked to attend a meeting.

**Stages 2 and 3 Absence Policy**
The clinical phase of the curriculum requires a full time commitment by the student in patient care and didactic activities. Students serve as members of the health care team and assume an active role in the care of the patient. Their presence, participation and engagement at the bedside form the cornerstone of learning in the clinical environment. In these clerkship years, students are required to attend all clerkship functions including night, holiday, and weekend duty as well as participate in all educational exercises, including Home Week and any required remediation. Unexcused absences from any of the above may result in referral to the Professionalism Incident Report Triage (PIRT), or a failing grade and students may be required to make up days missed or the entire clerkship depending on the length of time involved.

Students should make requests for excused absences to the appropriate clerkship director. Clerkship directors should report any absences of two days or more or any recurring absences to the Associate Dean for Student Affairs. To summarize:

- Requests for approval of absences may be made to the course/clerkship director
• Requests for approval of absences of two days or more must be made to the course/clerkship director/small group facilitator and the Associate Dean for Student Affairs.
• Requests for approval of absences should contain the following information
  o Student Name:
  o Date of Absence:
  o Current Course:
  o Name of Course Director:
  o Name of Small Group Leader:
  o Reason for the absence request from the approved list of excused absences

Years Three and Four Reporting
The following will be considered excused absences:
• Death of a family member or close friend
• Wedding of an immediate family member (1st degree relative)
• Attending a wedding if student is a member of the wedding party
• Illness of immediate family member
• Personal Illness/Urgent medical evaluation
• Religious observance
• Jury duty
• Residency interview
• Attending an immediate family member’s graduation (1st degree relative)
• Present work at a local, regional, or national conference.
• Student is a member of a national committee (e.g. AMSA, AMA) with a leadership role and is asked to attend a meeting.

Residency Interviews

The School of Medicine supports students in their pursuit of their future careers. Students must schedule interviews during Stage 3, and the intent of the following is to clarify this need and provide a framework for working with the clerkships.
• Students are requested to provide advance notification of at least one (1) month to the Clerkship Director(s) and Clerkship Coordinator to ensure that clinical obligations are met. If this is not possible students are expected to advise the Directors and Coordinators as soon as an interview date is set.
• If a student needs to miss three or more days for residency interviews, they will be expected to make up the missed time. The Clerkship Director(s) will determine when and how this happens.
• As with all absences of two days or more, the student should email the Clerkship Director, Clerkship Coordinator, and copy the Associate Dean for Student Affairs. Clerkship directors should notify the Associate Dean for Student Affairs of any recurring absences of two days or more.
• In general, it is recommended that students avoid scheduling interviews during the following rotations in MDelta: Critical Care, Sub-Internships, and during the didactics of Emergency Medicine. If unavoidable, the student must make arrangements with the Clerkship Director in advance of the rotation to schedule missed activities.

Other
There may be sign in sheets or other modalities where students are asked to sign in online. Signing into an educational activity without being present is a violation of the Student Honor Code. Similarly asking someone to sign in for you is a violation of the Code for each student involved.

Clinical encounters, labs, and small groups in the legacy curriculum and all 22 contact hours in MDelta require active participation of students. Peers rely on each other for teaching, teamwork, and collaboration. For this reason, these important activities are designated for mandatory attendance.
4.i. Examination Administration Procedures

Exam schedules are provided to students before the start of the academic year but may be subject to change in exceptional circumstances (e.g. weather). The expectation is that students will sit for exams as scheduled. All assessments within a course must be completed. There are no no-takes of required assessments. Any deviation from the posted schedule is considered an Early Take or Late Take as described below:

**Early Takes**
Students may request to take an examination prior to its scheduled date and time. Sole authority for granting such requests rests with the Course Director. However, the Course Director is not obligated to allow early takes. If a student or students are given permission to take an examination early, the Course Director must make appropriate arrangements. It is expected that students granted the privilege of an early take will abide by the Student Honor Code and not reveal the content of any part of the examination to anyone.

**Late Takes**
Arrangements can be made for a student to take an examination after the scheduled date and time. Permission for such late takes requires approval of both the Course Director and the Associate Dean for Student Affairs. In general, late takes are used to accommodate unusual and unplanned events. For example, permission may be granted when the student is unable to take the examination because of illness, death in the family, or other circumstances beyond the student's control. In most cases, absence from class prior to the date of an examination is not a valid reason for granting a late take. If a student or students are given permission to write an examination late, the Course Director must make appropriate arrangements. In general, students are expected to take the examination the morning of the day they return to class. However, under unusual circumstances, alternative times and dates can be stipulated. In rare extended circumstances there may be the need for an exam to be taken at the end of an academic year rather than temporally adjacent to the absence. It is expected that students granted the privilege of a late take will abide by the Student Honor Code and not discuss the content of the examination with anyone.

**Location**
All examinations must be taken in the location designated by the Course Director. Taking an examination outside of the designated location is a breach of examination protocol and comes under the provisions of the Student Honor Code. Students will be notified of appropriate locations for taking an examination.
Time of Examinations
The time allotment for each examination will be specified. All work must end at the
time limit specified. Working past the designated time, without permission (see Special
Allowances) is a breach of examination protocol. The Associate Dean for Medical
Education and Assessment, together with the Course Director, will typically report this
to PIRT to determine what action will be taken regarding scoring of examinations
turned in late.

Conditions
The Course Director and/or Section Leader will determine the conditions under which
the examination will be administered (e.g., paper and pencil, computer-based). They
will also determine what additional materials may be brought to the examination (e.g.,
calculators, books). Nothing may be brought into the examination room unless
approved by the Course Director. Cell phones are prohibited during examinations and
should not be brought into the examination room. Once a student has begun the
examination, the examination booklet or packet (in the case of paper and pencil
examinations) may not leave the room unless it is being turned in as a completed
examination. If a student must leave the room for any reason, the examination booklet
or packet (in the case of paper and pencil examinations) must be placed face down. If a
student must leave the room during a computer-based exam, he/she must ensure that
the display on the computer cannot be viewed by other students.

There may be examinations or assessments that can be done outside of the school
environment. All conditions applied to those examinations related to access to
resources and time must be followed. All examination experiences require that all
students adhere to the Student Honor Code.

Special Allowances
In order to accommodate students with special needs, it may be necessary to modify
the examination and/or the manner in which it is administered for these students (e.g.,
allowing extra time). Students who believe they need accommodations for an
examination must present that request in writing to the Office of Institutional Equity
(OIE) who will review and facilitate all reasonable accommodations. Depending on the
requested accommodation, assessment by appropriate professionals may be necessary
prior to implementation of the accommodation. If an accommodation is deemed
necessary, the Course Director, in consultation with the Associate Dean for Medical
Education and Assessment, will make appropriate arrangements.

Proctors
Examinations are taken without room proctors under the provisions of the Student
Honor Code. However, the Course Director or a designated faculty member must be
present in the area throughout an entire examination to handle questions or problems.
Cheating
Cheating on an examination is a breach of the Student Honor Code. Any individual who observes a violation of the Student Honor Code during the administration of an examination has the duty to take positive action such as:

1. Notification of Course Director or designated faculty present during the examination
2. Consultation with an Honor Board member
3. Referral of the case to the Honor Board or PRB by submitting a PIRT report.

The names of the Honor Board members can be obtained from the Office of the Associate Dean for Student Affairs. In order to protect the student’s rights, ensure due process, and allow the Honor Board investigation to proceed smoothly, the reporting individuals should not discuss the incident with any other individual. It is also recommended that the student's examination booklet not be confiscated and, if possible, the student be allowed to complete the examination. Disposition of the examination will be determined following action by the Honor Board.

Securing Examinations
Examinations will be secured at the discretion of the Course Director. After grading is completed, students will be given an opportunity to review the questions and answers in a secure setting. If deemed necessary and, at the discretion of the Course Director, a full class review may be scheduled. When students review an examination, they are expected to abide by the provisions of the Student Honor Code.

Challenges to examination questions and answers
Students have the opportunity to appeal questions or the answers on examinations. Students will be offered two opportunities to review the exams and the answers and must submit in writing any appeal requests immediately following the review. Appeals must be submitted in writing and provide supporting evidence to be considered. When appeals are accepted, the change affects the entire class, and not just the student submitting the challenge.
4.j. Examination Grading

Stage 1 Examinations (For students matriculating 2016 and beyond)

The Program Director (e.g. CORe, VITALS, LAB, and Clinical Suite) is responsible for establishing a Program Policy Committee (PPC) to set the pass/fail score on examinations within that Program across all course blocks (A through E). The composition of that committee is at the discretion of the Program Director except that it shall include both the Associate Dean for Medical Education and Assessment and the Associate Dean for Health Career Opportunity Programs as *ex officio*, non-voting, members of the committee. The PPC will include student and faculty representation as well. For courses in which dental students are enrolled, the Senior Associate Dean for Education and Patient Care and the Assistant Dean for Medical and Graduate Education in the School of Dental Medicine are also *ex officio*, non-voting, members.

A Block Assessment Review Committee (BARC), composed of leadership and faculty representatives from all courses within the Block and chaired by the Stage 1 Director, will meet mid-block (A-E) to build the integrated assessment for LEAP. The Associate Dean for Medical Education and Assessment, the Associate Dean for Student, Multicultural and Community Affairs, the Associate Dean for Health Career Opportunity Programs, and the Director of the MD/PhD Program are *ad hoc* members. This committee will also meet immediately post-assessment within LEAP to review student performance and determine allowable reassessment and enhancement options for each student. This review will initially be performed without the identity of the students known to the committee. The reassessment and enhancement options from the BARC will then be provided to the student and coach who will enact the appropriate review and enhancement plans.

The individual Course Grading Committees (CGC) will meet at the end of each LEAP and will assign the final grades for each of their respective courses (e.g. CORe, VITALS, LAB, Clinical Suite). For further detail on CGC process, refer to policy 5.c.

The Program or Course Director may share the results of the examination with faculty participating in the course. However, revealing individual student performance is not encouraged, and should only be done on a need-to-know basis at the discretion of the Course Director. Examination scores of underrepresented minority students are provided to the Associate Dean for Health Career Opportunity Programs by the Home Office of Medical Education (HOME) office. Student Affairs tracks the performance of all students in an effort to provide support to students who may be struggling or who may have a history of marginal performances.

The students will receive a report of their performance on each examination. In addition to their examination score, they will receive the mean score of the class, and
the pass/fail score of the examination. Students receiving a failing score must meet with the Course Director or their designee and the Associate Dean for Student Affairs. At that time, a supplemental independent educational plan will be developed. All such plans must be supervised by appropriate faculty.

As student advocates, coaches will have access to student grades in order to monitor and advise each student. Coaches will have direct access to student mid- and end-block grades, as well as narrative peer evaluations. Additionally, the Director of Student Academic Support Services (SASS) will also have access to student grades when developing supplemental educational plans for students with marginal or failing performance.

See policy 5.b. Grading Systems for course grading information.

**Stage 2 Clerkship Examinations**

In the clinical rotations, the final clerkship exams (NBME shelf or internally written) must all be passed prior to successfully completing Phase 2/Stage 2. A second exam failure in a clerkship will generally require that the student be removed from the clerkship environment to pursue remediation of the clerkship content and re-examination.

*Please refer to policy 5.c.1 for Clerkship Grading Policy and 5.c.2. for Exam Grade Remediation in Clerkships.*
4.k. Policy for Step 1, Step 2 CS and CK

USMLE Step 1, Step 2 CK and Step 2 CS are requirements for graduation. A maximum of three attempts is allowed for each individual exam.

**Step 1**

**For students matriculating in 2015 and prior,** taking USMLE Step 1 is considered a requirement for promotion to Phase II of the curriculum. Students must successfully complete all Phase I coursework and be promoted to Phase II by the AAC prior to taking Step 1, and Step 1 must be taken prior to beginning Phase II clerkships or before initiating a Scholarly Leave.

**For students matriculating in 2016,** students must successfully complete all Stage I coursework and be promoted to Stage II by the AAC prior to taking USMLE Step 1. Students have until September 1 of Stage II to take Step 1 and may begin clinical rotations before taking for the exam. Students may complete up to 2 clinical rotations before taking Step 1.

**For students matriculating in 2017 and beyond,** students must successfully complete all Stage I coursework and be promoted to Stage II by the AAC prior to taking USMLE Step 1. Students will be enrolled in a non-credit Board Preparation Course to maintain full-time status. Students are expected to sit for Step 1 prior to Stage 2 Kick-Off. Under extenuating circumstances students may request an extension up to the end of the first 12-week pod, and will require approval of the Associate Dean for Student Affairs or designee, followed by review by the AAC. Requests should be submitted to the Associate Dean for Student Affairs or designee.

Students who plan to take a **scholarly leave** or **enter a dual degree program** must sit for any applicable Board Examination before commencing the leave or program. MD/PhD students should refer to Policy 4.2 MD/PhD in the MDelta Curriculum. Any failure of a Board Examination will trigger a referral to the AAC.

**Failures**

USMLE Board examination failures are reported to Student Affairs and the AAC. Upon notification of Step 1 failure, students will be asked to step out of Stage/Phase II for remediation and may re-enter upon retaking Step 1. Depending on the rotation schedule, students may be allowed to complete the clinical portion of the clerkship, but they may NOT take any clerkship examinations until they have been approved to re-enter the curriculum. A student on Scholarly Leave will be offered the same opportunity to remediate as soon as possible by transitioning the leave to either special matriculation for remediation or personal leave until the examination is successfully completed. In any case, the scholarly leave will be terminated and a plan for remediation must be presented to the AAC.
A second failure of Step 1 would require a remediation year and a recorded pass on Step 1 would be necessary in order to re-enter the curriculum. A student will present to the AAC upon a second attempt failure of Step 1 in order to ascertain any additional support and to confirm with the student that the exam must be passed on the third and final attempt. With failure of the examination on a third attempt, the student may withdraw (not in good academic standing) or otherwise will be administratively withdrawn from school. It is school policy to pass the exam on or before the third attempt. There is no appeal to this rule. Any circumstances affecting ability to perform well must be considered in advance of sitting for the final attempt.

**Step 2CK and Step 2CS**

Students are recommended to take Step 2 CK and CS prior to any scholarly leave after year 3 of the curriculum. There must be a recorded pass for each USMLE exam prior to certification to participate in the Match.

In general students are required to complete all requirements related to the Phase/Stage 2 curriculum prior to taking Step 2CK and CS. Students who are not under the purview of the AAC may request permission from the Associate Dean for Student Affairs to take these exams early. Any student under the AAC’s purview must request permission from the AAC.

The exams must be passed on or before the third attempt. Recorded results for both Step 2 CS and 2 CK must be available prior to the deadline for submission for match lists (NRMP). It is recommended for students to have recorded results for early match submissions (e.g. military, SF match). If results are unavailable or there is a recorded failure at the time of match list submission, the student will be administratively withdrawn from the match. In exceptional circumstances, the AAC may allow the school to notify every program director that there is a pending graduation requirement.
4.1. Conflict of Interest Policy

Conflict of Interest Policy for the University of Connecticut School of Medicine: Interaction between Students and Faculty at the University of Connecticut School of Medicine and the Pharmaceutical, Commercial, Nutriceutical and Biomedical Industry

Purpose of Policy
The purpose of this policy is to define the parameters of appropriate interactions between students and faculty in the undergraduate medical education environment at the University of Connecticut School of Medicine with representatives of the pharmaceutical, nutriceutical, biomedical, and any commercial industry (including publisher, board review entity, etc.). Undergraduate medical education at UConn SOM is conducted in a variety of environments. Across this diverse spectrum of environments there are many opportunities for interactions between students and industry/commercial representatives. While many aspects of such may be positive, others may create a conflict of interest or the perception of a conflict of interest and potentially compromise the educational mission of the School of Medicine. It is crucial that the educational environment fosters the professional development of students in all its aspects.

The Liaison Committee of Medical Education requires that medical education programs must have affiliation agreements in place that define the responsibilities of each party related to the educational program for medical students. The UConn SOM, through its affiliation agreements recognizes the important role that both Employed Clinical Faculty and Voluntary Physicians play in the teaching, training and supervision of medical students. Through the distribution of this policy to all parties involved in the educational process, the UConn SOM is providing guidelines and principles expected in all educational settings and requires adherence to this policy as well as all other policies involving students.

Policy Statement
It is the policy of the UConn SOM that any interaction between any members involved with the undergraduate program and representatives of the pharmaceutical/biomedical/commercial industry, which are or could be perceived as conflicts of interest must be disclosed and appropriately managed. Specifically, such interactions should support the core principles of professionalism as defined by the AAMC, namely, autonomy, objectivity, and altruism.

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1 Herein fore included in the terms “conflict of interest” or “COI”.
Scope of Policy
The policy is inclusive of the following interactions

I. Gifts and Meals
II. Consulting Relationships
III. Industry Sponsored Speakers
IV. Disclosure
V. Pharmaceutical Samples
VI. Purchasing and Formularies
VII. Industry Sales Representatives
VIII. Attendance at Industry-Sponsored Lectures & Meetings
IX. Industry Support for Scholarships & Funds for Trainees
X. Disclosure Requirement in the School of Medicine Curriculum
XI. Noncompliance

I. Gifts and Meals
A. Students and SOM faculty may not accept any gift or compensation from industry in any site in which UME occurs, including UConn SOM affiliated sites. Gifts and compensation are defined as anything of value that is provided to an individual, significant other, or a family member for which nothing of approximate value has been provided in return. Examples of prohibited gifts are as follows include the following:
1. Money, gift certificates, securities
2. Support of travel or accommodations
3. Free or discounted services
4. Meals
5. Free subscription to a commercial course
   Exceptions to this policy include unrestricted educational grants. However, these can only be provided to SOM administrative offices for educational uses that promote the institutional mission.
B. Students and SOM faculty may not accept any gift or compensation for attendance at a presentation/talk by industry or commercial representative
C. Students and SOM faculty must actively avoid the influence of industry in clinical care decisions (e.g. choice of drugs or other therapies).
D. Students and faculty should also refer to the State Code of Ethics for further guidance. The following link is available to access this document: http://policy.uconn.edu/2011/05/24/guide-to-the-state-code-of-ethics/

II. Consulting Relationships
Faculty must comply with the University of Connecticut Health Center policy and procedures for faculty consulting that may be found at:
http://consulting.uconn.edu/consulting-policies-procedures/
http://www.policies.uchc.edu/policies/policy_2000_01.pdf
Students in the School of Medicine who are requested to provide a service or enter a contract should consult this policy for guidance and contact the Office of Student Affairs for further direction.

III. Industry Sponsored Speakers
A. Industry may provide unrestricted educational support for educational sessions and events. However, in doing so industry is prohibited from influencing the choice of speaker or the education content. Participants should be made aware of industry sponsorship. The preferred mechanism of providing such support within the School of Medicine is through an unrestricted grant to a Department, Center, or Program Director.
B. Faculty may not accept honoraria from industry to speak at SOM functions.
C. Students may not book rooms for commercial entities. There can be no meetings or events on site to promote a Board Review course, IT product, or other commercial entity.

IV. Disclosure
A. Medical students and faculty may not publish under their own names articles that are written in whole or material part by Industry employees.
B. If students and/or faculty have a financial interest that results in a scholarly publication, that interest must be disclosed in accordance with the International Committee of Medical Journal Editors (http://www.icmje.org).
C. Faculty must ensure that their supervision of students is not encumbered by any actual conflict, appearance of, or potential conflict of interest. In the event of a perceived conflict of interest, faculty must appropriately disclose to students and seek input from the educational administration of the SOM to manage the COI.
D. For disclosure requirements related to educational activities, see the ACCME Standards for Commercial Support (www.accme.org).

V. Pharmaceutical Samples
A. Sample medications cannot be distributed at UCONN School of Medicine. Samples may be distributed at affiliate sites and clinician offices at the discretion of the attending faculty. This decision must include disclosure to any student present, including both B and C below.
B. Students and faculty should be aware that distribution of samples potentially encourages patients to use products for which there are often less costly and equally effective alternatives.
C. Free samples may not be sold or used by students or teaching faculty for themselves or family.
VI. **Purchasing and Formularies**
Any faculty member or student responsible for or participating in making decisions regarding the purchase of equipment or medications must not have any financial interest with any company that might profit from the transaction. Indirect ownership through mutual funds is permitted.

VII. **Industry Sales Representatives**
Industry representatives may not have access to patient areas, and are only allowed in non-patient areas by appointment. These appointments should generally be restricted to in-service training or ongoing support of equipment or devices already purchased, including the evaluation of a new purchase. Medical students are not permitted to meet with sales representatives unless such encounters are supervised by faculty for teaching purposes.

VIII. **Attendance at Industry-Sponsored Lectures & Meetings**
A. Programs must be aware of the Accreditation Council for Continuing Medical Education (ACCME) Standards for Commercial Support. These Standards are a useful resource for all forms of Industry interaction; those on campus and off, including events sponsored by the institution and others. The Standards may be found at www.accme.org.

B. All education events sponsored by UConn SOM programs must be compliant with ACCME Standards for Commercial Support whether or not CME credit is awarded.

1. Educational grants, particularly unrestricted grants, that are compliant with the ACCME Standards may be received from Industry by the program. ACCME guidelines include the following requirements:
   a. Financial support by Industry must be disclosed by the meeting sponsor.
   b. The meeting or lecture content must be dictated by the speaker and not the Industrial sponsor.
   c. The information presented must be a fair and balanced assessment of therapeutic options and promote objective scientific and educational activities and discourse.
   d. The selection of speakers or educational content by UConn SOM resident/fellow or teaching faculty must not be a condition of the industry sponsor’s financial or material support

C. Food provided to students/residents/fellows may not be directly funded by Industry or any commercial entity. Industry is permitted to provide unrestricted educational funds to a Department, Center, Program Director, or designee on behalf of the program that may be used for refreshments at educational sessions. The contributing Industry(ies) can
be credited for contributing an unrestricted educational grant for the session.

D. This provision does not apply to meetings of professional societies that may receive partial industry support for professional meetings governed by ACCME Standards.

On-Campus:
Students may not book rooms for commercial entities (see III above).

Off-Campus:
Students are encouraged to pay particularly heightened attention to the content and organization of such meetings and lectures and to assess the following issues when determining the academic value of any conference, lecture, or meeting:
   a. Disclosure of support and COI’s for all speakers
   b. Oversight of the content
   c. Bias and balance
   d. Compensation, rewards and gifts for attendees

IX. Industry Support for Scholarships & Funds for Trainees
Any industry sponsored scholarship or trainee funding must be provided directly to the School of Medicine. Such support must be unrestricted and free of oversight by the contributor, and it must be accompanied by a Letter of Agreement that is consistent with ACCME Standards for Commercial Support. The evaluation and selection of recipients of support is the sole responsibility of the UCONN School of Medicine.

X. Disclosure Requirement in the School of Medicine Curriculum
Faculty must fully disclose any conflicts of interest related to their lectures and materials used in the educational setting. These disclosures must be registered with the Home Office of Medical Education and be fully visible in any audiovisual materials as well as the instructor’s syllabus. Where relevant such disclosures must be made at the start of educational sessions with the requirement of a disclosure slide as the first or second slide of any talk. The slide must specify for educational purposes what the perceived conflict might be.
All students must undergo training in Conflict of Interest with Industry. This training developed by the School of Medicine is included in the Launch for incoming students and periodically in the VITALS (Vertically Integrated Teams Aligned in Learning) course.

XI. Noncompliance
Where students are concerned, violation of this policy will be considered a breach of professionalism. Such violations should be reported to the
Associate Dean for Student Affairs or the Dean’s Liaison for Academic Educational Affairs. Inadvertent violations provide an opportunity to educate the student and reinforce the importance of the policy. Repeated or deliberate violations must be referred to the Academic Advancement Committee for consideration of sanctions and as the school will be developing new processes for professionalism, any breach would follow that newly defined process that could funnel into the Academic Advancement Committee for repeated or egregious infractions.

Monitoring and potential discipline of faculty who abridge the policy are outlined in the UCHC policy #2006-01 (updated in 8/2013), Individual Financial Conflicts of Interest in Research.

The following resources were used to create this policy:

- Community and Continuing Medical Education Disclosure Declaration – Conflict of Interest
- Interaction between University of Connecticut School of Medicine Graduate Medical Residents/Fellows and the Pharmaceutical, Nutriceutical and Biomedical Industries (“Industry”) Policy
- The University of Connecticut Health Center policy #2000-01, Faculty Consulting Policy (Conflict of Commitment) University Policy,
- The University of Connecticut Health Center policy #2009-03, Institutional Conflicts of Interest in Research
- The University of Connecticut Health Center policy #2006-01, Individual Financial Conflicts of Interest in Research
- The Pew Charitable Trusts, 2008, The Prescription Project Toolkit series. Series includes: Drug and Medical Device Procurement; Ghostwriting and Speakers Bureaus; Pharmaceutical Samples; Gifts, Meals and Entertainment; Vendor Relations.
4.I.1. Conflict of Interest Policy - Admissions Committee

Conflicts of Interest can include personal knowledge of an applicant or their immediate family, a past professional or academic relationship with a colleague who is related to the candidate, or an employment relationship. The Conflict of Interest (COI) Policy of the UCONN SOM Admissions Committee will be reviewed with each new faculty or student member prior to the onset of his or her service as an Admissions Committee member or as an applicant interviewer. It will also be reviewed during yearly orientation of applicant interviewers, and when the Admissions Committee meets at the beginning of each yearly cycle. Because of the vast number of applicants being reviewed, and to ensure committee members remain aware of the need to disclose COI, review of the COI policy will also be made periodically at the start of committee meetings through-out the year.

Efforts should be made to identify and declare any perceived COIs, either verbally or in writing, by all Admissions Committee members and applicant interviewers prior to contact with the medical school applicant or the assigned applicant file. All potential COIs will be reported to a member of the Admissions Core Leadership (i.e. the Assistant Dean for Student Affairs, the Director of Admissions, or the Chairperson of the Admissions Committee). This core group will be responsible for determining the presence or absence of a true COI, whether any additional steps should be taken to manage or eliminate potential COI, and reassigning the applicant accordingly.

Prior to the beginning of each yearly admission cycle, all faculty and student interviewers and all faculty and student Admission Committee members will be asked to sign an attestation. A copy of the COI policy will be given to each faculty or student to review. The attestation will then be signed, noting that each individual has read and understands this COI policy. Interview and committee participation will only be allowed after this signature has been obtained.

When a COI occurs involving an applicant interview assignment, the student or faculty interviewer will contact a member of the Admissions Core Leadership to report the potential COI. If a true COI is determined to exist by the leadership group, the interviewer will recuse themselves and may be assigned an alternate candidate to interview.

COIs may also occur for faculty or student members of the Admissions Committee. If the COI involves an assigned candidate file for review, the committee member will contact a member of the Admissions Core Leadership. The individual will recuse themselves and be assigned an alternate candidate file for review. If the COI involves a candidate being presented at a meeting, the committee member must make the nature of the potential COI known. The Admissions Core Leadership will determine if the COI is of a professional or personal nature. If the potential COI is of a professional nature (e.g.
committee member who worked with applicant in lab, or on project, etc.), the committee member may participate in the discussion and provide any information related to their professional interaction with the applicant, but will recuse themselves from the vote on the candidate. If the COI is of a personal nature, the admissions committee member should recuse themselves from the discussion and the vote. Discussion and voting will proceed on the candidate with the recusal documented in the final vote prior to the committee member returning to the meeting.
4.m. Research and Scholarly Opportunities

The School of Medicine encourages all students to participate in research and scholarship as preparation for their role as future physicians who embrace the breadth of modern scholarship principles and practices. Opportunities to engage in Research and Scholarship are available in the following research areas:
Biomedical/Translational/Clinical; Community based (Urban Service, Global Health); Public Health in Clinical or Biosocial Epidemiology, Health Disparities, Outcomes Research, Health Policy/Advocacy; Health Quality/Quality Improvement/Acceleration of Implementation of Best Practices; Humanities in Medicine; Informatics (Bio or Clinical)/Data-driven medicine; Medical or Patient Education.

Eligibility for summer research
The curriculum is designed to provide interested students with time during the summer between their first and second-year to carry out a research project of 8-10 weeks duration. In addition, students may apply for Fellowships from the School of Medicine by submitting a Summer Research Proposal prior to the specified and announced deadline. The application is merit-reviewed by the Scientific Review Panel and the student Fellowship Award recipients are announced in late April or early May. To be eligible to participate in the summer research program, students must be in good academic standing. Students may NOT participate in school-sponsored summer research, with or without funding, if they have pending academic requirements in the Stage 1 curriculum. Academic eligibility is determined by the Associate Dean for Student Affairs based on the student’s performance in all Stage 1 courses. Students who have required academic remediation requiring greater than 2 weeks to complete successfully will not be awarded stipend support and will not be allowed to participate in the summer research program, even if the Scientific Review Panel approved the proposal.

Opportunities and advising in research
In the fall, a Scholarship Fair will occur where students can explore opportunities for engagement in research and scholarship and will be informed of the procedure to apply for summer research funding via the Scholarship Opportunity Portal on HuskyCT. Students are encouraged to visit: http://core.uconn.edu/ and utilize the “find faculty expertise” button to explore their interests in the scholarly work ongoing across the University and at our affiliated institutions. For students interested in pursuing Community or Global Health research, consult the “Resources” Tab: Potential Community Research Sites on the Global Health and International Studies non-class site on HuskyCT. The Scholarship & Discovery course in Stage 1 provides guidance on selecting mentors for scholarly projects, formulating research questions, proposal writing, research design, data acquisition, data analysis, peer review and all associated ethical principles in conducting research. Students interested in Summer Research
should contact potential mentors as soon as possible. Rapid identification of mentors is critical for Global Health projects; strict deadlines will apply.

The Director of Medical Student Scholarship and Research, the Director of Global Health, and the Scholarship Team assist students in finding mentors and opportunities, and in preparation of their research proposals. The mentor who accepts the student into their lab, community, academic, or clinical setting will advise the student in data collection, analyses and dissemination of student scholarly work as appropriate for the scholarly community. Students are required to present their findings on Medical and Dental Student Research Day, which typically takes place in late February or early March. Abstracts can be submitted beginning the Fall of the second year. All Stage 1 students are expected to attend the Keynote address, oral presentations and visit the Poster session.
4.n. Awards and Honors

Various awards and honors are available to medical students throughout their tenure. In addition, students play a critical role in choosing the winners of faculty awards and course awards. The Spring Awards ceremony honoring faculty, staff and students for various roles and achievements throughout the year is an annual event held each spring. Senior Awards are presented in a special ceremony before commencement. The Student Research Day committee presents their awards during an evening ceremony and then acknowledged at the Spring Awards Night.

The **Gold Humanism Honor Society** (GHHS) honors medical students, residents, role-model physician teachers and other exemplars recognized for “demonstrated excellence in clinical care, leadership, compassion and dedication to service.” Organized to elevate the values of humanism and professionalism within the field of medicine, the Society is fast becoming integrated into the medical educational environment. The GHHS is a steadfast advocate for humanism through activities on campus and involvement with its membership.

The SOM has recently decided to establish an Alpha Omega Alpha Honor Medical Society chapter. This honor society recognizes scholarship, leadership, professionalism, service and academics. The incoming class in August 2015 will be eligible for AΩA membership.

**List of Awards for Students**
- American Academy of Neurology Award
- American College of Physicians – Internal Medicine Award – CT Chapter
- Art of Medicine
- Carl F. Hinz, Jr. Award – For Excellence in Scholars in Medicine
- Connecticut Children’s Medical Center Community Service Award
- Community Service Award
- CT Academy of Family Physicians Award
- CT Chapter of the American College of Surgeons Award
- Dean’s Award for Overall Academic Achievement
- Dr. David and Arthur Schuman Award
- Excellence in Psychiatry Award
- Faculty Awards for Overall Academic Excellence
- Gold Humanism Honor Society Awards
- Health Career Opportunity Programs – Bridge Mentoring Award
- Inspiration Award
- Internal Medicine Award
- J.E.C. Walker, MD, Medicine & Society Award
- James F.X. Egan Medical Student Award – Ob/Gyn
- James H. Foster, MD – Teaching Award
Jan Wilms, M.D. & Carol Pfeiffer, Ph.D. Award for Excellence in Clinical Skills
Leonard Tow Humanism in Medicine Award
Linda Ives Award
Lyman Stowe Award
New England Pediatric Society Award
Outstanding Service to a Fellow Student Award
Outstanding Student Teaching Award
Renaissance Award
School of Medicine Awards for Excellence in a Specific Discipline
School of Medicine Professionalism Award
Society of Academic Emergency Medicine Award
Student Government Appreciation Award
Student Leadership Award
Student Affairs Award
Taylor Chenail Outstanding Service to a Fellow Student
The Department of Pediatrics Chair’s Award for Innovation in Pediatric Education
UConn Outstanding Senior Women Academic Achievement Award
University of Connecticut Health Center Auxiliary Award

List of Awards for Faculty
C.A.M.E.L. Award
Charles N. Loeser Award
First Year Teaching Awards
Kaiser-Permanente Teaching Award
Leonard Tow Humanism in Medicine Award
MDSG Faculty Appreciation Awards
Outstanding Inpatient Clinical Preceptor
Outstanding Outpatient Clinical Preceptor
South Park Inn Clinic Award
UConn School of Medicine Pediatric Clinics Award
UME Leadership Award of Exceptional Service

List of Awards for Research
Connecticut Academy of Family Practice
Connecticut Holistic Health Association Award
Dean’s Award
Dr. and Mrs. Jeffrey Gross Award
Hartford Medical Society Award
Lawrence G. Raisz Award for Excellence in Musculoskeletal Research
Outstanding Research Award
Sigma Xi Membership Award
William M. Wadleigh Memorial Award for International Health Research
List of Awards for MD/PhD Program
MD/PhD Appreciation Award
MD/PhD Leadership Award

List of Awards for Faculty, Student, or Staff
Leadership & Professionalism Award
Service Excellence Award
Service Excellence Award to a Support Member
UME Leadership Team Staff Award
UME Leadership Award
4.o. Academic and Career Advising Program

The University of Connecticut School of Medicine has an effective system of academic advising for medical students that integrates the efforts of the following faculty members:

- The Associate Dean for Student Affairs, the Director of Student Advising and the Directors of Coaching in Stage 1 and 2/3 are available for all types of advising, with special emphasis given to residency training and career counseling.
- The Associate Dean for Health Career Opportunity Programs participates in advising and counseling underrepresented minority students.
- The Assistant Deans of each major clinical site as well as the Course Directors and Section Leaders are also available for career counseling, tutorial services, mentoring and advocacy.

**Students matriculating in 2015 or prior**

A formalized mandatory small group-based career advising program is in place for all second and third-year medical students. Additionally, Medical Families is a program for peer-to-peer advising integrated into the Career Development and Mentoring program. Students also have the option of obtaining advice about academic issues or academic counseling from a faculty member who has no role in making assessment or promotion decisions about them. In doing so, the student must provide the faculty member with permission to view their academic file.

The Associate Dean for Student Affairs, in concert with the curricular affairs office, is charged with following the progress of each student, and with collating a comprehensive written evaluation of the student's overall performance as part of the Medical Student Performance Evaluation (MSPE).

**Students matriculating in 2016 and beyond**

Each student is assigned a Coach who provides academic and career advise, monitors their overall performance, and helps students to create professional goals. In Stage 1, coaches meet with students during each 10-week block and during the 2-week assessment period called LEAP (Learning Enhancement and Assessment Period). Data collected on the student’s growth and progress through the 10-week blocks and major assessments is collated and provided to academic coaches who mentor the student. In Stages 2 and 3 Coaches continue to monitor progress and meet regularly with students.

The AAMC Career’s in Medicine curriculum is offered during the LEAP periods in Stage 1, as well as during the Homeweeks in Stage 2. Coaches support this curriculum during their meetings with students.
4.p. Residency Application Process

The Residency Application Process is managed by the Office for Student Affairs. The process begins in the second half of third-year and continues until Match Day in March of fourth year.

Application
Residency programs generally provide two types of training experiences, designated as categorical or advanced. Programs that offer categorical experiences provide the entirety of the experience from the first year of graduate medical education to the end of the program. Programs that provide only advanced experiences begin in the second year of graduate medical education; thereby requiring the student apply for a preliminary or transitional year in addition to the advanced experience.

Most programs use the Electronic Residency Application Service (ERAS) for application processing, including urology. Ophthalmology residency programs (SF Match Program) use the Central Application Service (CAS). There is a separate match in Canada.

MPSE
The MPSE is a document containing the student’s academic record and is constructed by the Office for Student Affairs, and is part of each student’s residency application. The MSPE may not be sent before October 1. There are no exceptions, even for early Matches.

Match
There are several services that match applicants’ and programs’ preferences for each other to determine residency placements.

The NRMP and the other specialty matching programs coordinate their timetables accordingly. Students are honor-bound to reject contracts for appointments directly from programs (aka – “outside” the match), as it is a violation of the NRMP agreement. Similarly, institutions and program directors are honor-bound not to entice students to accept contracts for appointments prematurely.

ALL STUDENTS ARE ENCOURAGED TO REPORT VIOLATIONS OF THE NRMP TO THE MEDICAL STUDENT AFFAIRS OFFICE.

The Office for Student Affairs and Registrar’s office have the ability to make changes in a student’s status with the match. A student may not do this directly on his/her own and must inform our offices so the appropriate notations in the NRMP database are made.
4.q. Procedures for Evaluation

The Office of Educational Assessment is responsible for support in all areas of assessment, including evaluation of students, faculty and courses/ clerkships, as well as examination support. This Office supports both undergraduate medical education and the evaluation of Graduate School courses.

Collection of Data
The Office of Educational Assessment collects students' opinions and assessment of courses in the curriculum, as well as students' evaluation of faculty teaching through surveys and focus groups. The office must develop assessment forms with input from each Course Director, and make these available to students.

Students are required to complete evaluation surveys for each course in the curriculum. Exam scores, section grades and/or course grades are withheld for students who do not complete an evaluation. The Office of Educational Assessment must monitor student participation in the assessment program.

This Office supports the collection of narrative data on students throughout the curriculum. Narrative evaluation, both formative and summative is required in courses and clerkships when feasible. This feasibility is based on adequacy of faculty contact with students and the usefulness of this feedback. Clerkships which meet for a minimum of four weeks must provide mid-point formative feedback to students, or shift feedback if applicable. Additional formative feedback may be appropriate at other points during the clerkship. If a student is at risk of failure in a course or clerkship, the office of student affairs must be notified and written documentation must be provided. Additionally, this office must provide support for examination creation, dissemination, and reporting.

Timeliness of Narrative Feedback
All courses and clerkships must implement a process for narrative feedback/comments that must be shared with each student if there is adequate ability to evaluate the student. In addition, all courses/clerkships must conform with LCME guidelines for formative as well as summative feedback.

Anonymity of Data
All data collected in the program is considered confidential and is treated as such by all individuals who have access to this information.

List of student names: The Assessment office tracks student completion of evaluations and works with the Course Director for direction on release of grades. The office has the ability to track completions while maintaining anonymity.
Overall course assessment: Overall course assessment data is sent to the Course Director, the Associate Dean for Medical Education and Assessment, the Dean and the Chair of CEC. The Course Director, at his or her discretion may share this data with faculty involved in the course. During years 3 and 4 the Assistant Deans for Medical Education are sent all summary evaluations of courses taught at their institution.

Individual faculty assessment: Assessment data of individual faculty members must be sent to course directors, who must review the data and redact any unprofessional student comments. To protect anonymity of students, only evaluation summaries which have at least 3 responses must be shared. The assessment data must then be sent to individual faculty members. If comments have been redacted this must be so noted. Upon request, the individual faculty member may see any redacted comments.

Department chairs and Assistant Deans for Medical Education must have access to the assessment data (redacted version only, if redactions occurred) of faculty members in their department. Department chairs are expected to summarize the results and trends in a faculty member’s teaching assessments for the purposes of annual merit reviews, and in the chair’s letters supporting promotion and tenure nominations. The results of a faculty member’s teaching assessments may not be released for any other purpose without the consent of the faculty member.

The Senior Appointments and Promotions Committee may have access to the results of a faculty member’s teaching assessments (redacted version only, if redactions occurred) for faculty members they are considering for promotion and tenure.

Student Evaluation of Clinical Faculty Teaching
It is important that students participate in the evaluation process of their faculty. Feedback and evaluation are integral to the process of self-directed learning across the career of a physician. Toward that end, and in compliance with accreditation standards, all students are required to evaluate all rotations and all faculty, residents and fellows from that rotation within 4 weeks of completion of the rotation.

Failure to do so must result in two consequences:

1. The clerkship narrative must indicate that the student failed to comply with the administrative requirement of feedback completion
2. The clerkship director must file a PIRT

The clerkship grade must not be distributed until the evaluation is completed. At the 8-week mark of the completion of the clerkship, a failing grade must be recorded and the student must be required to present to Academic Advancement Committee (AAC). If the student submits a subsequent late evaluation in a second clerkship, the clerkship director must forward to PIRT and would typically prompt presentation before the AAC. All evaluations are anonymous and must be stored electronically. There must be no
disclosure of the author of the evaluation with only one exception: serious unprofessional comments made by the student as determined by the Assessment Office. Students are encouraged to provide constructive feedback. Guidelines on how to provide constructive feedback can be provided by the Course Director or Associate Dean for Student Affairs.

A list of faculty who have been evaluated must be maintained by the Assessment office. Once there are at least three evaluations for an individual faculty, a summary of their performance with comments must be provided to the faculty member. If necessary, comments may be edited in order to maintain student anonymity. The Senior Appointments and Promotions Committee (SAPC), Associate Dean for Medical Education and Assessment, and the Associate Dean for Student Affairs must have access to all feedback provided to clinical faculty. The course leadership, chairs, site assistant deans and Associate Dean for Medical Education and Assessment and the Dean must have access to all evaluations for faculty who report to them.

If the Course Director has concerns regarding professionalism of a faculty prompted by a student evaluation that he/she feels should be addressed, he/she must first discuss these concerns with the Associate Dean for Medical Education and Assessment and/or the Dean.

Policy of Student Evaluation of Resident Teaching
It is important that students participate in the evaluation process of their resident supervisors. Feedback and evaluation are integral to the process of self-directed learning across the lifespan of the physician. Toward that end, and in compliance with accreditation standards, all students are required to evaluate all rotations and all faculty and house staff from that rotation within 4 weeks of completion of the rotation. Failure to do so must result in two consequences:

1. The clerkship narrative must indicate that the student failed to comply with the administrative requirement of feedback completion
2. There must be a comment on Appendix 3 of the Medical Student Performance Evaluation (MSPE) that the student did not complete a clerkship evaluation on time.

In addition, the clerkship grade must not be distributed until the evaluation is completed and at the 8-week mark of the completion of the clerkship, a failing grade must be recorded and the student must be required to present to Academic Advancement Committee (AAC). A second late evaluation must also prompt presentation before the AAC.

Students should evaluate residents on effectiveness as teachers on all of their clinical rotations with whom they have spent a significant period of time. Students are encouraged to provide an evaluation with detailed and specific comments regarding
the strengths/weaknesses of the resident as they relate to quality of teaching. All evaluations are anonymous and must be stored electronically. Students are encouraged to provide constructive feedback where applicable and guidelines on how to provide constructive feedback can be provided by the Course Director or Associate Dean for Student Affairs.

Twice a year, a list of residents who have been evaluated must be developed by the Assessment office. If there are at least three evaluations for a resident, a summary of their performance must be provided to the Program Director with comments. If necessary, any comments must be edited in order to maintain the anonymity of the student. In all cases, the anonymity of the student is a primary concern and must be respected in most situations.

Feedback is immediately reviewed if a score of “1” or “2” is recorded on an evaluation. The Associate Dean for Medical Education and Assessment notifies the Program Director and provides additional data as required. If a Clerkship Director has concerns regarding professionalism of a resident prompted by a student evaluation that he/she feels should be addressed, he/she must first discuss these concerns with the Associate Dean for Medical Education and Assessment, the Associate Dean for Clinical Medical Education, and/or the Associate Dean for GME. In egregious cases, the Dean of the School of Medicine will be informed.

Program Directors, faculty, and students must be provided information on this process.
4.r. **Policy on Teaching and Evaluation by Medical School Administration**

Medical School Administrators participate in varying degrees in the education of medical students. Clinical and classroom teaching and thus evaluation by administrators is encouraged. However, to prevent any conflict of interest that can occur when students learn from and are assessed by members of the medical school administration, the following policy has been created to provide the necessary framework.

Members of the medical school administration include, but are not limited to:

- Dean of the Medical School
- Senior Associate Deans of the Medical School
- Associate Dean of Student Affairs
- Associate Dean of Health Career Opportunity Programs
- Associate Dean for Undergraduate Medical Education and Teaching Enhancement
- Associate Dean for Medical Education and Assessment
- Associate Dean for Clinical Medical Student Education

Guidelines

- In general, faculty administrators who teach are allowed to evaluate students. However, these faculty must disclose their role and provide students an opportunity to “opt out” of small group configurations. Students may request an “opt out” with a clear reason by discussing with the Associate Dean for Student Affairs, the Course or Clerkship Director, the Stage 1 or Stage 2/3 Director, or other Associate Dean in the School of Medicine.
- Faculty who are members of the AAC have privilege to student information beyond that of course and clerkship directors and student advisors. These faculty must use their discretion, as well as recuse themselves from any binding vote of the AAC when they are current direct evaluators of a particular student in question.
- The Director and physicians of Student Health and the Director and physicians of Student Mental Health Services additionally are not allowed to supervise students with whom they have a clinical relationship with during any clinical rotation, not allowed to teach these students in any small group sessions or activities, not allowed to participate in the assessment or evaluation of these students’ performance and will not be allowed to serve on the AAC. (Also see policy 2.d. Behavioral Health Services, Health Services and Student Wellness)
- Advisors, Coaches, Course Directors, and Clerkship Directors may participate in education of students. In general, academic advisors and coaches should not be involved in grading or evaluation of students and will be required to complete an attestation to this effect. In some instances, there are committee decisions for final determination of all final course grades. If there is a perceived conflict, in any situation, the faculty member must recuse him/herself from any discussions.

Policy on Teaching and Evaluation by
Medical School Administration February 2015
4.s. Classroom Scheduling

The Central Office of Curricular Affairs (Central Office) oversees the scheduling of School of Medicine educational and academic activities including (UME) curricular scheduling across all four years of course work, select Graduate school courses, and any Dental, GME and CME coursework and activities that occur in our academic educational space which includes our academic classrooms, the Academic Rotunda, and Massey Auditorium. The Central Office coordinates scheduling with the Dental School and the Graduate School to ensure all requests are treated equally. The academic classrooms scheduled by the Central Office and the Dental School are delineated below.

The priority use of the Academic Rotunda, Massey Auditorium, and classrooms are for the SOM (including the Graduate School) and SDM curricular courses and academic activities. When the academic classrooms are not in use for specified course activities, they are utilized as ad hoc student study classrooms.

Any Academic Rotunda, Massey Auditorium, or classroom reservation request that is not identified as a SOM, Graduate School or SDM curricular, educational, or academic activity is subject to approval and referral to Facilities for scheduling and fee structure.

Curriculum Schedules

- All SOM and SDM courses that will utilize the Academic Rotunda, Massey Auditorium, and classrooms are required to request their reservations to the Central Office 6 months prior to the start of classes. This will not guarantee specific classroom or educational space availability and therefore we encourage scheduling as far in advance as possible. Any request that is submitted after this time will be considered only if classrooms or other educational space are available and the request does not conflict with those submitted on time. The SOM faculty, course/clerkship administrators will work directly with the Central Office to schedule their classroom or educational space needs for any SOM courses or clerkships.

- The SDM faculty and course administrators will work directly with their dental curriculum coordinator (860-679-3211) in SDM to schedule their educational space needs. The dental curriculum coordinator will reach out to the Central Office on any request that requires the use of additional educational space and will facilitate scheduling of the additional rooms.

- Graduate School faculty, GME, CME, and students can contact the Central Office directly.

The Central Office of Curricular Affairs Contact Information for Reservations

The SOM uses institutional software for scheduling of the academic educational space. If a request for educational space is not part of a course schedule or academic event, all
educational space requests must be made in writing using our online request form provided below. Questions please call 860-679-8186 or email home@uchc.edu.

- Online Request Form
- EMS Room Scheduling Users Guide
- Room Cancellation Form
- To view the live schedule, navigate to https://health.uconn.edu/park/room-scheduling/ and click on the link titled Room Scheduling Calendar located in the Room Scheduling menu on the right side of the page.

Classroom Conflict Resolution Process
Occasionally, a conflict will arise due to limited space. SOM and SDM courses take precedence over outside groups and meetings. In the event that there is a conflict between two courses in the medical or dental schools, both course/clerkship directors will be contacted. If a resolution becomes difficult, the issue will be reviewed by the Associate Dean for Medical Education and Assessment in the SOM conferring with dental school leadership as necessary, and a decision will be brought to both parties.

When a SOM or SDM course activity is not scheduled and/or denied it will be entered into a database for tracking including the name of the activity; the school or requester; date/time of request; actions for resolution; and reason for denial.

Classroom Bumping
The courses in the SOM and SDM curriculum take precedence over other academic events and non-curricular users. At times, it will be necessary to move previously scheduled activities for unforeseen events and/or for high stakes examinations. The Central Office will contact the classroom requester with adequate notification and suitable relocation to be provided.

Non-Academic Internal Request (During School Hours and Non-School Hours)
A non-academic internal request is any request made by UConn Health personnel to schedule an activity in an academic educational space outside of the curriculum or academic realm. As stated, SOM and SDM curriculum activities takes precedence along with other academic events; all non SOM and SDM requests will be referred to the Director of Parking and Transportation Services with the appropriate forms completed by the requestor and with applicable charges.

All non-academic activities will be entered into a database for tracking including the name of the activity; the contact person/requester; the school or department that the activity is associated with; date/time of request; actions for resolution if applicable; and reason for denial if applicable.
External/Community/Outside Classroom Requests (During School Hours and Non-School Hours)

An “outside” activity is defined as a request that is not part of the University or not sponsored by a department at the University. UConn Health space requests, including classroom space by external requesters will be referred to the Director of Parking and Transportation Services with appropriate forms completed and with applicable charges. Refer to UCHC policy #2002-50.

Event Set up & Parking Needs

The requester is responsible to coordinate with UConn Health Parking, Transportation and Events Services for additional room set up that is not the standard set up in the academic educational space. The requester will have to submit a request to facilities and will need to provide their coding for any charges associated with additional set up requirements. The requestor must ensure that the room is returned to its original set up following use.

Any event that invites participants outside of UConn Health requires advance notice and approval from the Parking, Transportation and Events Office. The requester must obtain approval for parking prior to classrooms being reserved. For more information regarding parking, please contact the parking at: parking.transportation@uchc.edu.

AV and Technical Support

Audio and Visual support is provided by the institution for all academic educational space. It is the requester’s or course administrator’s responsibility to make the appropriate arrangements for their audio-visual needs in any academic educational space. Questions for AV support can be referred to the Central Office of Curricular Affairs for further instructions.

Classrooms scheduled by the Central Office of Curricular Affairs

Academic Rotunda
Massey Auditorium
A Wing Classrooms: A1*, A2, A3, A4, A5, A6, A7, A8*
B Wing Classrooms: B1, B2, B3, B4, B5, B6, B7, B8, B9, B11, B12, B13, B14, B15, B16, B17
C Wing Classrooms: C1, C2, C3, C4, C5, C6, C7, C8
Virtual Anatomy Lab 1
Gross Anatomy Lab 2

*Classrooms A1 and A8 are reserved for priority scheduling for the graduate school courses. Approval to use A1 or A8 must be granted by the Graduate office.

Classrooms Scheduled by SDM

Patterson Auditorium
Classroom B10 (formerly MDL classroom J/McManus)
To schedule a SDM classroom please contact 860-679-3211.
Course/Clerkship Committees/Directors assign grades for each course or clerkship in the curriculum. Advancement decisions must be approved by the Academic Advancement Committee (AAC), which monitors student performance across all academic competencies, including professionalism, throughout all stages (or phases) of the curriculum. The AAC assesses students’ satisfactory academic progress periodically (See policy 4.a. Satisfactory Academic Progress) and evaluates any changes to good academic standing (See policy 4.b. Academic Standing). The AAC is the only committee that has access to a student’s entire academic record and its role includes advocating for the future patients of our students. Students may appeal grading decisions. They may also appeal promotion, remediation, and disciplinary decisions of the AAC. For more information on appeals processes, see 5.e. Policy for Grading and Grade Appeals in Courses and Clerkships and 5.g. Rules Concerning Appeals to AAC or to SEARC.

Policies included in this section:

5.a. MSPE Procedural Description
5.b. Grading Systems
5.c. Course/Clerkship Grading and Grading Committees (CGCs)
   5.c.1. Clerkship Grading and Evaluation Policy
   5.c.2. Policy for C Grade Remediation in Clerkships in Phases/Stages 2 and 3
5.d. Academic Advancement Committee
5.e. Policy for Grading and Grade Appeals in Courses and Clerkships
5.f. Student Evaluation and Appeals Review Committee (SEARC)
5.g. Rules Concerning Appeals to AAC or SEARC
5.h. Forward Feeding Policy / Access to Student Records
5.i. Course and Section Place-Outs
5.a. MSPE Procedural Description

The Medical Student Performance Evaluation (MSPE), formally the Dean’s Letter, is a structured, narrative academic summary. All students who enter UConn SOM will have a MSPE, either upon entry to Year 4 (even if not planning residency) or upon withdrawal or dismissal. As such it is not a letter of recommendation, but a compilation of evaluations.

The MSPE is a mandatory component of all residency applications. It includes an assessment of a student’s academic performance, as well as their professional characteristics. The MSPE is compiled after the end of Stage 2 and, generally, in conjunction with a face-to-face meeting with the Associate Dean for Student Affairs. The face-to-face meeting provides an opportunity for students to review the overall structure of the MSPE as well as the residency application process, from the application submission process to the Match. Stage 3 evaluation narratives are not included.

The structure of the MSPE is prescribed. It includes the following sections:

- Identifying Information
  - Student’s legal name and year in school
  - Name and location of the medical school
- Noteworthy Characteristics
  - Bulleted list of a maximum of three noteworthy characteristics
- Academic History
  - Date of matriculation and expected graduation from medical school
  - Explanation of any extensions, leaves, gaps, or breaks
  - Information on dual or combined degree programs
  - Repeated or remediated coursework
  - Adverse actions
- Academic Progress
  - Summary of performance in the preclinical curriculum
  - Summaries of narrative evaluations from Stage 2 clinical rotations
  - Attainment of professional standards
  - Graphic representations of students’ comparative performance
- Summary
  - Includes comparative data on each student’s performance
- Medical School Information
  - Programmatic emphases, strengths, mission, or goals of the medical school
  - Description of the evaluation system used by the medical school
  - Statement regarding a student’s successful completion of USMLE Step 1 and Step 2
As reviewed elsewhere in this document, the grading system in Stage 1 is pass/fail. In Stage 2 and 3 a third assessment of honors is added to the pass/fail structure. The comparative data in the MSPE includes honors from third-year clinical rotations as well as honors awards earned through participation in professional extracurricular activities. The inclusion of professional honors in the assessment of students is consistent with the emphasis placed on volunteerism, service-learning, humanism, and professionalism as necessary components of medical education. At the end of Stage 2 students are invited to submit details of the extracurricular activities in two of the three categories below:

- Leadership
- Scholarship
- Service

Decisions on honors awards are made by a committee of faculty. The review of submissions is conducted with set criteria and in an anonymous fashion.

**Changes to the MSPE:**

In general once submitted to ERAS in the fall of the fourth year, the MSPE is final. Upon request, the Registrar when sending the MSPE can put a memo with the date of graduation.

The MSPE will be changed for any of the following:

1. Significant external award
2. notation of AOA
3. any disciplinary action or remediation action
4. any requirement of the AAC

All students who enter UConn SOM will have a MSPE, either upon entry to Year 4 (even if not planning residency) or upon withdrawal or dismissal.
5.b. Grading Systems

Students shall be assigned a grade for each course in the curriculum. The following grades can be assigned:

- **P** Pass
- **F** Fail
- **C** Conditional (additional course work required)
- **C/P** Conditional Pass (additional course work completed)
- **F/P** Successful Pass after Remediation
- **H** Honors
- **E** Exempt
- **A** Audit
- **IP** Course in progress, may span full year - grade to be posted at year end
- **NR** No grade reported
- **S** Satisfactory
- **I** Incomplete
- **U** Unsatisfactory
- **W/C** Withdrawn with concern
- **W/F** Withdrawn while failing
- **W/P** Withdrawn while passing
  
  See policy 4.c. for Withdrawal Policy

**Students matriculating in 2013 and prior**

A grade of incomplete (I) indicates that the student has not completed the requirements of the course, or must participate in a limited remedial program. If the student participates in a limited remedial program the grade is changed to either unsatisfactory (U) or satisfactory (S) depending on the outcome of the remedial program. Successful remedial programs that do not require repeating a course are not indicated on the official transcript but the complete accurate academic history is portrayed in the MSPE in the academic history section (including all requirements for remediation).

**Students matriculating in 2013 and beyond**

An incomplete can only be used to signify a break from the curriculum approved by the School of Medicine. If additional work is to be completed, or remediation is required, then a grade of C or F is appropriate. Remedial work completed successfully is represented by a “C/P” or “F/P.” If a student fails and repeats in another academic year, the F will remain and the new grade will appear in the Academic Year taken.

Course grades become part of the student’s official transcript.
For ALL STUDENTS:
Honors for Clinical Disciplines
In addition to grades in the clerkships of Stage/Phase 2, students may receive an honors designation in the following clinical disciplines:

- Family Medicine
- Internal Medicine
- Obstetrics and Gynecology
- Pediatrics
- Psychiatry
- Surgery
- Neurology
- Radiology (MDelta)

Students may also earn an honors designation in each core clerkship in Stage/Phase 3. These clerkships include:

- Emergency Medicine
- Critical Care
- Advanced Inpatient (sub-I)
- Radiology (Legacy)

Each discipline/experience shall develop specific criteria for student performance evaluation, and how these criteria will be used to determine the awarding of honors. The criteria must include evaluation of performance across all activities related to the discipline/experience. These criteria shall be made available in writing to all students at the beginning of Stage/Phase 2 and Stage/Phase 3. Honors will be awarded to all students meeting the criteria. Honors will be determined after each block and reported within six weeks after the end of the clerkship with the exception of Internal Medicine and Pediatrics. These two disciplines in Stage/Phase 2 require completion of both the ambulatory and inpatient components, and Honors is awarded as discipline Honors.
5.c. Course/Clerkship Grading and Grading Committees (CGCs)

General Statement about Faculty Evaluating Students
Annually, faculty will be required to complete an attestation that there is no conflict of interest in evaluating or grading students related to involvement in student’s healthcare. See policy 2.d. Behavioral Health Services, Health Services and Student Wellness. Additionally, there is policy allowing faculty administrators to evaluate students with disclosure, as well as policy preventing coaches from evaluating students (4.r.)

Stage 1
The grading policy within each course will be determined by a program or course policy committee. Based on the individual course policy, the Course Grading Committee (CGC) will review student scores after each LEAP (Learning Enhancement and Assessment Period) and assign the final grade. Grades are forwarded to the AAC. Determination of the final grade shall be done without the identity of students being known to the committee. After grades have been assigned, student identity may be revealed to the CGC. Grades will be provided to the Program/ Clinical Suite Director(s), Course Director(s), the Associate Dean for Student Affairs and the Associate Dean for Medical Education and Assessment. Additionally, exam scores and final grades are posted in Oasis and may be accessed by the student’s coach. In those courses in which dental students are enrolled, scores will also be provided to the Senior Associate Dean for Education in the Dental School.

Stage 1 Grading Committees:
The course grading committee (CGC) for each course is provided with all pertinent academic performance assessments, including grade statistics and narratives in a blinded fashion. The CGC recommends courses of action on all issues concerning grading and remediation. The Course Director is responsible for assigning and submitting a grade recommendation for every student in the course to the Associate Dean for Medical Education and Assessment and the Academic Advancement Committee (AAC). These recommendations are then ratified by the AAC. Any recommendation for a grade of conditional or fail, along with any recommendation for remediation and/or course repeat must also be presented to the AAC, which can endorse the plan or can make it more stringent. The AAC cannot make the recommendation less onerous than that suggested by CGC. If the student accepts the plan, the decision of the AAC will be put into effect (see 5.d. AAC and 5.e. Policy for Grading and Grade Appeals in Courses and Clerkships). Various rules govern appeals and the appeals process (see 5.g. Rules Concerning Appeals to AAC and SEARC).

Composition of the CGC
The CGC consists of voting and non-voting members. A minimum of 3 voting members (the chair and 2 additional voting members) are required at each meeting, and of the
voting members present, a simple majority rules. The following individuals will be invited to attend the grading session, and shall constitute the CGC:

- **Voting:**
  - Chair: Course Director (i.e. Stage Director or Course Director as appropriate)
  - Course and Thread Leaders
  - Other faculty involved in the course as designated by the Course Director; MDelta curriculum requires two content experts

- **Non-Voting**
  - Associate Dean for Medical Education and Assessment
  - Associate Dean for Student Affairs
  - Associate Dean for Health Career Opportunity Programs

- For those courses in which dental students are enrolled, the appropriate deans from the School of Dental Medicine and/or their designees may also sit on the committee as a non-voting member(s)

### Grading Procedure

**Students matriculating prior to 2013**

Grades of "satisfactory" (S), "unsatisfactory" (U), or "incomplete" (I) are awarded by a simple majority vote of the voting membership present at the CGC meeting. *(Note: An "I" is awarded to those students who have not completed required course work or when, in the opinion of the committee, the student can successfully remediate deficient course work prior to the start of the next academic year. A "U" is reserved for those students who must repeat the course during the next academic year, or who may be recommended for dismissal.)*

**Students matriculating 2013-2015**

Course grades will be Pass/Fail. For students for whom the CGC determines that they must complete an extra step or undergo a focused remediation in an area and who are considered not to have fully met a competency within the course, a grade of “C,” Conditional, will be assigned, until the requirements are met. Upon successful completion the grade will be changed to a C/P indicating that the pass was conditional on completing an additional step. Failure of this remediation will be reassessed by the CGC and will typically result in an “F” for the course. If a student fails the course and must remediate with additional coursework or self-study in order to repeat an examination, the initial grade will be submitted as an “F,” and upon completion of required work would be changed to an “F/P.” If the student is required to repeat the year, the “F” is not modified and the new grade will appear on the transcript in the academic year the course(s) is repeated. Failure of the Professionalism component of any course or clerkship may result in an overall Failure of the course. Exceptions to this policy that would result in a Conditional grade may be considered by the CGC and the
AAC in exceptional circumstances, including where the violations were minor or when the student did not receive feedback on the unprofessional behavior.

**Students matriculating in 2016 (MDelta)**

Students will be assessed at the end of each block during LEAP (Learning Enhancement and Assessment Period). The Block Assessment Review Committee (BARC) reviews student performance on the high-stakes assessment as well as course performance and determines options for any student who does not meet passing criteria. These options are dependent on course grading results, including pass, marginal pass, marginal fail, and egregious fail. If warranted and permitted by BARC, a re-assessment occurs at the end of LEAP. Any course with a marginal or egregious fail not deemed appropriate for immediate re-assessment may be granted a “C” Conditional grade or “F” Fail grade. If a student is provided the opportunity for re-assessment and is successful, the CGC reviews the results and may assign a passing grade. If the re-assessment is not successful, the student is assigned a “C” or “F” for the course. Recommendations for summer remediation or for the repeat of a course will be forwarded from the CGC to the AAC. The policy committee for each course will determine appropriate rubrics, which may include “F” for an egregious fail or for a failure of professionalism. The CGC for each course meets at the conclusion of LEAP. Failure of the Professionalism component of any course may result in an overall Failure of the course. Exceptions to this policy that would result in a Conditional grade may be considered by the CGC in exceptional circumstances, including where the violations were minor or when the student did not receive feedback on the unprofessional behavior. A PIRT should be submitted after discussion with the student. See section 3.a. Code of Professionalism Conduct for Medical Students.

**CGC Process:**
The CGC reviews course results blinded of student identification. After all grades are assigned by the CGC, the students are identified. Following this, the committee may reconsider the grade of any student. A majority vote of the voting membership is required to reconsider a student's grade. After all grades are finalized, the CGC shall recommend remediation programs for all students receiving "incomplete" or Conditional or Failing grades. Students who are repeating the year, or returning from a leave of absence are graded separately. The CGC is provided with their initial and repeating year's course performance, and a grade is assigned by a simple majority vote of the CGC. Awarding of grades to repeating students is not done anonymously. The students will be notified in writing with a letter from the Course Director and the Associate Dean for Medical Education and Assessment. All grades AND remediation programs for all students must be reviewed and approved by the AAC prior to initiation of the remediation. The AAC will have access to the entire student record, which is not available to the CGC.
The student will have 7 days after being informed of the decision by the AAC (one week from the time the email with the letter is sent, 8 a.m. on the 7th day) to appeal the decision, see 5.g. Rules Concerning Appeals to AAC or to SEARC.

**Phase 2/3 (and Stage 2/3) Grading Committees:**
Oversight of grading policy, including honors criteria sits with the Clerkship Committee, which accepts recommendations on policy from the individual departmental representatives (Clerkship Directors and/or Departmental faculty/Chair/Site Directors).

The Clerkship Director is responsible for assigning and submitting a grade recommendation for every student in each rotation to the Registrar and Associate Dean for Medical Education and Assessment. Any conditional or failing grade is immediately referred to the Academic Advancement Committee (AAC). Clerkship Directors in Phase 2/ Stage 2 post Honors grades after each rotation, except for Pediatrics and Medicine. In these disciplines, both the ambulatory and inpatient rotation must be completed before a grade is assigned to the discipline. Clerkships must submit final grades, including Honors decisions within 6 weeks of the last day of the rotation.

A Departmental Grading Committee (DGC) may be convened if a student has a failing clinical performance, fails or performs poorly on an examination or other non-clinical assessment, or fails the professionalism component of the clerkship to assist the Clerkship Director (CD) in final grade determination. The DGC is chaired by the CD, and may include Site Directors and teaching faculty within the discipline with preferably at least three faculty comprising the DGC. This committee is responsible for remediation recommendations and implementation. The CD may convene the committee to assist in grade determination as necessary.

The Clerkship Director may also report any student struggling in the clinical setting and those who perform poorly on an examination to the Clerkship Committee according to the process defined in the Forward Feeding Policy (5.h.). The Clerkship Committee may assist in creating recommendations for any necessary remediation.

In the event that a grade is in dispute, whether related to passing, honors or professionalism, the student must first discuss the dispute with the Clerkship Director within two weeks of the posting of the grade. If the Clerkship Director upholds the grade, then the student can appeal as delineated in policy 5.e.

**Composition of the DGC**
The DGC consists of voting and non-voting members. A minimum of 3 voting members (the chair and 2 additional voting members) are required at each meeting, and of the voting members present, a simple majority rules.
The following individuals will be invited to attend the grading session, and shall constitute the DGC:

- Voting
  - Chair: Clerkship Director
  - Site Director
  - Faculty Representatives

- Non-Voting:
  - Associate Dean for Student Affairs
  - Associate Dean for Clinical Medical Education or designee
  - Associate Dean for Health Career Opportunity Programs

**Professionalism**

Failure of the Professionalism component of any course or clerkship may result in an overall Failure of the clerkship. A score of “1" or “2” in a professionalism category on the final evaluation requires the clerkship director to gather additional information from the site, discuss with the student, and then to submit a PIRT. A passing or conditional grade may be considered by the CGC in circumstances, including where the violations were minor or when the student did not receive feedback on the unprofessional behavior. See policy 3.a. Code of Professionalism Conduct for Medical Students.

**Remediation Reporting Process (All Stages)**

Students will receive a letter indicating the decision of the CGC or DGC. Course grade and remediation program recommendations are forwarded to the Academic Advancement Committee. The AAC either accepts or adds additional recommendations or disciplinary actions to the CGC/DGC decision; the AAC will not make the decision more lenient. Following remediation decisions of the Academic Advancement Committee, the Chair of AAC and the Dean’s Liaison for Academic Educational Affairs notifies the students, in writing. For students awarded either a U, F, C or I, specific details regarding remediation and/or completing unfinished work are also provided. Dental student grades are forwarded to the Academic Performance Committee in the School of Dental Medicine.

**Remediation Programs**

Remediation programs are tailored to meet the specific academic needs of the student. A remediation program may include, but is not limited to: (1) participation in and passing summer course(s) either at UConn or other institutions, (2) independent study and passing an examination(s) covering specific portions and sections of the course (note: remediation examinations are not limited to material covered on course examinations failed by the student) (3) independent study and passing a comprehensive examination or (4) additional clinical time in clerkships. The CGC/DGC shall specify the remediation program requirements, the manner in which the requirements shall be met by the student, and the deadline for completion of the requirements. The student’s performance will be reviewed by the AAC in order to
determine the final remediation program. The AAC may accept the recommendations of the CGC/DGC or, because of their knowledge of the student’s entire academic performance, may require a remediation that is stricter than that recommended by the CGC/DGC or may apply a disciplinary action (e.g. dismissal). In the event the student does not satisfactorily complete the remediation program requirements, the CGC/DGC shall recommend to the Academic Advancement Committee a final course grade, and/or additional requirements. Because the remediation programs are individualized, the CGC/DGC may use criteria to assess student performance in a remediation program, which are different from those used to assign course grades but the goals and objectives of the course remain the same. It is the student’s responsibility to ensure that preparation and remediation has occurred prior to completing any assessments and, if there are any issues related to faculty or curricular support, they should be brought to Student Affairs for resolution.
5.c.1. Clerkship Grading and Evaluation Policy

Clerkship grading and evaluation is described in section 5.c. While each clerkship discipline determines policy for evaluating performance, clerkships abide by the following overall framework.

Students must receive feedback during their rotations. Any student who receives more than one final assessment of 1 or 2 in any evaluation (sub-competency or competency of professionalism or medical knowledge) must have his/her performance reviewed by the clerkship director (see policy 5.c. for professionalism). If confirmed then the student is ineligible to receive an initial passing grade. Rating of a 2 on the final evaluation form indicates the student is marginal but does NOT meet expectations.

Formative feedback is required at any point in a rotation when a deficiency is noted. A grade of C or F grade for clinical performance and/or professionalism must be preceded by formative feedback, as well as a chance for improvement that is documented in writing and forwarded to the Associate Dean for Student Affairs.

Please see rubric on the next page.
Clerkship Grading & Evaluation Policy

Student passes exam and received all 3’s or better on all evaluation subcompetencies

Student passes exam but receives at least one 1 or 2 on evaluation subcompetencies**

Student receives one score of 1 or 2 on evaluation

Student receives more than one score of 1 or 2 on evaluation

If confirmed by Clerkship Director, with or without CGC input, student receives a C (Conditional) Grade. (formative feedback occurred**) Student meets with Clerkship Director

Forward feeding with student permission

Final Grade = P or C/P

Student successfully completes remediation = C/P

Forward feeding with student permission

Student is not successful in remediation = C/F

Forward feeding with student permission

Final Grade = P, C/P, F/P or F

Student passes retake exam = P (MSPE notes 2 attempts required for passing exam)

Forward feeding with student permission

Student fails retake exam = C/F (and repeats all or part of the clerkship)

Student receives a C (Conditional) Grade and retakes exam

**There can be no automatic grade resulting in a C or F grade (except related to examination performance) without formative feedback and a chance for improvement (as time allows) that is documented in writing and forwarded to the Associate Dean for Student Affairs.
5.c.2. Policy for C Grade Remediation in Clerkships in Phases/Stages 2 and 3

**Summative High-Stakes Exams:**
Students are required to remediate all internal exam and shelf exam failures. Rubrics for grading in the clerkships are listed on Husky CT within the clerkship course. The assessments and grading are designed to meet the goals and objectives of each clerkship. The definitions for a Passing grade, Conditional grade, and Failing grade are defined for each clerkship.

*MDelta: Beginning with the Class of 2020*

The failure of the end-of-clerkship exam on the first attempt results in a required reassessment of that exam. This initial failure makes that student ineligible for Honors in the clerkship, but the student may pass the clerkship if successful on the second attempt. Failure of a second attempt results in an F, failure, in the clerkship. In all cases exam failures must be reported immediately to the AAC and will be reflected in the MSPE. Failing an end-of-clerkship examination is not appealable. The student has the option to ask for a regrading of a shelf exam per the NBME at his or her own expense.

*The graduating class of 2019 will receive a Conditional grade (C) for failure of an exam on the first attempt, and receive a Conditional Pass (C/P) upon successful reassessment in the second attempt for any 3rd year clerkships. These students have the opportunity to retake the examination at a time agreed upon by the student, the clerkship director and consultation with the Associate Dean of Student Affairs. Students may convert one C (conditional) to a P (pass) upon successful enhancement and reassessment. This opportunity is only available once, and any additional exam failures in other 3rd year clerkships will transition to a C/P upon successful completion of the examination. A repeat failure on the exam is usually a Failing grade in that clerkship. In the event that a student has failed an exam in more than one third year clerkship, the student may choose which clerkship conditional grade will transition to a Pass. The student must recognize that s/he would have used their single opportunity in Phase 2 (3rd year clerkships) to convert a grade.*

Class of 2019 students in 4th year clerkships will follow the policy above as delineated for the Class of 2020. This applies to the AIE/Sub-Internship, Critical Care and Emergency Medicine clerkships only.

Failure of examinations in two clerkship will generally result in an AAC decision often requiring the student to remediate prior to continuing in the curriculum.
Other components of the clerkship in Phases/Stages 2/3 that result in a C grade:
For initial submission of a “C” grade for other issues unrelated to the end-of-clerkship examination (e.g. other assessments, a component of the clinical experience, etc.) the AAC will be notified. With the AAC’s permission, upon review of the entire history, an individualized remediation plan will be created by the relevant clerkship director based on the required components needed to successfully complete the clerkship. This would occur in conjunction with the student, the clerkship director, clinical education and consultation with the Associate Dean of Student Affairs. Upon successful completion of requirements, a C/P grade would be documented on the transcript for that rotation. In all cases, the need to repeat any coursework will be accurately reflected on the student’s MSPE.

NOTE:
1. The AAC may require the student to remediate any exam/shelf failure prior to taking the next exam/shelf. This is typically the case once the AAC is notified of a second exam failure in a different clerkship.
2. The MSPE will always accurately reflect the complete academic history.
5.d. Academic Advancement Committee

Scope
The Academic Advancement Committee (AAC) certifies that the performance of each student is adequate in all Phases/Stages of the curriculum and oversees promotion, remediation and disciplinary action. The AAC certifies that students are making satisfactory academic progress and promotes them between Phases/Stages of the curriculum once students have successfully completed all requirements. The AAC certifies students for the match, and, ultimately, certifies students qualified to receive the M.D. degree for graduation.

The AAC is the only committee that has access to the student’s entire academic record and its role includes advocating for the future patients of the student. All decisions related to unsatisfactory performance of a student by the CGC/DGC are forwarded to the AAC. The AAC will review all remediation plans proposed by the CGC/DGC for all C and F grades in light of the student’s entire record and will approve proceeding with remediation or edit the plan based on the student’s history. As such, any plans for remediation or repeat course work will be reviewed and finalized by the AAC in the context of the student’s overall academic record.

The AAC is responsible for determining appropriate disciplinary action against students related to all academic graduation competencies, including those related to professionalism. It addresses issues that arise outside of a single course including any actions outside of UConn that would reflect on the UConn Health community or may affect the student’s ability to perform as a physician.

The AAC reviews the record of and discusses any student at UConn SOM whose performance in the curriculum or actions outside the curriculum requires a decision regarding whether the student should continue his or her plan of study. This includes failure to pass any course or clerkship, USMLE failures, referral from one of the professionalism investigative bodies (Honor Board, PRB, or PIRT), request to return from a leave of absence, or notification of law enforcement action. Once a student has been discussed by the AAC, they remain under the purview of the AAC until graduation.

The AAC also serves as a hearing body for various appeals within the SOM. Such appeals processes are discussed in sections 5.e and 5.g.

When necessary, the AAC will recommend suspension or dismissal from the School of Medicine.
Membership
Voting members of the AAC and its Chair are appointed by the Dean and serve up to two 4-year terms.
- Voting:
  - Chair
  - 4 Clinical Faculty
  - 4 Basic Science Faculty
- Non-Voting:
  - Director of Academic Educational Affairs (Dean’s Liaison)
  - Associate Dean for Student Affairs
  - Associate Dean for Medical Education and Assessment
  - Associate Dean for Health Career Opportunity Programs
  - Director of the MD/PhD program
  - Co-Chair of the PRB
  - Director of Student Academic Support Services

Information Available to the Committee
The AAC is mandated to have comprehensive information on a student’s performance in order to fulfill its duties. The following are examples of typical sources of information that can be made available to committee members when reviewing the performance or behavior of a given student.

A. Student School of Medicine file (performance evaluations and all appeal information)
B. Student Admissions File
C. Course Performance
D. Fitness for duty evaluation and any administrative evaluations
E. Recommendations/investigation from the Honor Board
F. Recommendations/investigation from the Professionalism Review Board
G. Reports of misconduct
H. Academic and administrative files from external educational experiences
I. Police reports

All information will be made available to the committee members on a secure site prior to the meetings, with the exception of emergency meetings. Committee members must comply with Family Education Rights Privacy Act (FERPA) regulations and use the posted information only to perform duties of the AAC.

Committee Decisions
Decisions of the AAC are based on a simple majority of the voting members present at the meeting. The AAC makes no decisions unless a majority of the voting members are present. The AAC shall render one of the following decisions:
**Graduation:** The committee shall certify that students have met the requirements to receive the M.D. degree.

**Promotion:** The committee shall determine which students have met the requirements to proceed into the next Phase/Stage of the curriculum. Students who have successfully met all academic competencies for the Phase/Stage shall be promoted to the next Phase/Stage of the curriculum. Students failing any course cannot be promoted until satisfactory performance is demonstrated.

**Satisfactory Academic Progress:** To be determined at the end of each academic year as described in the Satisfactory Academic Progress policy (See policy 4.a. Satisfactory Academic Progress). Students who have successfully met all academic competencies for the Phase/Stage shall be certified to continue in the curriculum. The AAC will also determine good standing, academic warning and academic watch status. (See policy 4.b. Academic Standing)

**Disciplinary and/or Remedial Action:** The committee may take the following actions against students with deficiencies in any academic competency, including the domain of professionalism and will identify the action as disciplinary or remedial. Typically, the first time the AAC assigns a student to remediate for knowledge and skills, the remediation is not considered disciplinary. Repeat remediations and/or requirements related to behavior and/or professionalism may result in remedial and/or disciplinary actions:

1. Set specific curriculum requirements and performance criteria;
2. Mandate medical, psychological or other appropriate evaluations;
3. Impose an administrative Leave of Absence (LOA), or other type of LOA;
4. Issue a reprimand or other disciplinary action, such as a disciplinary notation in the MSPE;
5. Place the student on Academic Watch or Academic Warning (both internal designations, see policy 4.b. Academic Standing);
6. Suspend a student; **a suspension indicates the student is out of school and ineligible to participate in any course, any clinical activity or any school-sponsored extracurricular activity. A student who is suspended may or may not be able to retain his/her badge and email, at the discretion of the Dean for Student Affairs and/or the AAC. A suspended student may not represent himself/herself as a current SOM student. It is the student’s responsibility to communicate this status change to all auxiliary parties as necessary;**
7. Dismiss the student from the school. A **dismissed student is one who has been discharged from all affiliation with the SOM. He/she loses all rights and privileges given to students including but not limited to student email and identification. A dismissed student may not represent himself/herself as a current SOM student. It is the student’s responsibility to communicate this status change to all auxiliary parties as necessary.**
The Office of Academic Affairs notifies the student of the AAC’s decision in writing.

**Student Appeals**
The student may submit an appeal of the decision of the AAC within seven days of receipt of written notification of the AAC action (see 5.e. Policy for Grading and Grade Appeals in Courses and Clerkships and 5.g. Rules Concerning Appeals to AAC or SEARC). Frivolous appeals could result in documentation in the permanent record of unprofessional actions. Students may not appeal to individual faculty within a course or clerkship as that is considered unprofessional and would be referred back to the AAC for further discussion/review.

**Advancement to Phase/Stage 2:**
*Students matriculating in 2013-2015:* Students who have completed their academic requirements for Phase 1, but have not yet taken their USMLE Step 1 examination, will be conditionally advanced to Phase 2 but cannot begin clinical rotations until sitting for this examination. Students may not sit for Step 1 if they have any conditional (C) or failure (F) grades until successful remediation is confirmed or unless the student requests an exception from the AAC and the AAC approves.

*Students matriculating in 2016 and beyond:* Students who have completed their academic requirements for Stage 1 will be certified to continue into Stage 2. Students may not take Step 1 with pending C or F grades in Stage 1.

**Transition from Stage 2 to Stage 3**
UConn SOM’s policy on transition from Stage 2 to Stage 3 is intended to be flexible in order to allow individualization of students’ progress through the curriculum. Under certain circumstances, students may opt to take specific Stage 3 rotations or electives or to do an elective at another institution before completing all Stage 2 required clerkships and after having completed appropriate prerequisites for the specific Stage 3 experience. The Stage 2 & 3 Operational Committee (Clerkship Committee) establishes procedures for identifying required prerequisites for Stage 3 experiences.
5.e. Policy for Grading and Grade Appeals in Courses and Clerkships

Grading
Standardization of Grading Procedures Across the Curriculum

- Course Grading Committees will determine final grades in Stage 1.
- Clerkship Directors determine and post final grades in each clerkship based on defined rubrics. A Departmental Grading Committee is convened in any situation where decision making input is needed for an individual student.
- Each course/clerkship must define and publish what each type of grade represents with identification of any thresholds and parameters.
- Once determined, grades are posted in Oasis. Submission of grades are expected within 14 calendar days but are required no later than 42 calendar days after the end of the course/clerkship.
- The AAC will review all grades other than a Pass or Honor. Any student receiving a grade other than a P or H via OASIS must await the AAC’s ratification by official written notification of the final grade and remediation plan.
- Once the AAC has ratified the grade, it is possible for the student to appeal
- An appeal of a P grade (for H) does not require AAC ratification

Appeals
Appeals Process for Grades

- Appealing C grade for P
- Appealing P grade for H
- Appealing F grade

First Level of Appeal - Standing Course and Clerkship Appeals Committee (SCCAC)
Membership

- Voting (5 of the following 8 will be used for each appeal, the remaining 3 are alternates)
  - 5 Clinical Faculty (without prominent roles in required clerkships)
  - 3 Basic Science Faculty (without prominent roles in required courses)
  - 1 ad-hoc Dental Faculty (if dental student appealing)
- Non-Voting
  - Associate Dean for Student Affairs
  - 1 UME curricular Dean (Associate Dean for Medical Education and Assessment, Associate Dean for UME and Teaching Enhancement, or Associate Dean for Clinical Medical Education)
  - Associate Dean for the Health Career Opportunity Programs

Process
Before appealing a grade, students must have first discussed the grade with the Course/Clerkship Director (CD) to review the grading process and accuracy of the
grade. All students will then have the right to appeal the grade to a five person Standing Course and Clerkship Appeals Committee (SCCAC). The request for an appeal must be submitted in writing to the Associate Dean for Medical Education and Assessment within 7 calendar days of the decision by the CD and/or Departmental Grading Committee or notification of AAC (Academic Advancement Committee) ratification of the grade (C, F). The scope of the appeal is limited to the grade alone.

Appeals for C and F grades by the SCCAC will be held, as necessary, throughout the year. However, appeals for Honors will only be heard twice a year in the Legacy curriculum, and 4 times a year in the MDelta curriculum, in proximity to the end of the 12-week rotation block.

Any meeting of the SCCAC will have five members invited. A quorum is 3 members, simple majority needed for a passing vote. There must be appropriate distribution for any given appeal as determined by the Associate Dean for Medical Education and Assessment and/or the Associate Dean for Student Affairs.

This committee will have the authority to grant or deny the appeal. The remediation plan will not be considered by the SCCAC.

**Second Level of Appeal - AAC**

If the SCCAC denies the appeal, the student has a second and last level of appeal to the AAC. Criteria for this second level of appeal will be to present new information or to contest compliance with published processes and procedures. In this context the AAC will make a decision regarding the grade alone. This appeal request must be submitted to the Dean’s Liaison for Academic Educational Affairs within 7 calendar days of notification of the SCCAC’s decision.

Although the requirement for appeal request is for submission of the request within 7 days, the appeals for Honors will be heard twice a year in the Legacy curriculum. In MDelta appeals will be heard 4 times a year and in proximity to the end of the rotation block.

**Summary of Grade Appeals Processes:**

- A Standing Appeals Committee (SCCAC) will serve as the first level of appeal for grading issues
- The AAC would be the second level of appeal for grading issues, which is the final level of appeal for grading issues.
5.f. Student Evaluation and Appeals Review Committee (SEARC)

The Student Evaluation and Appeals Review Committee (SEARC) reviews student appeals related to remediation, promotion, dismissal, which have already had an AAC Appeal (see 5.e. Policy for Grading and Grade Appeals in Courses and Clerkships). There are various rules governing appeals (see 5.g. Rules Concerning Appeals). The SEARC is advisory to the Dean.

SEARC Membership
The SEARC is a standing committee appointed by the Dean and meets ad-hoc when an appeal to an AAC decision regarding remediation, promotion or dismissal arises. Quorum is the presence of 7 voting members (Chair + 6 voting members) and passing is simple majority.

- **Voting:**
  - Chair
  - 5 Clinical Faculty
  - 5 Basic Science Faculty

- **Non-voting:**
  - Director of Academic Educational Affairs (Dean’s Liaison)
  - Associate Dean for Medical Education and Assessment
  - Associate Dean for Student Affairs
  - Associate Dean for Health Career Opportunity Programs

The Appeal Process
Within 7 calendar days after receipt of written notification of the AAC Appeal decision, the student may submit a request for review to the Director of Academic Educational Affairs (Dean’s Liaison). The request must be in writing, must detail specific reasons why the student requests a review of the AAC’s decision, must provide supporting documentation of this request, and must include faculty members or others with direct knowledge of the issue that the student will be asking to speak on their behalf. Requests for appeals must meet the following criteria:

1. Presentation of evidence that was not available to the AAC when they made the initial appeal decision

2. Presentation of evidence that the process was not adhered to

Frivolous appeals could result in documentation in a student’s permanent record and/or a notation on the MSPE.

The Director of Academic Educational Affairs (Dean’s Liaison) will then either consult with the Chair of AAC or call together a three-person ad hoc review committee who will
determine whether or not the appeal will be heard. Participation in the ad hoc review committee will be at the discretion of the Dean.

If the appeal is allowed to proceed, it will be heard by SEARC. The Director of Academic Educational Affairs shall communicate to the student the names of the SEARC membership. The student then has 48 hours to submit to the Dean’s Liaison for Academic Educational Affairs up to two written challenges-for-cause to the SEARC's membership.

The approved members will be provided with copies of the review request, and relevant background material, supplied by the staff in the Office of Academic Educational Affairs. The Chair of SEARC shall set a date and place for the review hearing. The Chair of SEARC and at least six (6) members must be able to attend the hearing. The staff in the Office of Academic Educational Affairs shall prepare minutes of the meeting, and issue all correspondence related to the review hearing.

It is the student’s responsibility to select and coordinate the appearance of witnesses. Legal counsel, or other external parties, will not be present during any SEARC meeting.

The conduct of the meeting shall be determined by the Chair. In general, the meeting shall proceed as follows:

- In the absence of the student, the SEARC shall review the case, and related background material. At this time the SEARC may meet with and seek additional information from individuals with specific knowledge of the case (e.g., Course Director, Associate Dean for Student Affairs, etc.).
- The student will be invited to present his/her request, provide additional relevant information, call witnesses on his/her behalf, and answer questions from SEARC members.
- After all testimony has been heard, the SEARC will consider the evidence, re-call individuals and seek additional information, if necessary, and render a decision.

The SEARC shall determine (1) whether proper procedures were followed by the Course Grading Committee, the Academic Advancement Committee and/or the Ad Hoc Appeals Committee in rendering their respective decisions; and (2) whether there were reasonable grounds on which the decisions were made. Decisions of the SEARC shall require a simple majority vote.

The recommendation of the SEARC shall be communicated in writing to the Dean of the School of Medicine, who will make a final decision. The decision of the Dean cannot be appealed further within the School of Medicine.
5.g. Rules Concerning Appeals to AAC or to SEARC

As discussed in 5.d. (Academic Advancement Committee), students receive written notification of AAC decisions and actions. Within seven days after receipt of written notification of the AAC action, the student may submit an appeal of the decision. Frivolous appeals could result in documentation in the permanent record of unprofessional actions. Students may not appeal to individual faculty within a course or clerkship as that is considered unprofessional and would lead to discussion by the AAC.

Appeals Process related to Academic Remediations, Promotions & Discipline

- Appealing remediations
- Appealing repeat of year
- Appealing disciplinary action
- Appealing non certification for the match

First Level of Appeal
The first level of appeal will be to the AAC

Second level of appeal
The second level of appeal will be to SEARC (Student Evaluation and Appeals Review Committee). Criteria for this second level of appeal will be to present new information or to contest compliance with published processes and procedures. See policy 5.f.

For the second level of appeal to SEARC: Within seven calendar days after receipt of written notification of an appeal decision by the AAC the student may submit an appeal in writing to the Dean’s Liaison for Academic Educational Affairs that gives substantial grounds for an appeal. This appeal should be in the form of an email, or attached to an email, and give at minimum:

1. Evidence that was not available to the AAC when they made the decision
2. Evidence that process was not adhered to by the AAC in coming to a decision.

Frivolous appeals could result in documentation in a student’s permanent record and/or a notation on the MSPE. The Dean’s Liaison for Academic Educational Affairs will facilitate the appeal to the appropriate party who will decide whether the appeal will be heard or denied (see 5.e. Policy for Grading and Grade Appeals in Courses and Clerkships and 5.f. SEARC).

The Associate Dean for Student Affairs will guide the student through the process at all levels.
The Dean’s Liaison for Academic Educational Affairs shall facilitate arrangements for the appeal hearing.

It is the student’s responsibility to select and coordinate the appearance of witnesses. Legal counsel, or other external parties, will not be present during any appeal. A list of witnesses selected by the student will be given in advance to the Dean’s Liaison for Academic Educational Affairs. If a witness is thought to be inappropriate, the Dean’s Liaison for Academic Educational Affairs will communicate this information to the student who will have the option of selecting an alternative individual. The student is permitted to bring letters or statements written by external parties that speak to either his/her character and/or the specifics of the situation.

The conduct of the meeting shall be determined by the chair of the committee. The staff in the Office of Academic Educational Affairs shall prepare minutes of the meeting, and issue all correspondence related to the appeal hearing.

In general, the meeting shall proceed as follows:

- In the absence of the student, the committee shall review the case, and related background material. At this time the committee may meet with and seek additional information from individuals with specific knowledge of the case (e.g., Section Leader, Associate Dean for Student Affairs, etc.).
- The student will then be invited to present the appeal, provide additional relevant information, call witnesses on his/her behalf, and answer questions from committee members.
- After all testimony has been heard, the committee will consider the evidence, recall individuals and seek additional information, if necessary, and render a decision on the appeal. Acceptance of an appeal shall require a simple majority vote.
- The decision of the committee shall be communicated in writing to the student.

**Information Available to the Committees**

SEARC has access to all material included in a student’s file.

**Committee Decisions**

Decisions of the appeals committees are based on a simple majority of the voting members present at the meeting. These committees make no decision unless a majority of the voting members are present.

**Grade Documentation Pending Appeals**

Grades ratified by the AAC may be recorded on the transcript even as the appeals period may be pending.
5.h. Forward Feeding Policy / Access to Student Records

Student records are considered confidential. Although the grading procedure allows identification of students, this does not mean student performance can or should be freely discussed. The sharing of student grades is done only on a need-to-know basis. At the discretion of the Course Director, student performance within or during a course can be shared with Section Leaders and/or other faculty involved in the course. Student performance in one course may also be shared with the Course Director/Section Leader of other courses upon review by the UME deans. It is the discretion of the Associate Dean for Medical Education and Assessment in consultation with the Associate Dean for Student Affairs to determine if sharing of student academic information is of educational benefit to the student within the guidelines provided by FERPA. In all instances where feeding of information is deemed appropriate, the student will be notified of the decision by the faculty member responsible for providing the information.

The Academic Advancement Committee (AAC) shall be provided access to pertinent student records. See policy 5.d. for the list of information available to the AAC.

Academic Coach Access

Starting with students matriculating in 2016, each student will be assigned to a Coach who monitors academic progress through each block by having access to grades, evaluations and other pertinent components of the student record in Oasis, such as schedules and compliance information. Students are also assigned to a secondary coach who is available to provide guidance as requested by the student, and this coach has similar access. Coaches will have access to student final grades and overall assessment, and will use this information to guide the student into appropriate LEAP (Learning Enhancement and Assessment Period) activities. Course Directors may approach the Associate Dean for Student Affairs or the Associate Dean for Medical Education and Assessment to facilitate connection to the academic coach with issues within the appropriate course but shall not receive information from the coach regarding other courses. Coaches are provided FERPA guidelines and sign an attestation of understanding each year.

The Registrar is the official keeper of the students’ academic files. Students have the right and are welcome to review the contents of their own academic file under supervision. Note: Admission materials are maintained but are not considered part of the UConn SOM academic file and are not available for review. Students may not remove any materials from their academic file. In the event a student contests the accuracy or validity of items in her/his academic file, he/she may request correction of factual errors. Such requests are made to the Associate Dean for Student Affairs. A student may also place into his/her academic file documents and/or statements that
relate to contested items present in the file, or which are related to his/her academic performance.

Students who wish to inspect their record must request to do so in writing to the Office of the Registrar. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. Student may review records with a staff member present, may request copies of documents but may not remove documents from the file. The timing of the review is based on the administrative process necessary to produce the record. If extenuating circumstances are not present the record can be reviewed within 72 hours and will not exceed one week. The Registrar’s Office keeps a record of all such requests. The Associate Dean for Student Affairs is available for urgent review as necessary.

**Access to Student Records**

Access to student files is limited to the student and appropriate faculty/staff as defined by FERPA.

Students must give written permission to let others view the contents of their files (e.g., faculty for the purpose of writing letters of recommendation). Students may also request that portions of their records (transcripts, selected evaluations, student status, etc.) be sent out for application purposes for loans, hospital credentialing, etc. Such written requests will be honored as long as the student is in good standing with the Bursar’s Office. Release forms are available in the Registrar’s office and the Office of the Associate Dean for Student Affairs.

At the discretion of the Associate Dean for Student Affairs, only limited and pertinent information may be released to appropriate Dean's office staff and faculty having a legitimate educational interest. The Associate Dean for Student Affairs may approve release of only pertinent information to organizations and individuals conducting studies for educational agencies, student aid programs, or educational improvement programs. This information shall be coded to protect student confidentiality.

The School may release information from the student’s file without a student's written permission only in the following instances:

(1) Emergencies affecting the health or safety of the student or other persons.
(2) In compliance with a judicial order.

In these instances, the school will make a reasonable effort to notify the student when a request for release of information is received, provided such notification is not prohibited by judicial order. The student shall be provided with the name of the requesting agency or individual, the nature of the request, and the information to be released by the school. Notification shall be made prior to release of the information.
Under the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380, as amended), UConn Health may publish and/or make generally known certain "directory information." "Directory Information" may be distributed by the school in printed format or electronically. Directory information is limited to the following:

1. Name
2. UConn Health address
3. Anticipated graduation class
4. Class year (MS-1, MS-2, MS-3 or MS-4)
5. Enrollment status (full-time, part-time)
6. Dates of attendance
7. Degree(s) and award(s) received
8. Major fields of study
9. Residency program into which the student has matched
10. Participation in officially recognized activities
11. Undergraduate university(s) and/or college(s) attended.

The following information may be made available to UConn Health organizations and individuals, but not placed in any directory that is accessible to the general public.

1. Beeper number
2. E-mail address
3. Home address
4. Home telephone number
5. Photograph
6. Class schedule/roster
7. Date of birth
8. Hometown
9. Cell phone number

A student may restrict the release of directory information by completing a Request to Withhold Directory Information form in the Office of the Registrar. This request to restrict the release of information becomes part of the student’s file, and remains in effect only for the academic year (July 1 – June 30) in which the request was submitted. The only exception is that if the request is in effect at the time of graduation, it will remain in effect until the School is otherwise notified in writing.
5.i. Course and Section Place Outs

It is recognized that some students entering the School of Medicine, or repeating a year, may have an adequate knowledge base in some of the topics covered in the educational program. Accordingly, students may “place out” of course sections or entire courses.

If a student believes that his/her prior work or experience qualifies them for a Place Out, they can review the matter with the Associate Dean for Medical Education and Assessment. Assessment of an individual's prospects for placing out will include documentation of credentials and experience in the subject area in question.

The Associate Dean for Medical Education and Assessment, along with the appropriate Course Director, will determine if a student is qualified for a Place Out. If the student is in a remediation program and under the purview of the Academic Advancement Committee, the Academic Advancement Committee (AAC) informed by the Course Director’s opinion, will stipulate if Place Outs are appropriate for students who are repeating a year. Students are not automatically placed out of a course section because of satisfactory performance in a prior year. Students must request a Place Out in writing.
The University of Connecticut School of Medicine requires its medical students to develop competency in the areas of patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, Interprofessional Collaboration, and Personal and Professional Development. The expected level of competency attained must be sufficient to allow these new physicians to be successful in graduate medical education programs, and must also provide them with the attitudes, skills and values requisite to continually update these competencies over the lifetime of their careers. Students will be broadly trained and prepared to undertake advanced training for careers in patient care, academic medicine, public health, and/or research. Faculty members, as teachers, mentors, and role models, are committed to support the development of these student competencies.

The competencies listed in this section apply to the class of 2020 and beyond. For the class of 2019 please review policy 6.i. Medical School Program Objectives for the Class of 2019.

**Policies included in this section:**

**Medical School Program Objectives: MDelta Curriculum**
6.a. Patient Care Competency
6.b. Medical Knowledge Competency
6.c. Practice-based Learning and Improvement Competency
6.d. Interpersonal and Communication Skills Competency
6.e. Professionalism Competency
6.f. Systems-based Practice Competency
   6.f.i. Interprofessional Collaboration Competency
   6.f.ii. Personal and Professional Development Competency

**Graduation Policies:**
6.g. General Promotion/Graduation Requirements
   6.g.i. Procedures Required for Graduation
   6.g.ii. Extension of Graduation Requirements

**Dual Degree Policy**
6.h. Degree Programs

**Legacy Curriculum Program Objectives**
6.i. Medical School Program Objectives for the Class of 2019
Medical School Program Objectives: MDelta Curriculum

6.a. Patient Care Competency

Graduates must be able to collaborate effectively to provide patient care that is compassionate, appropriate and effective both for the treatment of health problems and the promotion of health.

Objective 1.1: Graduates will gather essential information from all available sources, including other healthcare professionals, to obtain an accurate and relevant medical history that is developmentally, culturally, and age appropriate, and that identifies the patient’s view of the problems and needs.

Measurable outcomes, graduates will:

1.1.1 perform a relevant and accurate history and physical examination, distinguishing between normal and abnormal findings, and document those findings accurately, legibly, and succinctly

1.1.2 identify the patient’s or surrogate’s perspective on the problem and related concerns

1.1.3 identify the acuity of a patient’s problem with appropriate triage

Objective 1.2: Graduates will make diagnostic and therapeutic decisions based on patient information, knowledge of the basic medical sciences, and appropriate clinical judgment which includes knowledge of currently accepted best practices.

Measurable outcomes, graduates will:

1.2.1 apply knowledge of basic medical sciences to the interpretation of patient history, physical examination, and laboratory data

1.2.2 identify and address risk factors to prevent disease and promote health, including the use of screening tools to identify patients/families experiencing problems with literacy, environmental conditions, violence, substance use and physical, psychological and/or sexual abuse

1.2.3 apply the tools of evidence-based medicine (epidemiology, biostatistics and diagnostic efficacy) in assessing the validity of new research data concerning diagnosis and treatment

Objective 1.3: Graduates will develop and implement patient management plans.

Measurable outcomes, graduates will:

1.3.1 create and prioritize a comprehensive problem list, assess each problem appropriately, formulating and prioritizing a differential diagnosis when indicated
1.3.2 apply decision analysis, relative costs, and discussion with other healthcare professionals to order and accurately interpret common diagnostic tests and procedures
1.3.3 develop diagnostic and therapeutic strategies for common medical conditions, acute care, emergencies, chronic care, end of life care, and wellness maintenance
1.3.4 formulate problem lists and management plans that include supportive clinical reasoning, discussions with patients/families/consultants, procedure notes, informed consent, discharge or follow-up plans, and prescriptions
1.3.5 integrate biological, psychological, and social factors to shape appropriate treatment of complex health problems
1.3.6 work with the health care team to identify, assess and manage pain and suffering, providing support and comfort when cure may not be possible
1.3.7 identify appropriate resources and educational materials for patients, including community-based organizations, other healthcare professionals, support groups, internet resources, and handouts
1.3.8 provide appropriate, accurate, and timely information when transferring a patient’s care to another provider
1.3.9 recognize when additional help is needed and understand the role of consultants as members of the healthcare team

**Objective 1.4: Graduates will acquire and demonstrate proficiency in basic clinical procedural skills**

**Measurable outcome, graduate will:**
1.4.1 perform common medical procedures
Medical School Program Objectives: MDelta Curriculum

6.b. Medical Knowledge Competency

**Objective 2.1:** Graduates will apply the sciences basic to medicine in order to create a foundation for learning the principles of health promotion

**Measurable Outcomes, graduates will:**

- 2.1.1 recognize and apply principles of nutrition as they relate to health maintenance and disease
- 2.1.2 identify and explain normal structure and function of the body and each of its major organ systems
- 2.1.3 identify and explain the molecular, biochemical, genetic and cellular mechanisms important to maintaining the body's homeostasis
- 2.1.4 identify developmental changes and milestones, psychological development, and the differences between normal variation and disease across the human life span
- 2.1.5 recognize and apply principles of normal psychological development to health promotion and the treatment of illness

**Objective 2.2:** Graduates will recognize the pathobiology of disease

**Measurable Outcomes, graduates will:**

- 2.2.1 identify and explain the pathogenesis of disease, including but not limited to altered structure and function and the pathophysiology of pain
- 2.2.2 recognize the etiology, epidemiology, clinical manifestations, prognosis, and natural history of common illnesses
- 2.2.3 evaluate principles of contemporary therapeutics, including but not limited to molecular, biological, pharmacological, surgical, and complementary and alternative medicine
- 2.2.4 identify the principles of nutrition as they relate to the care of acutely and chronically ill patients

**Objective 2.3:** Graduates will identify pathological conditions in patients, applying their knowledge of normal physiology and pathophysiology

**Measurable Outcomes, graduates will:**

- 2.3.1 relate and apply essential basic science concepts and clinical knowledge base to the patient’s problem and treatment
- 2.3.2 identify, analyze and apply the important non-biological determinants of health and evaluate the psychological, social, and cultural factors that contribute to the development and maintenance of illness
Objective 2.4: Graduates will identify and resolve clinical problems, drawing upon a solid foundation in the health sciences

Measurable Outcomes, graduates will:

2.4.1 identify common sources of medical error and basic concepts of risk management in medical practice

2.4.2 assess the power and limitations of the scientific method and evidence-based medicine in establishing the causation of disease and the efficacy of traditional and non-traditional therapies, as well as the central role of research in medicine, including an appreciation of the contributions of basic science, translational research, public health, and clinical studies to the development of medical care

2.4.3 evaluate the legal and ethical framework and principles that govern sound clinical decision making, including adherence to standards of care

2.4.4 consider the role of communities in influencing health and illness, and providing resources for prevention and patient care
6.c. Practice-based Learning and Improvement Competency

Graduates should have the knowledge, skills and attitudes necessary to evaluate their method of practice and implement strategies for improvement of patient care.

Objective 3.1 Graduates will evaluate their method of practice

Measurable Outcomes, graduates will:
3.1.1 demonstrate skills in the use of information technology and electronic communications to acquire, store, retrieve and analyze individual patient and practice data
3.1.2 practice evidence-based medicine by formulating clear clinical questions, knowing where and how to find best sources of evidence; evaluating and appraising the evidence for validity and usefulness with respect to particular patients or populations, and determining when and how to integrate new findings into practice

Objective 3.2 Graduates will implement strategies to improve patient care

Measurable Outcomes, graduates will:
3.2.1 utilize performance improvement processes (including but not limited to identifying areas for improvement, designing and implementing strategies for improvement, and assessing outcomes)
3.2.2 utilize practice guidelines and clinical pathways to improve the quality of care for populations of patients while recognizing their limitations

Objective 3.3 Graduates will implement strategies to promote lifelong learning

Measurable Outcomes, graduates will:
3.3.1 identify strengths, deficiencies, and limits in their knowledge and expertise, set learning and improvement goals and identify and perform learning activities that address gaps in knowledge, skills and attitudes
3.3.2 participate in the education of patients, families, learners, trainees, peers, and other health professionals
Medical School Program Objectives: MDelta Curriculum

6.d. Interpersonal and Communication Skills Competency

Graduates must demonstrate the skills and attitudes that allow effective interaction with patients, families and all members of the healthcare team.

**Objective 4.1: Graduates will apply the skills and attitudes that allow effective interaction with patients and their families**

**Measurable outcomes, graduates will:**

4.1.1 demonstrate empathy and respect for others, including sensitivity to cultural, gender and sexual orientation differences, personal preferences and level of understanding

4.1.2 evaluate and consider the impact of an illness and its treatment on patient, family, and significant others

4.1.3 demonstrate effective interviewing skills, including attentive listening, eliciting patient’s concerns, establishing rapport, skilled use of open and closed questions, appropriate use of verbal and nonverbal facilitation techniques, clarifying and summarizing information, and exploration of patient’s context/perspective/beliefs/emotions

4.1.4 communicate information with sensitivity and clarity and in a language understood by the patient/family, while checking for understanding and encouraging questions; communication includes but is not limited to breaking bad news, discussing treatment risks and benefits, discussing medical errors and utilizing interpreters

4.1.5 share decision-making and negotiate management plans with patients, families and other healthcare professionals, incorporating information about patients’ perspectives, experiences and available supports and resources (including end-of-life decisions, behavioral counseling, informed consent and discussion of alternative treatment options)

**Objective 4.2: Graduates will demonstrate the skills and attitudes that allow effective interaction with other members of the healthcare team, including colleagues, peers and learners**

**Measurable Outcomes, graduates will:**

4.2.1 demonstrate effective oral presentation skills (e.g. accurate content and efficient process)

4.2.2 critique in oral and/or written format scientific publications (e.g. basic science, educational or clinical research articles, case reports, consensus guidelines)
4.2.3 provide constructive feedback to, and receive feedback from, preceptors, peers, and team members
4.2.4 engage faculty, peers, or other healthcare providers to elicit and/or clarify information
4.2.5 collaborate with and teach other learners (e.g. effective participation in small learning groups)
Medical School Program Objectives: MDelta Curriculum

6.e. Professionalism Competency

Graduates must demonstrate the knowledge, skills, attitudes and behaviors necessary to promote the best interests of patients, society and the medical profession.

**Objective 5.1: Graduates will exhibit professional attitudes and behaviors**

**Measurable outcomes, graduates will:**

5.1.1 exhibit honesty and integrity with patients/families, peers, the healthcare team, community members, faculty and others

5.1.2 demonstrate reliability and responsibility by completing duties in a timely fashion and not engaging in patient care responsibilities if emotionally or physically impaired

5.1.3 adhere to the precepts of doctor-patient confidentiality

5.1.4 show respect for others, including appropriate grooming, punctuality, courtesy, inclusiveness, avoidance of derogatory backroom discussions, and use of socially acceptable language and humor

5.1.5 exhibit compassion and empathy in words and deeds when dealing with patients/families, peers, the healthcare team, community members, faculty and others

5.1.6 demonstrate awareness of appropriate professional boundaries and the inappropriateness of the exploitation of patients for any sexual advantage, personal financial gain, or other private purpose

5.1.7 display altruism and advocacy demonstrated by a commitment to promoting health care needs of patients and society, and to improve quality and access to care and a just distribution of finite resources

**Objective 5.2: Graduates will develop leadership skills**

**Measurable outcomes, graduates will:**

5.2.1 identify and appropriately respond to unprofessional behavior in others

5.2.2 demonstrate the willingness and capability to work collaboratively and resolve conflicts in a variety of settings to achieve common patient care and educational goals of all involved

5.2.3 participate and engage in defining, organizing and evaluating the educational process for current and future graduates
**Objective 5.3: Graduates will exhibit an awareness of issues affecting modern medical practice**

**Measurable outcomes, graduates will:**

5.3.1 recognize and show sensitivity to culture, race, disabilities, age and other differences in order to prevent health care discrimination

5.3.2 identify potential conflicts of interest arising from the influence of marketing and advertising, as well as financial and organizational arrangements

5.3.3 apply legal and ethical principles to patient care, clinical research, and the practice of medicine

5.3.4 identify structural factors in society that impact health and may be targets for intervention to promote health and prevent disease

5.3.5 advocate for patients and for policy and practice issues affecting both individual and community health
Medical School Program Objectives: MDelta Curriculum

6.f. System-based Practice Competency

Graduates must demonstrate the knowledge, skills and attitudes necessary to provide high quality care for their patients within the context of the larger healthcare system.

Objective 6.1 Graduates will provide access to high quality care for their patients within the context of the larger health care system

Measurable outcomes, graduates will:

6.1.1 identify key characteristics of the organization, financing, and delivery of healthcare services in the medical, dental and public health delivery system including services for special populations (e.g., mental health, the elderly, end-of-life)

6.1.2 assess and improve various approaches to the organization, financing and delivery of healthcare

6.1.3 recognize and contribute to the improvement of biological, social, psychological and environmental risk factors that result in inadequate healthcare or inadequate access to healthcare

6.1.4 advocate for patients and/or communities by implementing strategies to access healthcare services and assistance

Objective 6.2 Graduates will deliver high quality care for their patients within the context of the larger health care system

Measurable outcomes, graduates will:

6.2.1 demonstrate collaborative practice by identifying key personnel, evaluating the role of each healthcare team member, and participating in a coordinated effort to optimize patient care

6.2.2 develop diagnostic and treatment strategies that promote quality of care while considering cost-effectiveness and resource allocation

6.2.3 recognize and apply strategies to minimize systems errors, such as failure modes/effects analysis, root cause analysis, electronic medical records and order entry

6.2.4 advocate for quality patient care and optimal patient care systems
Medical School Program Objectives: MDelta Curriculum

6.f.1. Interprofessional Collaboration Competency

Objective 7.1: Graduates will engage in interprofessional teams in a manner that optimizes safe, effective patient- and population-centered care

Measurable outcomes, graduates will:

7.1.1 work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust

7.1.2 apply one’s own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served

7.1.3 communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations

7.1.4 participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable
Medical School Program Objectives: MDelta Curriculum

6.f.2. Personal and Professional Development Competency

Objective 8.1: Graduates will demonstrate the qualities required to sustain lifelong personal and professional growth

Measurable outcomes, graduates will:

8.1.1 apply self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
8.1.2 develop and utilize healthy coping mechanisms to respond to stress
8.1.3 manage conflict between personal and professional responsibilities
8.1.4 practice flexibility and maturity in adjusting to change with the capacity to alter one’s behavior
8.1.5 demonstrate trustworthiness that makes colleagues feel secure
8.1.6 provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
8.1.7 demonstrate appropriate self-confidence that puts patients, families, and members of the health care team at ease
8.1.8 recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

Objective 8.2: Graduates will evaluate and improve their performance

Measurable outcomes, graduates will:

8.2.1 demonstrate a commitment to self-improvement, including being open and responsive to feedback, reflection and self-evaluation, and actively setting and pursuing learning goals and applying knowledge gained
8.2.2 accept responsibility for errors and evaluate failures in education and patient care
8.2.3 recognize, accept and improve personal limitations in knowledge, skill and behavior, seeking guidance and supervision when appropriate
8.2.4 identify and continually assess the role of their own personal wellness, values and priorities in their practice of medicine
6.g. General Promotion/Graduation Requirements

UConn School of Medicine ensures that the medical education program has a single standard for the advancement and graduation of medical students and graduation requirements are verified by the Academic Advancement Committee.

Students at UConn School of Medicine have been carefully selected to meet the demands of medical studies and a life committed to the care of patients and advancement of science. At the time of graduation, the University of Connecticut verifies that the student is adequately trained to function in a constantly changing environment, is a self-directed learner, and that the public can be assured of the graduate's competence to practice. If a student encounters difficulties during school, the deans and faculty are prepared to deal systematically with appropriate remediation in an environment of support and supervision. Mentoring and learning services (e.g. tutoring) are used whenever possible.

No student will be allowed to advance to the next year unless all requirements for the preceding year were completed. Exceptions may be made for continuations of clinical rotations in transition from years 3 to 4.

To receive a degree of Doctor of Medicine, candidates must:

- Complete the fully prescribed course of study* for this degree and must be certified as having successfully met all the criteria required by the school, faculty and accrediting bodies. This includes passing USMLE Step I, USMLE Step 2 CK and Step 2 CS, each within a maximum of three attempts
- Log procedures outlined in policy 6.g.1.
- 15 hours of community service
- Successful completion of the required standardized patient exercises
- Possess the personal qualifications and attributes that are necessary to engage in the practice of medicine and be free from qualities and behaviors that would preclude them from properly conducting themselves in the practice of medicine and patient care
- Complete all requirements with an academic and fiscal status that is satisfactory to the Administration
- Beginning with the Class of 2021, the Public Health Certificate in Social Determinants of Health and Disparities is a requirement (content embedded in this certificate supports the medical school program objectives)

The AAC certifies all students for graduation. The Board of Trustees reserves the right to withhold a degree from any candidate whom the AAC has not certified for graduation.
Legacy Curriculum – Course of Study Criteria

*Phase 1:*
- Orientation to Medical School
- Human Systems (HS)
- Human Development and Health I and II (HDH)
- Correlated Medical Problem Solving I and II (CMPS)
- Clinical Medicine Course I and II (CMC)
  - Principles of Clinical Medicine (PCM)
  - Student Continuity Practice (SCP)
- Mechanisms of Disease (MOD)
- Phase 1 Electives (3 experiences required)

*Phase 2:*
- Orientation to Phase 2
- Inpatient Medicine
- Ambulatory Medicine
- Inpatient Pediatrics
- Ambulatory Pediatrics
- Family Medicine
- Neurology
- OB/GYN
- Psychiatry
- Surgery
- Homeweek
- Electives

*Phase 3:*
- Advanced Inpatient Experience
- Critical Care
- Emergency Medicine
- Radiology
- Electives (18 Weeks total over Phases 2 and 3)
- Selective
- Clinical Skills Assessment

MDelta Curriculum – Course of Study Criteria

*Stage 1:*
- Launch and Orientation to Medical School
- COrE (Case Oriented Essentials) A, B, C, D, and E
- FabLab (Fabric of Anatomy & Biology Lab) A, B, C, D, and E
- VITALS (Vertically Integrated Teams Aligned in Learning and Scholarship)
  - A, B, C, D, and E
- DoCC (Delivery of Clinical Care) A, B, C, D, and E
  - Clinical Home: B, C, and D graded as part of DoCC
- CLIC (Clinical Longitudinal Immersion in the Community) A, B, C, D, and E
- Scholarship & Discovery: Longitudinal through all Stages
**Stage 2:**
- Kickoff to Stage 2
- Inpatient Medicine
- Ambulatory Medicine
- Inpatient Pediatrics
- Ambulatory Pediatrics
- Family Medicine
- Neurology
- OB/GYN
- Psychiatry
- Surgery
- CLIC
- Radiology (longitudinal)
- Scholarship & Discovery
- Homeweeks (2)
- Electives

**Stage 3:**
- Advanced Inpatient Experience
- Critical Care
- Emergency Medicine
- Transition to Residency
- Electives (22 weeks total over Stages 2 and 3)
- Scholarship and Discovery - Capstone
- Clinical Skills Assessment
6.g.1. Procedures Required for Graduation

**Procedures requiring documented competency for graduation**

All others procedures are optional and require direct supervision

**Basic procedures: (General supervision appropriate when competent)**

Medical students will always be supervised under at least general supervision. Less rigorous supervision is required for procedures which carry minimal risk and for which medical students have documented competency. Medical students should be observed by a qualified supervisor to assure that they are competent while performing any of these procedures until they meet the requirement for general supervision. A qualified supervisor (attending physician, residents, etc.) must be readily available while these procedures are being performed. Students will be competent after successfully completing the specific procedure 3 times. Documentation (i.e. 3) must be finalized at completion of the fourth-year core clerkships. Unless indicated by ***, procedures can be observed and logged in any clerkship. (++ Required in ObGyn clerkship)

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
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<tbody>
<tr>
<td>Breast Exam ++</td>
</tr>
<tr>
<td>Finger stick</td>
</tr>
<tr>
<td>Immunization administration</td>
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<tr>
<td>IV placement</td>
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<tr>
<td>Peak flow measurement (obtain)</td>
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<tr>
<td>Pelvic exam and PAP</td>
</tr>
<tr>
<td>Phlebotomy/venipuncture</td>
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<tr>
<td>Throat culture/rapid strep</td>
</tr>
<tr>
<td>Urinalysis technique (dipstick)</td>
</tr>
<tr>
<td>Wet prep and KOH ++</td>
</tr>
</tbody>
</table>

**Competencies always requiring direct supervision:**

Those procedures carrying significant risk include any procedure requiring written consent from the patient as well as central venous line placement, external or internal jugular vein puncture, joint aspiration, arterial line placement, lumbar puncture, thoracentesis, paracentesis, and others. Any student performing one of these procedures must be directly observed by a competent supervisor. The supervisor must be present and must be prepared to take over in the event of any difficulty.

<table>
<thead>
<tr>
<th>Procedure</th>
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</thead>
<tbody>
<tr>
<td>Arterial puncture</td>
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<tr>
<td>Knot tying</td>
</tr>
<tr>
<td>NG Tube Insertion</td>
</tr>
<tr>
<td>Ultrasound (neck veins)</td>
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</tbody>
</table>
6.g.2. Extension of Graduation Requirements

Circumstances may arise that prevent a student from completing academic requirements in time to be certified for graduation according to the processes and schedule established by the Academic Advancement Committee. Such circumstances may include, but are not limited to the illness or death of a family member, personal illness, or a delay in receipt of an evaluation of an educational experience. Given the fact that many of these occurrences may occur late in the academic year, they may be impossible to anticipate and beyond a given student’s control, the Academic Advancement Committee may at its discretion extend the timeframe of completion of all academic requirements until May 31; thereby qualifying a student for certification to graduate with a May diploma.
6.h. Degree Programs

The standard M.D. program is four years in duration. Students may also apply to the following combined and dual degree programs:

MD/PhD: 8-year duration (see policy 4.2.)
MD/MPH: 5-year duration (Masters of Public Health)
MD/MBA: 5-year duration (Masters of Business Administration)
MD/MCTR 5-year duration (Masters in Clinical and Translational Research)
MD/JD 7-year duration

The M.D. scholarly year program allows students to enrich the standard program with up to a year of full-time academic work, outside of the formal combined and dual degree programs.

Students must apply for acceptance into the scholarly year program during their 3rd year/Stage 2. Accepted students will complete required coursework after completion of Stage 2 and prior to the start of Stage 3, which would be the final (fifth) year. Exceptions will be made at the discretion of the Associate Dean for Student Affairs. Applications are submitted to the Office of Medical Student Scholarship and Research, and are reviewed by a Committee. Membership in the committee includes the Director of Medical Student Scholarship and Research and at least 3 additional faculty members designated by the Associate Dean for Student Affairs and the Dean. The application consists of a written proposal of the academic activity to be pursued during the extra year, and a letter of support from the faculty advisor who will oversee this work. For those students who wish to pursue their academic activity at another institution, letters of support must be submitted from both a UConn faculty advisor, and the off-site advisor who will directly supervise and oversee the proposed activity.

Students admitted into the program will not be charged tuition for the extra year, but must pay all student fees. During this extra year, students will be enrolled full-time in the School of Medicine and will be considered on Special Matriculation for Scholarly Work (see policy 4.e. Leave of Absence), and their transcript will indicate that they participated in an extra year of full-time academic study. If a student chooses to pursue a degree at another institution (or another school within the University of Connecticut), they are not required to apply to the five-year program. These students must request a scholarly Leave of Absence during the time frame as outlined above.
6.i. Medical School Program Objectives for the Class of 2019

Patient Care Competency

Graduates must be able to collaborate effectively to provide patient care that is compassionate, appropriate and effective both for the treatment of health problems and the promotion of health. Our graduates will:

1. Gather essential information from all available sources, including other healthcare professionals, to obtain an accurate and relevant medical history that is developmentally, culturally, and age appropriate, and that identifies the patient’s view of the problems and needs.

2. Perform a relevant and accurate physical examination, distinguishing normal and abnormal findings.

3. Apply their knowledge of pathophysiology to the interpretation of history, physical examination and laboratory data.

4. Create and prioritize a comprehensive problem list.

5. Assess each problem appropriately, formulating and prioritizing a differential diagnosis when indicated.

6. Use decision analysis, relative costs, and discussion with other healthcare professionals to order and accurately interpret common diagnostic procedures (including but not limited to blood tests, CXR, EKG, urinalysis).

7. Learn and perform common medical procedures (including but not limited to obtaining a venous and arterial blood sample, insertion of a peripheral IV line, Foley catheter, and nasogastric tube, performing basic suturing and a lumbar puncture).

8. Document accurately, legibly and succinctly: historical and physical examination data; interpretation of test results; problem lists and management plans that include supportive clinical reasoning; discussions with patients/families/consultants; procedure notes; informed consent; and discharge or follow-up plans, including prescriptions.

10. Demonstrate the ability to work with the health care team to identify, assess and manage pain and suffering of patients, and provide support and comfort when cure may not be possible.

11. Identify and address risk factors to prevent disease and promote health, including the use of screening tools to identify patients/families experiencing problems with literacy, environmental conditions, violence, substance use, physical, psychological and/or sexual abuse.

12. Be able to identify appropriate resources and educational materials for patients, including community-based organizations, other healthcare professionals, support groups, Internet sources, and handouts.

13. Provide appropriate, accurate and timely information when transferring a patient’s care to another provider.

14. Recognize when additional help is needed and understand the role of a consultant as a member of the healthcare team.

**Medical Knowledge Competency**

Our graduates will know the:

1. Normal structure and function of the body and each of its major organ systems.

2. Molecular, biochemical, genetic and cellular mechanisms important to maintaining the body's homeostasis.

3. Pathogenesis of disease, including but not limited to altered structure and function and the pathophysiology of pain.

4. Developmental changes and milestones, psychological development, and the differences between normal variation and disease across the human life span.

5. Etiology, epidemiology, clinical manifestations, prognosis, and natural history of common illnesses.

6. Principles of contemporary therapeutics, including but not limited to molecular, biological, pharmacological, surgical, and complementary and alternative medicine.

7. Common sources of medical error and basic concepts of risk management in medical practice.
8. Power and limitations of the scientific method and evidence-based medicine in establishing the causation of disease and the efficacy of traditional and non-traditional therapies, as well as the central role of research in medicine, including an appreciation of the contributions of basic science, translational research, public health, and clinical studies to the development of medical care.

9. Principles of nutrition as they relate to health maintenance and the care of acutely and chronically ill patients.


11. Legal and ethical framework and principles that govern sound clinical decision making, including adherence to standards of care.

12. The role of communities in influencing health and illness, and providing resources for prevention and patient care.

**Practice-based Learning and Improvement Competency**

Graduates should have the knowledge, skills and attitudes necessary to evaluate their method of practice and implement strategies for improvement of patient care. Our graduates will:

1. Apply and utilize performance improvement processes (including but not limited to identifying areas for improvement, designing and implementing strategies for improvement, and assessing outcomes).

2. Demonstrate the ability to practice evidence-based medicine by formulating clear clinical questions, knowing where and how to find best sources of evidence, evaluating and appraising the evidence for validity and usefulness with respect to particular patients or populations, and determining when and how to integrate new findings into practice.

3. Appropriately utilize information technology and employ electronic communications to facilitate acquisition, storage, retrieval and analysis of patient and practice data.

4. Recognize the role and limitations of practice guidelines and clinical pathways to improve the quality of care for populations of patients.
Interpersonal and Communication Skills Competency

Graduates must demonstrate the skills and attitudes that allow effective interaction with patients, families and all members of the healthcare team. Our graduates will be able to:

1. Demonstrate empathy and respect for others, including sensitivity to cultural, gender and sexual orientation differences, personal preferences and level of understanding.

2. Demonstrate an appreciation of the impact of an illness and its treatment on patient, family, and significant others.

3. Demonstrate effective interviewing skills, including attentive listening, eliciting a patient’s concerns, establishing rapport, skilled use of open and closed questions, appropriate use of verbal and nonverbal facilitation techniques, clarifying and summarizing information, and exploration of a patient’s context/perspective/beliefs/emotions.

4. Demonstrate the ability to provide information with sensitivity and clarity and in a language understood by the patient/family, while checking for understanding and encouraging questions (including but not limited to such skills as giving bad news, discussing risks and benefits of treatments, discussing medical errors and utilizing interpreters).

5. Share decision-making and negotiate management plans with patients, families and other healthcare professionals, incorporating information about patients’ perspectives, experiences and available supports and resources (including end-of-life decisions, behavioral counseling, informed consent and discussion of alternative treatment options).

6. Demonstrate effective oral presentation skills (e.g., accurate content and efficient process).

7. Critique in oral and/or written format scientific publications (e.g., basic science, educational or clinical research articles, case reports, consensus guidelines).

8. Demonstrate the ability to constructively give feedback to, and receive feedback from, preceptors, peers, and team members.

9. Appropriately engage faculty, peers, or other healthcare providers to elicit and/or clarify information.

10. Use appropriate techniques for collaborating with and teaching other students (e.g., effective participation in small learning groups).
**Professionalism Competency**

Graduates must demonstrate the knowledge, skills, attitudes and behaviors necessary to promote the best interests of patients, society and the medical profession. Our graduates will demonstrate:

1. Honesty and integrity with patients/families, peers, the healthcare team, community members, faculty and others.
2. Reliability and responsibility by completing duties in a timely fashion and not engaging in patient care responsibilities if emotionally or physically impaired.
3. The ability to maintain appropriate confidentiality.
4. Respect for others, including appropriate grooming, punctuality, courtesy, non-derogatory backroom discussions, inclusiveness, and use of socially acceptable language and humor.
5. Compassion and empathy in words and deeds when dealing with patients/families, peers, the healthcare team, community members, faculty and others.
6. Awareness of appropriate professional boundaries and the inappropriateness of the exploitation of patients for any sexual advantage, personal financial gain, or other private purpose.
7. A commitment to self-improvement, including being open and responsive to feedback, reflection and self-evaluation, and actively setting and pursuing learning goals and applying knowledge gained.
8. The ability to accept responsibility for errors and evaluate failures in education and patient care.
9. Recognition and acceptance of personal limitations in knowledge, skill and behavior, seeking guidance and supervision when appropriate.
10. The ability to recognize the role of personal wellness, values and priorities in their practice of medicine.
11. The ability to identify and appropriately respond to unprofessional behavior in others.
12. The willingness and capability to work collaboratively and resolve conflicts in a variety of settings to achieve common patient care and educational goals of all involved.
13. Altruism and advocacy demonstrated by a commitment to promoting healthcare needs of patients and society, and to improve quality and access to care and a just distribution of finite resources.
14. Recognition of and sensitivity to culture, race, disabilities, age and other
differences in order to prevent health care discrimination.

15. The ability to identify potential conflicts of interest arising from the influence of marketing and advertising, as well as financial and organizational arrangements.

16. The ability to apply legal and ethical principles to patient care, clinical research, and the practice of medicine.

17. Participation in defining, organizing and evaluating the educational process for current and future students.

System-based Practice Competency

Graduates must demonstrate the knowledge, skills and attitudes necessary to provide high quality care for their patients within the context of the larger healthcare system. Our graduates will:

1. Demonstrate knowledge of various approaches to the organization, financing and delivery of healthcare.

2. Demonstrate an understanding of biological, social, psychological and environmental risk factors for inadequate healthcare or inadequate access to healthcare.

3. Advocate for patients and/or communities by implementing strategies to access healthcare services and assistance.

4. Demonstrate collaborative practice by identifying key personnel, understanding the role of each healthcare team member, and participating in a coordinated effort to optimize patient care.

5. Consider cost-effectiveness and resource allocation in developing diagnostic and treatment strategies that promote quality of care.

6. Recognize the nature of systems errors and strategies to minimize them, such as failure modes/effects analysis, root cause analysis, electronic medical records and order entry.
The committees and councils of the University of Connecticut School of Medicine that pertain to governance in the SOM:

- Dean’s Council
- Education Council (EC)
- Committee on Undergraduate Medical Education (CUME)
  - Curriculum Evaluation Committee (CEC)
  - Curriculum Advisory Committee (CAC)

Each committee is detailed in the following section including authority, membership, and duties.

*Policies included in this section:*

*7.a. Organizational Structure for the Committees and Councils of the School of Medicine*
7.a. Organizational Structure for the Committees and Councils of the School of Medicine

In the School of Medicine, Education Council is the Central Governance body. All committees across the continuum of Medical Education and the Graduate School report to Education Council. Education Council has delegated policy development and approval to the individual program committees if that policy affects only that school; but for anything that affects more than one school or program or anything that can affect the culture of the school, Education Council has direct oversight. The committees that report directly to EC include: CUME, GMEC, CMEC, and GPC.

Education Council has total oversight of education, provides vision, and oversees reform efforts. Dean’s Council as noted below is advisory to the Dean and analyzes and reviews the work of the Councils but does not change policy.

Organizational Structure for Curriculum Governance

![Organizational Structure Diagram]

**Dean’s Council**

**Duties**
The Dean’s Council works with the Dean to determine broad medical school policies and strategic plans. It does this primarily by (a) ensuring that all recommendations regarding policies and strategic plans have been developed with the consideration of how they effect the entire School and not just a single domain, (b) synthesizing, coordinating, and evaluating the initiatives put forward by the Councils into cohesive strategic plans and objectives (c) initiating recommendations regarding policies and priorities in the use of resources, and (d) acting on recommendations from the Oversight Committee.

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1 The Dean’s Council does not rework or re-think the policy or decision itself.
These functions will be achieved through the consideration of (a) the overall use and commitment of resources and the availability of resources for newly developed policies and plans; (b) how new policies put forth by a Council fit within the strategic plans/goals/objectives of the school as a whole; (c) possible synergies between new proposals and other school needs and goals; and, importantly, (d) the consequences of policies developed by one Council on the entire faculty and students. Thus, while most policies will be developed in the Councils, the Dean’s Council plays a critical integrative function. It bears the final responsibility for evaluating the impact of proposed policies and plans on the SOM and its faculty as a whole.

In addition to considering the policies and recommendations sent from the Councils, the Dean’s Council may be assigned tasks by the Dean, the Vice President, or the Board of Directors (BOD). The Dean’s Council will then delegate tasks to the Councils or, if appropriate, delegate an ad hoc committee to address the task.

The Dean’s Council will also lead the effort to educate the administration of the SOM and of UConn Health about the impact its policy decisions have on the ability of the faculty to do its work and to negotiate ways to streamline the processes. This charge focuses on, for example, the administrative requirements for hiring new faculty members, for spending research dollars, and for implementing approved strategic plans.

**Authority**

The Dean’s Council advises the Dean regarding strategic planning and resource allocation decisions. When the Dean’s Council finds an impediment to the implementation of a decision or recommendation of a Council, it can (a) return the decision or policy to the Council from which it originated with feedback on the flaws or impediments to implementation, (b) send the decision or policy to a different Council to get further information on the consequences and ways to ameliorate those consequences, or (c) reject the recommendation outright.

The Dean’s Council has authority to overturn a negative decision by SAPC on promotion or tenure only on non-academic grounds.

The Dean’s Council approves the operating rules and guidelines of all governance committees, and designates departments and centers as either “basic science” or “clinical.”

The Dean’s Council will arrange an election, make an appointment, or delegate the appropriate Council to make an appointment when a University, UConn Health, Dental

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2 The latter would be especially appropriate when tasks that do not neatly fit within the domains need to be addressed, such as the development of a new faculty compensation plan, revisions to the grievance procedures, or revisions to the criteria for promotion to senior rank.
School, Graduate School or other non-SOM committee, or the BOD, desires official representation from the SOM.

The Dean’s Council holds elections for all SOM governance committees. Elections, to be held annually, must provide the opportunity for faculty to nominate self or others.

Membership

- Dean of SOM (ex officio, non-voting)
- Chief Financial Officer of the SOM (ex officio, non-voting)
- The Chief Academic Officers for Education, Research, Clinical Affairs, and Primary Care
- One (1) each from the Research, Clinical, and Public Issues Councils
- Two (2) from the Education Council
- One (1) clinical department chair
- One (1) basic science department chair
- One (1) center director

Only senior SOM faculty in Professional Categories may serve on the Dean’s Council. Terms of elected and appointed faculty members are staggered, and of 3 years duration. No elected member may serve more than two consecutive terms. If an Education, Research, Clinical or Public Issues Council member is unable to attend a meeting, s/he shall be responsible for identifying another member of the Council to attend. Decisions are made by a simple majority of those voting.

All members are voting members unless otherwise noted.

Education Council 4

Duties

The Education Council formulates policies and plans for all educational activities sponsored by the SOM, which include but are not limited to, the undergraduate medical curriculum, graduate and postgraduate medical education, continuing medical education, and community education. The Education Council determines the objectives, general form, and content of the educational programs, and assures their quality. It may also request subordinate committees to deal with any issues related to the educational programs. It oversees the integration of the SOM faculty into the Graduate Programs. It considers the roles of off-site faculty, affiliated hospitals, and community faculty in these educational endeavors. It makes recommendations regarding priorities for the use of available resources. EC has decided to delegate

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3 Only directors of approved Type II centers are eligible.
4 * Excerpt from the School of Medicine Bylaws V1. A.
policies affecting only one domain to that domain unless it could affect the culture of
the SOM.

Authority
The Education Council has authority over all educational activities. As a matter of
process, it must submit new strategic plans or major policy revisions to the Dean’s
Council for review and comment. In addition, decisions that require the allocation of
new resources must be considered by the Dean’s Council and approved by the Dean.

Membership*

One (1) Chief Academic Officer for Education (ex officio)
One (1) Chief Academic Officer of the Graduate School, Farmington campus (ex
officio)
One (1) Faculty member from each standing EC policy subcommittee
Five (5) elected basic science faculty members
Five (5) elected clinical faculty members
Terms of elected and appointed faculty members are staggered, and of 3 years
duration. No member may serve more than two consecutive terms.

All members are voting members unless otherwise noted.

*EC has allowed other ex officio non-voting members to attend and speak including but
not limited to the Associate and Assistant Deans, other educational leaders and the
Director of the MD/PhD program.

Committee on Undergraduate Medical Education (CUME)

Duties
The CUME serves as the school’s curriculum committee for the educational program
leading to the M.D. degree. It approves policies for all aspects of the undergraduate
curriculum, determines the structure of the curriculum, educational philosophy, overall
curriculum objectives, criteria for student evaluation, promotion and graduation. This
committee oversees management of the curriculum, and the ongoing review of
individual courses, segments of the curriculum, and the curriculum as a whole. It
assesses long-range needs regarding the direction and evolution of the educational
program, and explores and evaluates innovative trends in medical education. As
necessary, it initiates and oversees strategic planning for the undergraduate medical
education program. Finally, it ensures institutional compliance with all LCME
accreditation standards, as well all relevant institutional policies, and state and federal
regulations.

5 These committees include CUME, GPC, GMEC, CCME
Authority
The CUME has authority over all educational activities related to the undergraduate medical education program. Its actions are sent to the Educational Council for ratification. It directs the activities of, and receives regular reports from, its subcommittees, the Curriculum Advisory Committee (CAC) and the Curriculum Evaluation Committee (CEC). All actions and/or recommendations of its subcommittees are reviewed and approved by CUME. At its discretion, and as appropriate, the CUME may create any ad hoc committee with current members or nonmember faculty and students to address any aspect of the undergraduate medical education program (including researching and drafting policy).

In order to maintain effective communication between the subcommittees of CUME and the affiliated hospitals, the membership includes the chair of CAC and CEC and the Assistant Deans for Medical Education at the affiliated hospitals. These Assistant Deans are expected to play a major role in ensuring that the educational programs at their respective hospital are of the highest quality. The Assistant Deans need to meet with responsible Chairs to make sure that faculty involved in education are appropriately acknowledged for excellent performance in the above areas. In addition, they must be the contact person if there is any problem identified during meetings of CUME or through other venues.

Membership
With the exception of ex officio members and students, terms of faculty are of 3 years duration, and renewable once. CUME reviews membership annually; members must comply with 80% attendance requirement and participation.

Ex-officio Non-voting Members:
Associate Dean for Medical Education and Assessment and Associate Dean for UME and Teaching Enhancement (Co-Vice Chairs)
Associate Dean for Clinical Medical Education, SOM
Senior Associate Dean for Education, SDM
Associate Dean for Medical Student Affairs
Basic Science Principal
Director of the MD/PhD Program

Ex-officio Voting Members:
Chair of CEC
Chair of CAC

Chair, Voting Member:
The CUME Chair is elected from and by the faculty voting members below.
Voting Members
After being nominated by the chair of a department or CUME members or via RFA to the faculty, the nominees are reviewed and ratified by the CUME.
Four (4) faculty from Basic Science Departments
Five (5) faculty from Clinical Departments
8 Elected Medical Students (Only 4 vote at any one time and no more than one vote per class)
One (1) representative from the School of Dental Medicine, selected by the Dean of the SDM

Note: If a student returns from a leave and enters a different class, that student may remain on the committee as a third elected member of their new class. However, only one student per class may vote. A new student should then be recruited to any class with fewer than 2 representatives.

16 voting members; 9 is a quorum
Subcommittees of CUME:
CEC: Curriculum Evaluation Committee
CAC: Curriculum Advisory Committee
Ad Hoc Committees for Policy Development

CEC and CAC will have an elected Chair and Vice Chair from the non-ex officio elected members.

CEC: Curriculum Evaluation Committee
• Review annual course evaluations and related course director annual reports and make recommendations on ways in which each course can be improved.
• Monitor and report on new courses and other changes in curricular content.
• On a 3-year cycle, the CEC will review the stages/phases of the curriculum and the curriculum as a whole. The Phase/Stage and full curriculum reviews will include benchmarking of student performance against institutional goals and objectives, as well as against available national data.
• Continuously monitor institutional compliance with LCME standards.

Membership
Chair – elected from and by the elected membership
Associate Dean for Medical Education and Assessment (Ex officio, voting)
Associate Dean for Clinical Medical Education and Basic Science Principals (Ex officio, voting)
4 Clinical and 4 Basic Science Faculty Elected by the Faculty
8 Medical Students (Only 4 vote at any one time and no more than one vote per class)

15 voting members (assuming chair comes from membership); 8 is a quorum
CAC: Curriculum Advisory Committee

- Review coordination of the curriculum as a whole
  - Ensure appropriate integration and coordination of content within the curriculum
  - Identify and eliminate unwanted redundancies and gaps in content coverage
  - Respond to any curricular needs (i.e. space, technology, and faculty expertise) with suggestions to the CUME
  - Help to identify new policies needed to ensure effective delivery of the curriculum.

- An important role of the CAC will be to have open lines of communication with faculty, staff, and students and with the Governance and Operational committees. The CAC will be largely responsible for making sure that operational committees comply with intentions of Governance and will be the committee responsible for ongoing program improvement via feedback and communication.

Membership
Chair – Elected from and by the elected membership
Associate Dean for UME and Teaching Enhancement: Administrative Liaison, Ex Officio, Voting
Director of Content Quality and Learner Achievement (Ex Officio, Voting)
An elected representative from Stage 1
An elected representative from Stage 2/3
Associate Dean for Student Affairs (Ex officio, voting)
Elected Representative from LEAP
2 Clinical and 2 Basic Science Elected Faculty
Representative from Dental School (Ex officio, non-voting)
Elected Medical Students – 8 Medical Students (Only 4 vote at any one time and no more than one vote per class)

13 voting members (assuming Chair is elected from membership); 7 is a quorum

Policy Development:
Any individual, group or committee may propose policy to CUME and/or to EC. CUME has the authority to develop ad hoc subcommittee(s) with appropriate expertise related to an issue or subject with a task charge to develop a specific policy. Policy may only be approved by CUME (if related ONLY to UME and does not affect the culture of the SOM) or by Education Council.
Key Points related to Membership on Committees and Subcommittees:
1. Membership is 3 years duration with opportunity to renew once
2. Annual review of membership will occur to make sure members comply with 80% attendance
3. The Chair and the Vice Chair of CAC and CEC must be elected from the non ex-officio elected membership of those subcommittees with review annually
4. Elected membership terms should be staggered
5. On all committees and subcommittees there should be 8 students assigned to the committee (2/class) with no more than 4 students voting and only 1 student per class voting.
Section 8: General Institutional Policies

Policies for UConn Health can be found on the policies website. Excerpts and some of the policies specific to students can be found below, however, students are encouraged to read and review all UConn Health policies. For technical standards, see policy 2.g.

8.a. Diversity
- UCHC Affirmative Action, Non-Discrimination, and Equal Opportunity Policy (includes section on Diversity)
- HIV/AIDS Non-Discrimination
- Persons with Disabilities

8.b. Family Education Rights & Privacy Act (FERPA)
- Family Educational Rights and Privacy Act
- FERPA at University of Connecticut

9.c. Academic Record Keeping
- State records retention schedule for higher education

10.d. Health Insurance Portability & Accountability Act (HIPAA)
- Health Insurance Portability & Accountability Act
- UCHC HIPAA Privacy Policies
- UCHC HIPAA Security Policies

11.e. Guidelines for interactions with industry
- AMA Code of Medical Ethics
- UConn guide to the State Code of Ethics (applies to students who are also employees)
- COI policy for SOM

12.f. Alcohol and drugs
- UCHC Rules of Conduct
- Drug-Free Schools & Campuses Act and Drug-Free Workplace Act

13.g. Harassment, Title IX
- University of Connecticut Code of Conduct
- Policy Against Discrimination, Harassment, and Related Interpersonal Violence
- Non-Retaliation Policy
- Title IX Federal Policy
- Workplace Violence Prevention
  - UConn Health Workplace Incident/Violence Report
8.h. Affirmative Action
   - UCHC Affirmative Action, Non-Discrimination, and Equal Opportunity Policy

8.i. Alcoholic Beverage Sales and Service Policy
   - UConn Alcoholic Beverage Sales and Service Policy
Section 9: Visitors in the UME Curriculum

9. Visitors in the UME Curriculum Policy

The Undergraduate Medical Education curriculum is designed to educate the accepted matriculants of UConn SOM in preparation for taking care of patients and communities and advancing science and medical education. Because the curriculum has transformed to active team and small group formats, some of which involve patients, we do not allow external visitors to attend, audit or matriculate into the classes along with medical and dental students. Our teaching faculty may attend sessions in preparation for their own teaching.

We do recognize that there may be circumstances that require an external review of our curriculum to benefit our programs and students. In order to facilitate approval for attendance of a curricular offering, a request to attend any class requires submission of a written request including: date, time, reason for attendance to the Associate Dean for Medical Education and Assessment, highlighting the benefit to the program and our students. Requests will be considered by the UME team on a case-by-case basis with the requirement that external attendees need to attend the class for some potential benefit related to education.

In no instance will future applicants thinking about medical school, visiting students in clinical clerkships, family members of students or of faculty, be permitted to attend class. There may be structured visits prepared by the Admissions office for second look applicants that will be considered.

Approved: EC 3/17
Section 10: Student Government

Medical Dental Student Government (MDSG) represents the medical and dental students of the UCONN School of Medicine and School of Dental Medicine. MDSG plans activities to help ease the stress of classes, distributes funding to student groups, and advocates for the student body to the academic leaders of both schools. Current students may visit MDSG’s online at https://medicine.uconn.edu/student-life/medical-dental-student-government/ or on Blackboard at under the Organizations tab. Questions about the student government may be directed to mdsg@uchc.edu or any current officer.

Policies included in this section:

10.a. Constitution of the Medical Dental Student Government
10.b. Ratified Amendments
10.a. Constitution of the Medical Dental Student Government

Preamble
We the medical and dental students of the University of Connecticut Schools of Medicine and Dental Medicine (hereafter, “the student body”), in order to represent us to and enhance communication with the University administration, manage those organizations we may establish, safeguard our treasury, execute the planning of our events, and promote the general academic, cultural, and social well-being of ourselves and those who will follow us, do ordain and establish this constitution for the Medical/Dental Student Government (hereafter, “MDSG”).

Article I – Legislative body
The General Body shall be the legislative body of MDSG. It shall consist of three committees: the Central Committee, the Medical Student Committee, and the Dental Student Committee. It shall meet as needed at the sole discretion of the Chair of the Central Committee.

The Central Committee shall consist of a President, a Medical Vice President, a Dental Vice President, a Treasurer, a Secretary, one Second Year Medical Social Chair, one Second Year Dental Social Chair, two First Year Medical Social Chairs, one First Year Dental Social Chair and a Historian. It shall write and vote on the regulations of MDSG. Any member of the Central Committee may propose new regulations. A simple majority is sufficient to enact a regulation. The Central Committee shall appropriate the budget of MDSG and assign funds to different student organizations, planned events, or other expenditures. The Central Committee shall have the power to write rules regarding its procedures and conduct.

The Central Committee shall have jurisdiction over all events or projects planned by MDSG, but shall delegate responsibility for those events which concern specific classes to the Social Chairs of those classes or any other designated representatives the committee shall appoint. The Central Committee may designate representatives to plan any event sponsored by MDSG as it sees appropriate.

The Central Committee shall manage the election of, but exercise no control over, the positions of representatives to the Committee on Undergraduate Medical Education (hereafter, “CUME”) and its subcommittees: MDSG shall exercise no role in determining when to hold elections, the term length of representatives, or any other factor not directly related to the conduct itself of the election of these representatives. The Central Committee shall meet not less than once a month while classes are in session. The Central Committee shall omit a meeting at the sole discretion of the Chairperson. These meetings shall be closed to all persons who are not members of the Central Committee unless the committee unanimously consents to and requests the presence of an outside individual.
The Central Committee shall meet at least once per semester in a public forum where members of the student body may address the committee. These meetings shall be announced at least three weeks in advance and must be scheduled with good-faith effort made to accommodate the schedules of all classes.

A quorum of the Central Committee shall be 9 members (of the total 11) to conduct and enact official business of MDSG. That quorum must include at least one of the President or Treasurer and one of the Vice Presidents. The Chairperson of the committee shall have the authority to call a special meeting that requires the attendance of all members of the Central Committee with not less than three days notice.

Members of the Central Committee shall serve terms of one year, beginning on 1 June and ending on 1 June of the following year. The First Year Social Chairs shall serve a term beginning from their election in the fall until 1 June of the following year. Only members of the first year class at the time of election shall be eligible to sit in positions of the Central Committee or vote on the election of those positions. The exception shall be the Historian, who shall be elected by the members of the Central Committee from the current members of the Central Committee at the time of election. The outgoing Central Committee shall gather the opinion of the incoming Central Committee on the choice of Historian as appropriate.

The Medical Student Committee shall consist of Class Representatives of each of the four classes of the School of Medicine. The Medical Vice President shall be a member and the chair of the Medical Student Committee. The responsibilities of the Class Representatives shall be to represent their classes to MDSG. They shall meet with their class at least twice a year, and be given a budget for these meetings, to listen to their concerns and desires and convey these to the Medical Student Committee. The Medical Student Committee shall meet at least once per semester with the President so that these concerns may be aired. The location and time of these meetings shall be conveyed to such faculty and administration as the President and Medical Vice President jointly see appropriate so that these individuals may participate in the meeting. The inclusion of other members of the Central Committee shall be at the sole discretion of the President.

When the Class Representatives of the School of Medicine convey concerns from their constituents to the Medical Vice President, it shall be the responsibility of the Medical Vice President to carry those concerns to the Central Committee for consideration. The Dental Student Committee shall be identical in form, function, and responsibility to the Medical Student Committee save that its Class Representatives be for the School of Dental Medicine and its chairperson be the Dental Vice President.
The Class Representatives shall serve for a term of one year to begin on 1 June and end on 1 June of the following year. The exception shall be the First Year Class Representatives, who shall serve from the time of their election in the fall until 1 June of the following year. Only members of the class represented shall be eligible to stand for election as a Class Representative or vote in their election.

**Article II – Executive officers**

It shall be the responsibility of the President to chair all meetings of the Central Committee. The President shall schedule all meetings of the Central Committee and shall announce these meetings with adequate notification. The President may call a special meeting with a minimum of three days notice. The President shall prepare an agenda for each meeting held.

The President shall be the representative of MDSG to the faculty, administration, and other staff of the University of Connecticut. The President shall also be the representative of MDSG to any outside group. At any time, the President may designate another member of the Central Committee to act on his or her behalf in these representative roles.

The President shall be responsible for communicating the procedures and rules of MDSG as decided by the Central Committee to the student body except where these concern finance. The President shall be responsible for enforcing these rules and regulations. At any time, the President may designate another member of MDSG to perform these functions.

It shall be the responsibility of the Treasurer to dispense MDSG funds to student organizations, students, and other parties acting in the service of the student body or MDSG as according to the regulations of the Central Committee. The Treasurer shall be responsible for enforcing the rules and regulations of the Central Committee as they concern finance and for communicating these rules to the student body. The Treasurer shall only dispense MDSG funds upon completion of such requirements as the Central Committee shall deem sufficient. The deposit of funds owed to MDSG in the account of MDSG shall be the responsibility of the Treasurer.

The monitoring of all disbursements, deposits, and other transactions involving MDSG funds shall be the responsibility of the Treasurer. In accordance with these responsibilities, it shall be the duty of the Treasurer to maintain the budget of MDSG and advise the Central Committee on all matters pertaining to finance, including a monthly report on the state of MDSG accounts to be delivered at the meeting of the Central Committee.

The Treasurer shall maintain a journal of actions performed in the course of carrying out the office of the Treasurer. The Treasurer shall also maintain a log of all transactions that shall include, but not be limited to, copies of physical or electronic
documents, or both forms. These records shall be available to any member of the Central Committee on request from that member. In the absence of the Chairperson of the Central Committee, the Treasurer shall chair the Central Committee.

It shall be the responsibility of the Secretary to record the minutes of all Central Committee meetings and to maintain a record of these minutes. The Secretary shall also distribute these minutes to the members of the Central Committee following any meeting. If there remain issues to be brought up at the next meeting from a prior meeting, it shall be the responsibility of the Secretary to present such. In the absence of the Secretary at a meeting of the Central Committee, one of the Vice Presidents shall assume the responsibilities of the Secretary on recommendation of the Chairperson. It shall be the responsibility of the Secretary to maintain the public space of MDSG. The Secretary shall coordinate operations of this space and may request the assistance of other members of the Central Committee to perform these functions. Significant changes to the public space of MDSG must have the approval of the President prior to enactment.

It shall be the responsibility of the Social Chairs to plan and execute those events or projects that MDSG sponsors. Social Chairs shall be responsible for those events or projects that concern their particular class. At any time, Social Chairs may request the input or assistance of other members of the Central Committee. The Central Committee shall be kept apprised of all matters related to the planning and execution of these events or projects. No event or project may exceed the amount decided in the budget without the unanimous consent of the President and Treasurer.

**Article III – Advisors**

The advisors to MDSG shall be the Deans of Students of the Medical and Dental Schools. They shall give counsel and advice to the members of MDSG when consulted but shall not have a vote, power, or binding force in the affairs of MDSG or its Central Committee. The counsel of the advisors shall be considered by the Central Committee of MDSG when given. The Central Committee of MDSG shall meet with their advisors not less than twice per year, with one of these meetings taking place within one month of the election of new officers in each semester. The advisors shall have the power to call the members of the Central Committee to a meeting with at least one week notice.

**Article IV – Elections**

There shall be two elections in each academic year for the offices of MDSG. The first shall be announced in the second week of April for the offices of President, Treasurer, Medical and Dental Vice Presidents, Secretary, Second Year Social Chairs, and Class Representatives of the Second, Third, and Fourth Year Classes. Persons interested in any of these positions shall deliver a personal statement to the President of MDSG or an alternative designated by the President who shall post these statements on the public space of MDSG and in any other generally accessible place as he or she deems
sufficient. The student body shall have one week to review these statements before voting beginning at the end of the third week of April.

The President shall be elected first over a period of three days. The Vice Presidents shall be elected after the President is elected over a period of three days. The Treasurer, Secretary, Second Year Social Chairs, and Class Representatives shall be elected following the election of the Vice Presidents and shall occur over a period of two days. If a candidate loses election for a position earlier in the voting schedule, that person shall be permitted to stand for election in the positions elected following. All voting shall conclude at the end of the fourth week of April. In the event of electoral malfeasance, the President may call for a new election for one or all positions concerned to occur not less than one week from the date of the original election. The winners of this election shall be announced to the student body within two days of conclusion of the election. In the event of a tie vote, a runoff shall be held between those candidates. This shall continue until such time as a candidate receives a majority of the votes.

The roles of First Year Social Chairs and First Year Class Representatives shall be filled by an election announced during the first week of classes. This election shall take place in the second or third week of classes. Only members of the first year classes shall be eligible to vote or run for office in this election and it shall occur in the manner of the election of the Second Year Social Chairs and Class Representatives of the Second, Third, and Fourth Year Classes.

On 1 June, newly-elected officers shall take the oath of office for their position and sign the investiture form for their position. The outgoing President and the President-elect must sign a form jointly, with one copy delivered to the Finance Department of UConn Health. The outgoing Treasurer and Treasurer-elect shall do the same. No officer shall assume their position until such time as these forms have been signed.

In such time as an office of MDSG is vacated for any reason, the remaining members of the Central Committee shall announce a special election to fill that role. This special election shall not take place more than one month from the date of vacancy except for the offices of the President and Treasurer. Special elections for the offices of President and Treasurer shall occur no later than one and one half weeks from the date of vacancy. The election shall follow all procedures laid out in this constitution concerning the normal election for the vacant position save those concerning the class year which elects those positions. The class that originally elected the officer formerly occupying the vacant position shall vote in this special election even if that class has advanced in standing since the original election for the vacant position. Those elected to offices vacated shall serve out the remainder of the term of that office.

In the first week of January of every academic year, any group of ten or more members of the student body in any class may request a vote of no confidence for individual Central Committee members. This request shall be delivered to the Class
Representative or Representatives of their classes who must then notify the Central Committee of his or her receipt of this request. The identities of those requesting the vote may be held in confidence at the discretion of the Class Representative(s). This vote of no confidence shall be held within one week of receipt of the request and shall be overseen by the Class Representatives. All members of the General Body save the member under vote for no-confidence participate in this election. Any position thus voted on that fails to receive a majority of votes cast shall be vacated. If the entire Central Committee is vacated, it shall be filled in an election run by the Class Representatives. Those members held in no confidence shall be ineligible for election to any position in MDSG in any subsequent election.

Any member of MDSG who is required to repeat a year shall vacate their office.

**Article V – Budget**

The funding of MDSG shall come from the activity fee levied on each member of the student body upon the arrival of a new academic year. These fees shall be kept in an account within the purview of the Finance Department of the University of Connecticut Health Center (hereafter, “Finance”).

The total amount of funds present in the account of MDSG shall be determined no later than September 1 of every academic year unless Finance is unable to provide such numbers. In this case, the best estimate of the balance from the prior year shall be used until such time as accurate numbers are obtained. These funds shall be allocated according to the rules and regulations determined by the Central Committee.

No less than twenty percent of the total activity fees from all classes shall remain in the MDSG account at the conclusion of every academic year.

Requests for funds shall take place through forms or other means provided and deemed sufficient by the Central Committee. Requests for reimbursement shall take place through forms or other means provided and deemed sufficient by the Central Committee. Any such forms or other means shall be publically available and explained on the public space of MDSG or by request to any member of MDSG. The Treasurer shall announce the procedures for filing a fund request or reimbursement request within two weeks of the start of a new semester. These instructions shall also be posted on the public space of MDSG.

No individual or organization shall be reimbursed for funds it was not allocated in the budget meeting of MDSG. At the sole discretion of the Treasurer and President, with consultation of other members of the Central Committee as deemed appropriate, reimbursement may be made in excess of allocated funds or to purposes hitherto unplanned. Any such use of funds must be announced to the Central Committee within one week of the request being fulfilled.
The bylaws of the State of Connecticut demand that any purchases in excess of the amount prescribed by law must be presented to and processed by the Purchasing Department of UConn Health.

No transaction concerning MDSG funds shall occur without both the President and the Treasurer in full concurrence on the validity and appropriateness of the transaction. The signatures of the President and the Treasurer shall both be required for any disbursements made with the funds of MDSG. These signatures shall appear on such form or forms as the Central Committee deems sufficient for that purpose.

**Article VI – Public space**
The Central Committee shall maintain a publically accessible space for posting of MDSG information and materials. This public space shall contain the names, titles, and email addresses of the members of the Central Committee, and these shall be available to all members the student body. The Central Committee may determine the content of this public space and shall direct the Secretary to prepare the space as they decide.

**Article VII – Amendments**
The General Body shall, whenever two-thirds of its body agrees, have the power to amend this constitution. Any member of the General Body may propose amendments. The full General Body must be in attendance for ratification of proposed amendments. All amendments considered and ratified must be presented to the advisors of MDSG and all four classes of the Medical and Dental schools upon ratification. The student body may request a reconsideration vote through their Class Representatives who shall manage this vote. Upon simple majority vote against the amendment with all classes voting, the amendment shall be nullified. No amendment that has been called for reconsideration shall take effect until such time as the reconsideration vote has concluded and has been in favor of the amendment.

**Article VIII – Ratification**
The unanimous affirmative consent of the members of MDSG at the time this constitution’s creation shall be sufficient for its ratification. This constitution shall be presented to the advisors to MDSG upon ratification.

Upon ratification, those officers of MDSG already extant shall serve out the remainder of their terms under the constitution. Upon ratification, elections shall be called for the positions of Class Representatives and First Year Social Chairs. The position of Historian shall also be filled from the ranks of the previous Central Committee members from the prior academic year. The conduct, save for date, of these elections shall occur in the manner prescribed in this constitution.
10.b. Ratified Amendments

Amendment I – Terms of office
The terms of all officers of MDSG save class representatives shall end at the conclusion of the annual Gong Show or at noon on the 10th of May, whichever shall come first. The terms of the newly-elected officers of MDSG save class representatives shall begin simultaneously. The terms of office of Class Representatives shall end on the first day of the new academic year. The terms of the incoming Class Representatives shall begin on that day. The sole exception shall be the Class Representatives of the outgoing fourth year classes. They shall serve until the conclusion of the commencement ceremony for their class.

The President and Treasurer shall sign investiture forms upon the initiation of their terms of office and shall only exercise the powers of these offices on signing those forms. No other offices shall be required to complete investiture forms.

Amendment II – Election dates
There shall be two elections in each academic year for the offices of MDSG. The first shall be announced in the first week of April for the offices of President, Treasurer, Medical and Dental Vice Presidents, Secretary, and Second Year Social Chairs. Only members of the current first year classes shall be eligible to vote or run for these offices. This election shall also include election of the Class Representatives of the rising Second, Third, and Fourth Year Classes. Class Representatives shall only be drawn from and elected by members of the class they will represent. Persons interested in any of these positions shall deliver a personal statement to the President of MDSG or an alternative designated by the President who shall post these statements on the public space of MDSG and in any other generally accessible place as he or she deems sufficient. The student body shall have one week to review these statements before voting in the second or third week of April.

The President shall be elected first over a period of three days. The Vice Presidents shall be elected after the President is elected over a period of three days. The Treasurer, Secretary, and Second Year Social Chairs shall be elected following the election of the Vice Presidents and shall occur over a period of two days. The Class Representatives shall be elected following the election of the Treasurer, Secretary, and Second Year Social Chairs, and this election shall occur over a period of two days. If a candidate loses election for a position earlier in the voting schedule, that person shall be permitted to stand for election in the positions elected following. All voting shall conclude at the end of the fourth week of April. In the event of electoral malfeasance, the President may call for a new election for one or all positions concerned, to occur not less than one week from the date of the original election.
No person shall hold more than one elected office of MDSG. Should a person come to hold more than one office, they must vacate one office of their choosing and a new election be held for that office according to the mechanism proscribed in the constitution. The sole exception shall be if a current Class Representative for the first year class shall run for a position on the MDSG Central Committee. Should they win, they may retain their Class Representative position until the first day of the next academic year while also holding their Central Committee position.

**Amendment III – Minimum balance**

No less than one third of the total activity fees from all classes shall remain in the MDSG account at the conclusion of every academic year.

**Amendment IV – Elections for outside offices**

When requested by UConn Health administration, MDSG shall hold elections for offices or roles outside of MDSG. In such cases, elections shall follow the rules and procedures proscribed in Article I for the election of representatives to CUME and its subcommittees.