

SOM 13-15

Student and Academic Resources and School Services

Student Resources

Office of Student Affairs

The Office of Student Affairs provides advocacy for and support to medical students in pursuing their major role, which is to learn both the science and the art of medicine. Medicine is one of the most interesting, rewarding and complex professions to enter. The office helps medical students to develop into empathic, compassionate, knowledgeable physicians who have a lifelong enthusiasm for their profession and who reflect the goals and ideals set forth in the mission statement for UMass Medical School.

Student Affairs strives to be a supportive and responsive place where students can find help in coping with the academic and personal demands of medical school. The Associate Dean for Student Affairs shares these roles with the assistant deans for Advising and Diversity, faculty members, Learning Communities mentors/advisors and the Student Counseling Service. The office seeks to be sensitive to the needs of all majority and minority students, including married students; students challenged by learning, physical, emotional or economic issues; students who are parents or who have had prior careers or advanced degrees; gay, lesbian, bisexual and transgendered students; and all students in our educational community from diverse cultural, ethnic, racial, socio-economic and linguistic backgrounds.

Student Affairs also provides support for a variety of student activities, such as administration of the National Residency Matching Program (NRMP), Electronic Residency Application Service (ERAS),
Medical Student Performance Evaluation
(MSPE)/Deans' letters, orientations,
commencement and graduation, the Basic
Science and Clinical Science Academic
Evaluation Boards, student-run groups/
organizations (see list on page 23) and the
Student Body Committee. In these roles,
Student Affairs acts as an advisor both to
students and faculty to help facilitate and
carry out timely and informed decisions.

Student Affairs jointly administers the SOM Learning Communities Program with the Office of Undergraduate Medical Education. Learning Communities are designed to enhance the quality of student-teacher and student-student relationships by developing longitudinal interactions between students, faculty and peers from other classes throughout the four-year educational program. This model improves continuity of teaching doctoring and clinical skills, supports interactive and small group teaching, fosters students' self-directed learning and develops students' skills in formal and informal peer teaching and mentoring.

Student Affairs also works closely with the Office of Undergraduate Medical Education, which shares administrative responsibility for the undergraduate medical curriculum with the Educational Policy Committee of the Medical School faculty, with the Office of Graduate Medical Education and training directors, and with the UMMS Office of Educational Affairs. These associations with the larger educational effort of the Medical School encourage the interdigitation of support, curriculum and educational issues in medical student education.

Student Affairs, Diversity

The Office of Student Affairs, Diversity strives to create an atmosphere and institutional culture that is welcoming to all medical students, inclusive of their race, ethnicity, religion, spirituality, gender, gender identity/expression, age, sexual orientation, ability/disability, socioeconomic class and national origin. With a special focus on underrepresented groups in medicine (URM), the office works to provide academic and professional support and assist with work-life integration of medical students. The

support includes advice and assistance with academic advancement, mentoring support and career counseling.

The Assistant Dean of Student Affairs and Diversity enhances the Medical School's commitment to the practice of cultural competency by working with Learning Community mentors to create an inclusive learning environment. The Assistant Dean provides advocacy for URM students and those from disadvantaged backgrounds at the Basic and Clinical Science Evaluation boards.

The Assistant Dean for Diversity works in collaboration with the Diversity and Equal Opportunity Office (DEOO) to coordinate representation from UMMS and active student involvement with professional organizations, especially those targeted to URM. URM students from underrepresented groups are encouraged and supported to regularly attend national and regional professional meetings. Upon return from these meetings, the Assistant Dean plans forums where students share their learning

Student Activities and Organizations

A number of activities and organizations take place or have been formed to reflect UMass Medical School students' commitment to a complete educational experience. Activities and organizations include the following:

- Access to Essential Medicine Group
- Adolescent Medicine Interest Group
- American Medical Student Association
- American Medical Women's Association
- American Sign Language Group
- Asian Community Outreach Organization
- Big Brothers/Big Sisters
- Center for Healthy Kids
- · Christian Medical and Dental Association
- Complementary & Alternative Medicine Interest Group
- Dermatology Interest Group
- Disability Interest Group
- Emergency Medicine Interest Group
- · Epworth/St. Anne's Free Clinics
- Family Medicine Interest Group
- Flu Shots
- Food/clothing/gift drives
- Generalist Physician Program
- Geriatrics Interest Group
- Health Policy and Advocacy Interest Group
- · Health Professionals for Human Rights
- Hudson Free Clinic
- Internal Medicine Interest Group
- International Federation of Medical Students Association
- International Health Interest Group
- Jewish Medical Student Association
- Juvenile Health

- Know Your Status—Worcester
- Malaika Project
- Marrow for Tomorrow
- Massachusetts Medical Society
- Medical Interviewing in Spanish
- Medical Mission to the Dominican Republic
- Medical Students for Choice
- Mentoring Program at Lakeview Elementary School
- Mustard Seed
- OB/GYN Interest Group
- Ophthalmology Interest Group
- Patches of Love
- Pediatric Book Buddies
- Pediatric Interest Group
- Physicians for Human Rights
- · Physicians for Social Responsibility
- Psychiatry Interest Group
- QMass
- Radiology Interest Group
- · Serving the Underserved
- · Seven Hills Symphony
- Student Body Committee
- Student Interest Group in Neurology
- Student National Medical Association
- Surgery Interest Group
- UMass Outdoor Experience
- Well Being Newspaper

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and update the medical school community on best practices that can be adopted at UMMS.

In partnership with the DEOO, the office directs the Resident Recruitment Program for underrepresented groups, providing mentoring and networking support for medical students who participate in this program. The Office of Student Affairs, through the Assistant Dean, also provides support for URM residents in the Graduate Medical Education programs at UMass Memorial. This support consists of mentoring, career counseling and managing retention issues.

UMMS values the importance of diverse talents, backgrounds, viewpoints, experiences and interests in its academic learning community. In collaboration with DEOO, networking events with faculty, URM residents and students are held at least twice a year. These networking events establish professional and social ties between URM students and faculty. In addition, networking events assist URM students to identify and further mentoring relationships with faculty.

Student Mentoring/Career Counseling

Each entering UMMS student is assigned to a Learning Communities house that includes students across all four years of the educational program. Within each house, every student is assigned a personal Learning Community mentor who provides individualized guidance and mentorship on academic achievement, career guidance, professionalism, lifestyle and personal issues. The assignment typically remains in place until graduation. Copies of the student's evaluations, grade reports and other relevant materials and assessments are sent to the student's mentor to assure that mentors can provide timely, relevant and meaningful feedback, advice and support to their assigned students. Through the Learning Communities model, each student receives personalized, continuous support, from admission to UMass through graduation, by a designated faculty mentor.

Optional Enrichment Electives

- Adoption and Foster Care:
 Considerations for Medical Practice
- American Sign Language
- Basic Skills for Working with Smokers
- · Care of the Seriously III
- Clinical/Translational Research Pathway
- Complementary and Alternative Medicine
- Exercise Medicine
- Global Health Topics in Action
- History of Medicine
- · Maternal/Child Health
- Medical Creative Writing
- Medical Interviewing in Spanish
- Navigator Program in Geriatrics
- Pathway Program: Serving Underserved and Multicultural Populations
- Pediatric Advocacy
- Roads to Recovery: Substance
 Abuse from Patients' Perspective
- Rural Health Scholars
- Students as Educators
- Teen Pregnancy: Medical and Psychosocial Perspectives
- The Bigger Picture: Health Issues
 Affecting the Community of
 Worcester
- Understanding and Improving Our Health Care System
- Wilderness Medicine and Recreational Emergencies

Office of Undergraduate Medical Education

The Office of Undergraduate Medical Education (OUME)—a division of the Office of Educational Affairs—is the center for academic life at the School of Medicine, where students meet with faculty and peers, plan activities, develop ideas for curricular enhancement and innovation, and learn about the latest advances in

medical education, including research, technology and curriculum development. In essence, the OUME serves as the hub for the numerous spokes that represent UMMS undergraduate medical education, providing access to the resources needed for curriculum development, implementation and evaluation and ensuring a rich educational program of courses and electives throughout the four years of medical school. In addition to the programs mentioned above, the OUME sponsors community-based education, which provides support for hundreds of community-based preceptors and educational affiliates who enrich our students learning experiences.

The quality and diversity of our curricular programs reflect our educational model of collaboration with a broad range of partners, including students; campus and communitybased faculty; the leadership and guidance of the Educational Policy Committee (EPC) and its curriculum committees; UMMS offices, programs and departments; and educational affiliates based locally, regionally and statewide. The Medical School's resources in support of education are comprehensive and provide full-service support to all facets of the educational program, including curriculum development, faculty development, research and evaluation, academic computing, educational grants, state-of-the-art simulation equipment and our nationally recognized Standardized Patient Program, housed in iCELS.

Curricular Programs and Educational Resources

The Office of Undergraduate Medical Education (OUME) sponsors interdisciplinary courses across all four years of the curriculum. In the preclinical years, this includes Doctoring and Clinical Skills, a two-year, comprehensive introductory clinical skills course that integrates into the Interstitial Curriculum in year three. The OUME supports the innovative Interstitial Curriculum—a series of one-day interdisciplinary educational programs for Core Clinical Experiences students that address important contemporary issues in medicine through a cross-disciplinary model of teaching across the basic, clinical,

behavioral and social sciences. Interstitial Curriculum days combine classroom teaching, workshops and interactions with standardized and real patients. Topics include end-of-life care, pain management, multiculturalism, domestic violence, medical error/patient safety, geriatrics, health policy and the practice of medicine, oral health and disabilities. Many participants include faculty and learners from the Graduate School of Nursing. In addition, the OUME sponsors the Capstone Scholarship and Discovery course, a four-year integrated program that supports students' completion of scholarly work in a self-defined area of interest.

Supplementing and enriching the required curriculum, the OUME also sponsors an extensive menu of elective courses and programs, developed in partnership with faculty and students to meet the individualized learning needs and interests of our diverse student body. The OUME also sponsors Optional Enrichment Electives, providing a plethora of enrichment opportunities for credit across all four years in diverse areas of interest.

In partnership with the Office of Educational Affairs, the OUME supports the Integrated Geriatrics Curriculum, a four-year curriculum initiative funded through a grant from the Donald W. Reynolds Foundation, which supports the integration of teaching about geriatrics and aging throughout the medical school curriculum.

International Medical Education Program

This program adds a global dimension to the Medical School curriculum with the goal of developing students' linguistic and cultural competence; fostering understanding of and experiences in global health; providing opportunities for research and scholarship in global health settings; and promoting interest in serving underserved and multicultural patients both locally and abroad. Each year approximately 35 percent of clinical-year students and 35 percent of preclinical students choose to participate in a variety of school-sponsored international health programs and approved fourth-year electives in countries such as Guatemala, Honduras, Costa Rica, the Dominican Republic, Nicaragua, Ecuador, Brazil, India, Uganda, Zambia and South Africa. As part

of the International Medical Education Program offerings, interested students have an opportunity to pursue clinical and language programs abroad through the Iongitudinal Pathway on Serving Multicultural and Underserved Populations. Each year, a limited number of first-year students are selected through a formal application process into this pathway, which provides them with selected placements in curricular opportunities, including a preclinical Longitudinal Preceptorship Program with a physician serving underserved multicultural populations, an assignment to a local immigrant family, a summer abroad experience, the family medicine Core Clinical Experience in a site serving underserved cross-cultural populations, and international clinical electives emphasizing primary care.

Research Programs

Through the Clinical/Translational Research Pathway, the School of Medicine offers students the opportunity to participate in a longitudinal, structured program throughout the four years of the Medical School curriculum. A minimum of 10 first-year students are selected annually through a formal application process into this pathway, which provides them with an introduction to methods and concepts in clinical/translational research and a training platform in the basics of clinical/ translational research. A master's degree in clinical investigation is available to UMMS medical students who are accepted and enroll in the Clinical/Translational Research Pathway program. This opportunity builds on the pathway core requirements and includes an additional "pull-out" year to allow for enrollment in the master's degree in clinical investigation program in the Graduate School of Biomedical Sciences. Candidates for this program option must be in their second or third year of medical school and officially enrolled in the Clinical/Translational Research Pathway program.

In addition to the Clinical/Translational Research Pathway, all students have the opportunity to participate in two key elective programs: The Summer Research Fellowship Program provides first-year students with stipend support to participate in a biomedical or behavioral research project

working with a faculty mentor during the summer between FOM1 and FOM2. The Senior Scholars Program provides students with the opportunity to work one-on-one with an assigned faculty research mentor on a research project. Students have further opportunities for research through completion of their required scholarly project for the Capstone Scholarship and Discovery Course.

Service-Learning Programs

For students interested in servicelearning opportunities, the OUME sponsors programs in partnership with the Department of Family Medicine & Community Health. The Community Service Assistantship Program places students in agencies, community health centers and advocacy programs that serve diverse communities, with a particular focus on underserved populations in Massachusetts. During the summer vacation period, students receive up to eight weeks of stipend support for their community service work. In addition, students may elect to apply to the Albert Schweitzer Fellowship Program, which provides an opportunity to develop and implement a year-long community service project to meet the needs of underserved communities, working under the guidance of an assigned faculty mentor.

Other Support Services

In addition to direct sponsorship of required and elective courses and programs through the Office of Undergraduate Medical Education, the Medical School provides general support for curricular needs and enrichment through a wide range of services supporting scholarship, innovation and national recognition for our educational programs through the OUME and the UMMS Office of Educational Affairs.

Educational grants provide valuable resources to faculty and students for the advancement of teaching in a variety of subjects. Our most recent award is the Donald W. Reynolds Foundation Comprehensive Programs to Strengthen Physicians Training in Geriatrics (2009-2012), which will support the implementation of a



comprehensive geriatrics curriculum as a longitudinal theme across all four years of the Medical School's educational program. In the past 10 years, grant-funded initiatives have enhanced curriculum innovation in health communication, geriatric medicine, human sexuality, professionalism, pain management, substance abuse, complementary and alternative medicine and cultural competence.

Community-based education supports UMMS and educational affiliates in the recruitment, training and retention of community-based faculty, providing the infrastructure support needed to effectively create a "commonwealth as classroom" outreach effort, with quality clinical training experiences for our students in various community medical settings, such as outpatient offices, ambulatory care clinics and physician's offices.

The Division of Institutional Research, Evaluation and Assessment supports student assessment, curriculum evaluation and medical education research.

Center for Academic Achievement

The center is open to all students at UMMS. Services include academic counseling, tutoring and a series of learning seminars that focus on test-taking, reading, memorization, communication and synthesizing information. The director and staff of the center work with individual students to identify learning needs which can be met through tutorials designed with learning specialists, educational psychologists and graduate students. The academic achievement program at UMMS is oriented toward prevention of academic problems through systematic needs assessment, mobilization of resources and continuity of the support experience.

Standardized Patient and Medical Simulation Programs

The Standardized Patient Program (SPP) and the other simulation resources housed in iCELS provide UMMS students with state-of-the-art technology in support of the development, advancement and assessment of their clinical skills.

UMMS has long used patient simulation as an essential component of its academic and clinical training. Established in 1982, SPP provides evaluative and instructional services that have evolved into integral and mandatory components of medical education. Through the use of highly trained lay people who simulate medical conditions realistically and consistently, the SPP is renowned for its technologically advanced, culturally sensitive medical training and evaluation of students and health care providers from academic and clinical programs across New England. Our standardized patients number more than 100 and represent some of the best in the country.

The SPP reputation for excellence led to its selection as one of a handful of programs to serve as a pilot site for evaluating the National Board of Medical Examiners USMLE Step II Clinical Skills licensure exam. This standardized patient performance-based, clinical skills assessment measures clinical competency and, since 2004, has been a mandated component of the USMLE licensure exam. At UMMS, all required core clinical experiences in the third year include a required "end of clerkship" Standardized Patient Objective Structured Clinical Examination (OSCE) as well as a comprehensive clinical skills assessment at the end of the Core Clinical Experiences component of the curriculum. These assessments utilize standardized patients to evaluate student performance in the essential clinical skills and competency areas covered in the core clinical curriculum, providing a high level of preparation for the required Step II Clinical Skills licensure examination.

Electronic patient simulators offer a complementary opportunity for students to build skills, practice common medical procedures and sharpen their decision making. Simulation technology allows students to practice, in the safety of the classroom, the clinical skills that are essential for patient care in the real world. The iCELS provides a comprehensive array of simulation technology, centrally located in the new Sherman Center and easily accessible to all students. The iCELS is equipped with the full range of simulation technology,

including task-trainers, high-fidelity full-body mannequins and computers with screenbased, virtual simulation for interactive case scenarios, performance debriefing, procedure training and independent learning.

The Office of Educational Affairs and the Office of Undergraduate Medical Education are conveniently located in the student wing. The OUME shares a suite of offices with Student Affairs. Students are encouraged to interact with the staff and to participate in the continuous improvement of the Medical School's educational programs.

Educational Technology

Information Services (IS) provides the educational technology infrastructure in support of teaching and learning including email accounts, network storage and desktop software packages. Academic Computing Services (ACS), a division of IS, collaborates closely with faculty, staff and students to evaluate, acquire, implement and support educational technologies for the Medical School. The division offers a number of strategic tools and services reinforcing an active virtual classroom, including:

- Learning Management System: UMMS
 currently is moving to BlackBoard Learn
 to host all Medical School courses, and
 ACS provides support and training for the development and delivery of courses in the Learning Management System.
- Laptop Program: Beginning in 2010, the School of Medicine instituted a certified laptop requirement to support student learning within and outside of the classroom. The laptops serve as the portal for student access to electronic course materials and engagement in technologybased classroom teaching. The program will continue to emphasize the baseline laptop requirement as it moves to a Bring Your Own Device model.
- E*Value: The implementation currently in process includes a web-based evaluation system with real time reporting for faculty and students; a detailed map of the content and methodology of the curriculum; a calendar view of all scheduled curriculum events; and an educational digital portfolio.

- Digital Lecture Capture: A majority of School of Medicine lectures are captured and available to students for review on the Web and via audio podcast.
- Virtual Microscopy: A virtual microscope technology enables students to view and manipulate digitized microscope slides 24/7 via the web.
- Audience Response System: Virtual polling via laptops, smart phones and tablets provide real time teaching and learning touch points.
- UMEDS: The UMass Medical Encounter
 Documentation System is a mobile web-based system used by students to record
 clinical patient encounters. This technology
 will be replaced by E*Value's clinical log
 tool in Academic Year '13-14.

Office of Bioethics

The Center for Bioethics works closely with the School of Medicine's curriculum and faculty to foster an environment in which all members of the UMMS community are encouraged to recognize the values embedded in human interactions and to develop the skills necessary to respond appropriately. The office is committed to providing high quality ethical consultation and educational programming. The primary goal of an integrated curriculum in ethics is for students to build the skills required to recognize and respond to the ethical issues that arise in their professional work. The office provides support for a variety of opportunities to practice these skills, beginning with sessions during the firstyear orientation, continuing throughout the Doctoring and Clinical Skills course during the foundational studies years and culminating with conference sessions in the Core Clinical Experiences curriculum.

Lamar Soutter Library

The Lamar Soutter Library is the physical and virtual center for information resources at the Medical School. These resources include access to more than 5,000 online journals as well as access to major biomedical electronic databases and to a comprehensive collection of both print and electronic books. In addition to standard medical resources, the Lamar Soutter Library also houses a Humanities in Medicine collection, a Women in Medicine collection and a History of Medicine collection as well as rare books and the archives of the institution.

Members of the library staff are intricately immersed in the curriculum of the school, supporting student's knowledge of utilizing and analyzing highest quality medical information. Instruction offered by the library includes the use of online bibliographic management tools, seminars in Evidence-Based Medicine and workshops in effective ways to locate and retrieve resources needed for both scientific and clinical work.



Learning Communities establish roots in the Sherman Center

When a handful of medical students and faculty members began to advocate for the incorporation of learning communities in the School of Medicine curriculum way back near the beginning of a decade-long redesign process, not much thought was given to what kind of space these communities might someday occupy. These advocates just wanted to make sure that learning communities as a vital part of the medical education process were given a chance. Now, with the opening of the Albert Sherman Center (ASC), the learning communities will come into their own in beautiful, light-filled spaces where all students can learn, teach, relax and recharge.

Informally established in 2008 and formally launched with the new Learner-centered Integrated Curriculum (LInC) in 2010, the five Learning Communities have become the foundation for both medical student life and the curriculum. They are designed to promote curricular continuity, foster cross-class interactions among students and to strengthen student-mentor relationships.

The new Learning Community suites in the ASC—clustered together across two floors—each include three small group meeting rooms with the flexibility to accommodate different courses' learning needs; a kitchen/lounge area where students can hold social functions or just gather to relax and grab a bite to eat; and an office area that brings mentors into the heart of the learning communities.

The five Learning Community suites are adjacent to the fitness center and the interprofessional Center for Experiential Learning and Simulation, as well as a learning space for the Graduate School of Nursing. Nearby is an auditorium that can accommodate a larger group than any existing space on campus can. Technology will link the new learning spaces in the ASC with the recently renovated spaces in the Medical School Building, including the Integrated Teaching and Learning Center and the state-of-the-art anatomy labs.



The library's computer area includes more than 100 workstations for access to word processing and spreadsheets and for access to the library's electronic resources via the internet. The library's electronic resources are available off-campus to UMMS students and faculty via proxy.

The Lamar Soutter Library is one of eight regional resource libraries affiliated with the National Library of Medicine. In addition, the library participates in a number of consortial agreements that greatly expand the availability of resources for students. The library also takes an active role in community information outreach in our role as the only public medical library in Massachusetts and serves as the library for the school's clinical partner, UMass Memorial Health Care. Plus, as the library is centrally located on the Medical School campus, it serves as a gathering place for cultural activities such as employee and student art exhibits, book readings and guest lectures.

School Services

Office of School Services

The office serves students in the three schools of the UMMS campus and is responsible for matriculation services and pre-matriculation programs. Matriculation services include Financial Aid, Registrar/ Student Records, Student ADA Support and Weather Watch. Pre-matriculation programs include outreach programs for minority and disadvantaged students (High School Health Careers Program and the Summer Enrichment Program), the Worcester Pipeline Collaborative, the Regional Science Resource Center and the Undergraduate Summer Research Fellowship Program, For more information, visit: http://www.umassmed. edu/summer/index.aspx

Accommodations for Students Under the Americans with Disabilities Act

According to the Americans with Disabilities Act (ADA), a disability is defined as an impairment that substantially limits one or more of the major life activities of an individual; a record of such an impairment; or, the perception that one has such an impairment. UMMS is firmly committed to providing full access to individuals with disabilities. In so doing, UMMS intends to fully comply with the Americans with Disabilities Act (ADA) of 1990 and Equal **Employment Opportunity Commission** guidelines. Students who avail themselves of the ADA will not be treated with prejudice or adversity. The Office of School Services, working in collaboration with the Diversity and Equal Opportunity Office, coordinates all student disability issues.

The Vice Provost for School Services serves as the ADA Student Coordinator. Once admitted, the student is responsible for notifying the ADA Student Coordinator of his/her disability, requesting academic accommodations in writing and providing appropriate documentation of the disability.



A student may request accommodations at any time during matriculation. All requests for accommodations are reviewed and acted on by the Academic Accommodations Committee. It is always the student's choice whether or not to accept any recommended accommodation. Confidentiality is a strict practice of the Academic Accommodations Committee. Students may be referred to the Academic Accommodations Committee by course coordinators or Academic Evaluation Boards for analysis of the academic difficulty and its possible relationship to a disability. All students are expected to satisfy the Technical Standards of the Medical School. Accommodation under ADA will not be in conflict with the fundamental nature of the academic programs of UMMS. For more information, visit: http://www.umassmed. edu/schoolservices/ada.aspx

Appropriate Treatment of Students

In 2001, UMMS developed a policy and complaint procedure to help ensure the appropriate treatment of students (ATS) in the School of Medicine, Graduate School of Biomedical Sciences and Graduate School of Nursing. Students should expect to be treated with respect and to learn and work in a safe and nurturing environment. All individuals who interact with students are expected to behave in accordance with the ATS policy, which applies to faculty, administrators, nurses, house staff, postdoctoral students, technicians, other learners, and other volunteer or paid staff. Inappropriate treatment occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment or threat, sexual harassment, psychological cruelty, and discrimination based on race, color, national origin, religion, gender, sexual orientation, age, disability or veteran status. Please note that separate school-wide policies are in place covering sexual harassment, consensual amorous relationships and discrimination based on protected-class status.

For more information, including definitions, policies and procedures for reporting suspected inappropriate treatment, students are encouraged

to contact the Office of Undergraduate Medical Education or the Diversity and Equal Opportunity Office. The policy and procedure is also available in the Office of Student Affairs. The DEOO is responsible for coordination and monitoring of all ATS complaints, for training faculty members to serve as resource persons for students with ATS-related inquiries and concerns, and for ongoing oversight and periodic review of the training process.

Student Counseling Service

The Student Counseling Service (SCS) provides counseling, psychotherapy, assistance with stress management, and educational programs on emotional well-being for students. Students come to SCS seeking personal growth and greater self-understanding as well as healthier psychological functioning. Many students using the service want to cope more effectively with difficult or stressful academic situations, while others seek counseling to deal with broader life issues. Some students come because of more serious, troublesome and/or chronic difficulties in their lives. The SCS maintains strict standards of privacy and confidentiality. The service cost is covered by the prepaid Student Health Plan fee.

Student Health Service and Student Health Plan

The Student Health Service (SHS) seeks to preserve and maintain the health of the students while at UMMS by providing upto-date health screening programs as well providing routine health care for many of the students. SHS maintains a dedicated website for all student health issues, including information on blood-borne pathogen exposures, insurance plans, upcoming flu or TST clinics, and all SHS policies as well as access to all health clearance forms. The SHS is located in a building adjacent to the Medical School and hospital. Students may choose a primary care provider at SHS or off campus, including their current provider with approval of the SHS Director. Hours of operation are 8 a.m. to 5 p.m. Monday-Friday with 24/7 coverage through the hospital's emergency room.

The University of Massachusetts School of Medicine does not currently require screening of students for blood-borne pathogens. Students who are aware that they are infected with or are carriers of a bloodborne pathogen [including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV)] are strongly urged to contact the Health Service so that appropriate treatment, both medical and psychological, may be instituted or continued. As stated in the UMass School of Medicine's Technical Standards, infection, or carrier states, with certain blood-borne pathogens, may "restrict the student's ability to perform fully in some clinical clerkships and to meet the requirements of some specialties; therefore, the student will possibly be prohibited from future training and practicing in those fields." The Vice Provost for School Services/ADA coordinator oversees the process for all accommodations, including blood-borne pathogens, and all medical information is treated with strict confidentiality. As also stated in the Technical Standards, "other conditions that carry a high likelihood of debilitating student illness or that are likely to lead to a compromise of the student's immune system should be carefully considered before committing to a career in clinical medicine."

The UMass School of Medicine guidelines for medical students infected with a blood-borne pathogen can be found at www. umassmed.edu/SOM/BloodBornePath.aspx. These guidelines apply to all matriculated and visiting students.

In addition to following the UMMS
Policy on Students with Blood-Borne
Pathogen Infection, infected students on
clinical rotations are also subject to the
institutional blood-borne pathogen disease
policies as are physicians and nurses at
those sites to which students are assigned.

The Student Health Plan (SHP) is the administrative entity funded by the mandatory student health fee, providing routine primary health care coverage to students under the direction of physicians or nurse practitioners. With an additional fee, students may elect to have their immediate family members (i.e., spouse, children) covered under the SHP. Students are covered by the SHP during their period of enrollment,



from registration though August 31 of the following school year. A brochure describing the plan and its services is available through the SHS.

UMMS requires all students to carry supplemental insurance to cover specialty consultations, diagnostic evaluations and inpatient services. Such a policy may be purchased either through the UMMS or privately.

Students are required to carry disability insurance. A policy is available through the school, which is paid for by student fees. Benefits begin after 90 consecutive days of disability and include coverage for blood-borne pathogens. Upon completion of medical school, the coverage is portable to a residency and then to medical practice at the option of the graduate. Details of the policy are available online at www. medplusadvantage.com

Food Services

Cafeteria and dining areas are located on the first floor of the Albert Sherman Center and on the first floor of UMass Memorial Medical Center-University Campus, which is contiguous to the Medical School building. Both cafeterias offer a variety of selections, including a salad bar, deli bar, grill, soups, entrees, snacks, pastries and beverages. Food kiosks are also available in the Medical School building and the Lazare Medical Research Building.

Campus Bookstore

Located in the UMMS lobby, the campus bookstore is open Monday through Friday from 7:45 a.m.-4 p.m. for students, faculty, staff and the general public. The bookstore offers all required text and reference books (at a 5 percent discount with no tax charged) for the School of Medicine, Graduate School of Biomedical Sciences and Graduate School of Nursing. Books not in stock may be ordered through the store or via the UMMS website at http://www.umassmed.edu/ bookstore/index.aspx. Trade books, school clothing, school insignia items, medical instruments, school supplies, magazines and a variety of snack foods are also available. UPS shipping services are also available through the bookstore.

Housing and Transportation

School of Medicine students reside in the local community or commute, as housing facilities are not available on campus. Bus transportation to the campus is available via several routes. Those who wish to park on campus are required to register with the Office of Public Safety and pay an annual parking fee. While public transportation is generally available within the local Worcester area, educational sites for the Longitudinal Preceptorship program and Core Clinical Experiences are generally dispersed across Worcester County and neighboring towns to the north, south and west, within an hour's drive from the Medical School, requiring transportation by car. Students are expected to provide their own transportation to any assigned site. Given the breadth of our community-based teaching affiliates, students should be prepared to travel as far as Boston or western Massachusetts for certain rotations.

Academic Policies and Procedures

Advanced Placement

In consideration of the varied backgrounds of students and to allow some flexibility in programming, there are courses in which students may apply for advanced standing. Given our integrated model for courses and curricular framework, requests for advanced standing will be considered on a case by case basis. Under the oversight of the associate dean for undergraduate medical education, requests for advanced standing in a given course or course component will be reviewed by the respective curriculum committee and subject to approval by the designated course co-leaders.

Grading System

The faculty believes that a system of periodic evaluation is essential to enable students to identify their strengths and deficiencies and to permit instructors to evaluate student progress and their own teaching efforts. It is the intent of the faculty that all students successfully complete their course of study. Early on, through frequent and personal contact

with students, faculty members identify any difficulty a student may have in their coursework.

All FOM1. FOM2 and Advanced Studies courses (with the exception of required sub-internships) are graded on a basis of Credit/No Credit. A low passing grade of Credit/Marginal ("internal marginal") is also retained, if appropriate, for internal tracking purposes. For courses with appropriate structure, a written narrative is included as part of the final course grade. For Core Clinical Experiences and electives, the ratings given are Outstanding, Above Expected Performance, Expected Performance, Below Expected Performance or Failure, and a written narrative is also included. The purpose of the narrative is to aid students in evaluating individual ability and performance; to aid the academic evaluation boards in making recommendations concerning the student's subsequent education, including graduate medical (residency) training; and to aid in preparation of the Medical Student Performance Evaluation (MSPE).

The faculty members of each course determine specific methods of evaluation, which may, for example, include examinations, case-based exercises and papers or observed structured clinical interactions. Examinations are conducted and graded consistent with the school's philosophy of emphasizing learning through self-motivation rather than through competition. Grades are determined on a "criterion-based" method and not on a grading curve.

The grade of Incomplete indicates that completion of examinations or other course requirements has been postponed because of student illness or other extenuating circumstances.

All records used by the faculty as a basis for recommendations for promotion, graduation or entry into graduate medical training of a student are available to that student upon request.

Students are required to take Step I, Step II Clinical Knowledge (CK) and Step II Clinical Skills (CS) examinations of the U.S. Medical Licensing Examination (USMLE) and to have their scores reported to UMMS. The Step I and Step II CK components of USMLE are computerized examinations that students schedule at a time convenient to them, usually following the second year (Step I) and sometime during the fourth year (Step II). The Step II CS is a performance-based examination scheduled by the student some time after completing required clinical clerkship experiences. For classes up to and including 2014, passing Step 1 and recording a score for Step II (CK and CS) is required for graduation. For classes of 2015 and after, passing Steps I and II (CK and CS) is a requirement for graduation. Passage of Step exams is not required for promotion.

Prior to graduation, students are required to become certified in Advanced Cardiac Life Support and to satisfactorily complete the Comprehensive Core Clinical assessment.

Monitoring Student Progress

The progress of FOM1 and FOM2 students is monitored by the Basic Science Academic Evaluation Board, while the progress of core clinical and advanced studies students is measured by the Clinical Science Academic Evaluation Board. These boards meet regularly throughout the academic year.

In the event of a less-than-satisfactory grade in any course, the appropriate evaluation board determines whether there is a remediation option which will not impact promotion. The Evaluation Boards do not make recommendations that will impact promotion or retention. In the case of a student's performance not meeting criteria for promotion or graduation, the case is referred to the School's Progress Board for review. The Associate Dean for Student Affairs notifies, in advance of each Progress Board meeting, any student when an action

that will impact promotion or graduation is likely to be considered, so that the student can provide additional information and appear at the Progress Board meeting in person if he or she chooses.

Promotion from FOM1 to FOM2 components of the curriculum, and from FOM2 to the Core Clinical Experiences curriculum, and progress during this period, is monitored by the Basic Science Academic Evaluation Board and by the Progress Board. Details and processes for evaluation by the Basic Science Academic Evaluation Board are updated annually in the School of Medicine student handbook.

The predominantly clinical curricula of the Core Clinical Experiences and Advanced Studies components are treated as a continuum by the Clinical Science Academic Evaluation Board and by the Progress Board. This board also assesses



Students receive MLK Semester of Service awards to support community projects

The annual tradition of engaging in service on Martin Luther King Jr. Day took on special significance for 13 UMass Medical School students as they received support to launch programs that will allow them to make semester-long community connections through service.

The 2013 MLK Semester of Service Student Award recipients will help refugee children heal from traumatic experiences through storytelling and performance; provide health education to residents of youth correctional facilities; provide complementary and integrative medicine services to women with gynecologic cancers; and improve the quality of free health care by formalizing Spanish-language interpreter services.

The MLK Semester of Service Student Award program is a community service initiative designed to support student-driven, community-responsive service and service-learning projects in the communities that surround the Worcester campus.

Each of the four project teams funded this year received \$500 to support implementation of their proposals, which require the students to partner with existing community organizations. The projects are designed to strengthen existing relationships with the community; address community needs and student learning objectives; and provide opportunities for members of the UMMS community to work together and engage with the larger community.





qualifications for graduation. Details and processes for evaluation by the Clinical Science Academic Evaluation Board are updated annually in the School of Medicine student handbook.

Withdrawals, Leaves of Absence and Readmission

Students may withdraw voluntarily from the School of Medicine at any time upon written request to the Associate Dean for Student Affairs. Readmission after voluntary withdrawal is not guaranteed. Reinstatement requires application in writing to the Committee on Admissions at least two months prior to the date of requested readmission. If the readmission is approved by the Committee on Admissions, the appropriate academic evaluation board will determine the level at which the student will be reinstated within the curriculum and the courses that will be required.

Students in good academic standing may request a leave of absence for one or more semester, not to exceed one year. In such cases, the appropriate academic evaluation board determines whether such a leave of absence is to be granted and sets any conditions for readmission. Readmission after an administrative leave of absence does not require action by the evaluation boards (unless specifically stated) or by the Committee on Admissions. Readmission after a leave of absence taken for medical reasons requires a letter from a physician or therapist acceptable to the appropriate evaluation board. Students returning from a leave of absence must do so at the start of a semester.

Students who fail to return from a leave of absence, in spite of notification by the Associate Dean for Student Affairs, will be considered to have withdrawn voluntarily from the School of Medicine and cannot be reinstated without positive action of the Committee on Admissions. Students are allowed a maximum of 6 years (12 semesters) of enrollment plus up to two years (4 semesters) of leave time.

Graduation

Regularly matriculated medical students who have fulfilled all requirements of the University, as certified by action of the Clinical Science Academic Evaluation Board, will be recommended by the Dean of the Medical School to the president and trustees of the University of Massachusetts for the degree of Doctor of Medicine. Requirements include satisfactory completion of four years of study as outlined by the curriculum and student handbook, satisfactory completion of an end of core clinical experiences assessment, successful completion of courses in Advanced Cardiac Life Support and transition to internship, and a passing score on Steps I, II CK and Step II CS of the U.S. Medical Licensing Examination (USMLE).