## Rush Medical College Student Handbook

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Introduction

September 2017

Dear Students,

On behalf of the Office of Medical Student Programs, I welcome you to Rush Medical College (RMC). We strive to provide an intellectually and socially vibrant campus that offers a safe and supportive environment for all students. The following is a tool to help maintain this environment. The RMC Student Handbook describes the privileges and responsibilities granted to our students. It is important for you to take time to familiarize yourself with the contents of this handbook, as it is designed to acquaint you with the specifics of the standards expected of you as a member of the Rush community, and it consolidates information from many sources on topics ranging from academic processes to student services. In addition, RMC students must adhere to all Rush University (RU) standards which are found in the RU Catalog.

Please note that the information provided, such as the regulations and policies articulated in this handbook, is not intended to be all-inclusive and does not constitute a contract. RMC reserves the right at any time to add to, modify, or revoke any of its regulations and policies, including those in the handbook, without notice.

Please let us know if you have any questions. On behalf of all us at RMC, we are glad to have you as a part of the Rush family.

Sincerely,

Elizabeth A Baker, MD
Senior Associate Dean
Rush Medical College Vision, Mission, Terminal Objectives, & Program Objectives

Vision
Rush Medical College will be the global leader in student-centered, future-oriented medical education.

Mission
Through a supportive and dynamic learning community, Rush Medical College nurtures the development of empathic, proficient physicians dedicated to continuous learning, innovation, and excellence in clinical practice, education, research and service.
Office of Medical Student Programs

The Office of Medical Student Programs (OMSP) is responsible for the recruitment, admission, education, and residency application process for Rush Medical College (RMC) students. The OMSP, representing RMC, manages every aspect of the student life cycle including collaborating with Rush University, on behalf of RMC students. In addition to the functional responsibilities, staff interacts with students on a daily basis – guiding them through their education, counseling, answering questions, and problem solving on their behalf.

OMSP Office Hours
The OMSP is open Monday through Friday, 8:00am – 4:30pm, except during the following recognized holidays:

- New Year’s Day
- Match Week
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day
- University Winter Break

OMSP Address
Rush Medical College
600 South Paulina Street
Suite 524 AAC
Chicago, IL 60612

OMSP Phone Number
(312) 942-6915
Contact Information

Emergency Contact Information
Emergency contact information for the Office of Medical Student Programs (OMSP) is located on the informational card that Rush Medical College students receive upon matriculation and are required to wear with their ID badges (replacement cards are available in the OMSP).

How to Contact OMSP Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boyd, Cynthia, MD</td>
<td>Assistant Dean, Admissions and Recruitment</td>
<td><a href="mailto:Cynthia_E_Boyd@rush.edu">Cynthia_E_Boyd@rush.edu</a></td>
</tr>
<tr>
<td>Gallegos, Bernadette</td>
<td>Manager, Admissions</td>
<td><a href="mailto:Bernadette_Gallegos@rush.edu">Bernadette_Gallegos@rush.edu</a></td>
</tr>
<tr>
<td>Volk, Jill, MSED</td>
<td>Director, Admissions and Recruitment</td>
<td><a href="mailto:Jill_M_Volk@rush.edu">Jill_M_Volk@rush.edu</a></td>
</tr>
<tr>
<td>Baker, Elizabeth, MD</td>
<td>Senior Associate Dean, Education</td>
<td><a href="mailto:Elizabeth_Baker@rush.edu">Elizabeth_Baker@rush.edu</a></td>
</tr>
<tr>
<td>Busse, Judith</td>
<td>Manager, Special Events</td>
<td><a href="mailto:Judith_Busse@rush.edu">Judith_Busse@rush.edu</a></td>
</tr>
<tr>
<td>Hooper, Joy</td>
<td>Administrative Assistant</td>
<td><a href="mailto:Joy_Hooper@rush.edu">Joy_Hooper@rush.edu</a></td>
</tr>
<tr>
<td>Meyer, Jonathan, MBA</td>
<td>Director, Operations</td>
<td><a href="mailto:Jonathan_Meyer@rush.edu">Jonathan_Meyer@rush.edu</a></td>
</tr>
<tr>
<td>Szwewka, Aimee, MD</td>
<td>Assistant Dean, Education</td>
<td><a href="mailto:Aimee_Szwewka@rush.edu">Aimee_Szwewka@rush.edu</a></td>
</tr>
<tr>
<td>Blood, Angela, MPH MBA</td>
<td>Director, Curriculum and Education Management</td>
<td><a href="mailto:Angela_Blood@rush.edu">Angela_Blood@rush.edu</a></td>
</tr>
<tr>
<td>Finley, Ellenkate</td>
<td>Manager, Simulation Education</td>
<td><a href="mailto:Ellenkate_Finley@rush.edu">Ellenkate_Finley@rush.edu</a></td>
</tr>
<tr>
<td>Grichanik, Mark, PhD</td>
<td>Director, Assessment</td>
<td><a href="mailto:Mark_Grichanik@rush.edu">Mark_Grichanik@rush.edu</a></td>
</tr>
<tr>
<td>Ham, Jennifer</td>
<td>Clinical Education Coordinator</td>
<td><a href="mailto:Jennifer_Ham@rush.edu">Jennifer_Ham@rush.edu</a></td>
</tr>
<tr>
<td>Johnson, Lisa</td>
<td>M1 Education Coordinator</td>
<td><a href="mailto:Lolesia_Johnson@rush.edu">Lolesia_Johnson@rush.edu</a></td>
</tr>
<tr>
<td>Leven, Robert, PhD</td>
<td>Assistant Dean, Basic Science Education</td>
<td><a href="mailto:Robert_Leven@rush.edu">Robert_Leven@rush.edu</a></td>
</tr>
<tr>
<td>Patwari, Rahul, MD</td>
<td>Assistant Dean, Innovation and Technology</td>
<td><a href="mailto:Rahul_Patwari@rush.edu">Rahul_Patwari@rush.edu</a></td>
</tr>
<tr>
<td>Schmidt, Jan</td>
<td>Assistant Director, Clinical Education</td>
<td><a href="mailto:Jan_Schmidt@rush.edu">Jan_Schmidt@rush.edu</a></td>
</tr>
<tr>
<td>Solic, Angela, PhD</td>
<td>Manager, Instructional Design and Curriculum</td>
<td><a href="mailto:angela_solic@rush.edu">angela_solic@rush.edu</a></td>
</tr>
<tr>
<td>Sczzech, Maria</td>
<td>Manager, Assessment</td>
<td><a href="mailto:Maria_Sczzech@rush.edu">Maria_Sczzech@rush.edu</a></td>
</tr>
<tr>
<td>Tonietto, Janice</td>
<td>M2 Education Coordinator</td>
<td><a href="mailto:Janice_Tonietto@rush.edu">Janice_Tonietto@rush.edu</a></td>
</tr>
<tr>
<td>Watkins, Gloria</td>
<td>Education Coordinator</td>
<td><a href="mailto:Gloria_Watkins@rush.edu">Gloria_Watkins@rush.edu</a></td>
</tr>
<tr>
<td>Behel, Jay, PhD</td>
<td>Associate Dean, Student Affairs</td>
<td><a href="mailto:Jay_M_Behel@rush.edu">Jay_M_Behel@rush.edu</a></td>
</tr>
<tr>
<td>Corral, Christine, PhD</td>
<td>Director, Student Professional Development</td>
<td><a href="mailto:Christine_Corral@rush.edu">Christine_Corral@rush.edu</a></td>
</tr>
<tr>
<td>Konieczny, Mary</td>
<td>Education Coordinator</td>
<td><a href="mailto:Mary_C_Konieczny@rush.edu">Mary_C_Konieczny@rush.edu</a></td>
</tr>
<tr>
<td>Sclamberg, Joy, MD</td>
<td>Associate Dean, Student Affairs</td>
<td><a href="mailto:Joy_Sclamberg@rush.edu">Joy_Sclamberg@rush.edu</a></td>
</tr>
<tr>
<td>Fleming, Bill, MSIS MS</td>
<td>Director, Medical Student Systems</td>
<td><a href="mailto:Bill_P_Fleming@rush.edu">Bill_P_Fleming@rush.edu</a></td>
</tr>
<tr>
<td>Triche, Jason</td>
<td>Web Developer</td>
<td><a href="mailto:Jason_Triche@rush.edu">Jason_Triche@rush.edu</a></td>
</tr>
<tr>
<td>Yuen, Owen</td>
<td>Database Analyst</td>
<td><a href="mailto:Owen_Yuen@rush.edu">Owen_Yuen@rush.edu</a></td>
</tr>
</tbody>
</table>
How to Contact Administrators and Faculty

The best way to reach most faculty for non-urgent matters is by email. Faculty can be found in the Outlook Address Book. For urgent matters, the Clinical Course Directors and faculty can be text-paged. For emergencies, page to a phone number.

How to Contact Course Leadership

Contact information for individual courses is not listed here as this may change from year-to-year. Contact information for M1/M2 course leadership includes block administrators or course directors and faculty listed in individual course guides available on Blackboard. Contact information for M3/M4 course leadership includes course directors and coordinators and is available in the OASIS Course Catalog.
Checklist for Start of Year

☐ Check to make sure immunizations and annual tuberculosis screening are up to date
Questions should be directed to Lifetime Medical Associates (312) 942-8000.

☐ Complete Medical Center Online Compliance Modules
All students, faculty, and staff are required to complete a series of modules. Some modules are required before a student is allowed to work on patient floors and some are required to access the electronic patient record system.

Those who do not complete modules by the assigned deadlines will be reported for appropriate disciplinary action.

http://www.webinservice.com/rush/login50
login: (your 7-digit ID number)
password: (default password is ‘hello’)

☐ Register for courses
All Rush Medical College (RMC) students are required to register in RUConnected every semester for all courses. An e-mail is sent from the Office of the Registrar to remind students of registration dates and (for M1 and M2 students) the courses for which to register. Failure to register within the communicated registration dates will result in a late fee.

http://ruconnected.rush.edu

☐ Confidentiality and Conflict of Interest Attestation
Every fall, RMC students are asked to acknowledge that they have read and understand the RMC Conflict of Interest and Confidentiality Policy. Refer to Appendix A – Prevention of Faculty-Student Conflicts of Interest.

Identification Card
Students are expected to wear ID badges at all times. ID badges allow access to buildings and some secure facilities after hours. If lost or stolen, please contact the Office of the Registrar. For access issues, please contact Rush University Medical Center Security at (312) 942-5678.

Mask Fit Testing
As mandated by the Occupational Safety & Health Administration (OSHA) and part of the compliance requirements, all students must undergo a mask fit on an annual basis. Testing details are also on the OASIS calendar. For questions, please contact the Office of Medical Student Programs.
Calendars & Events

Annual Events

White Coat Ceremony
The White Coat Ceremony welcomes Rush M1 students into the profession of medicine. This ceremony occurs at the beginning of the M1 year, includes students, families, and faculty, and is co-sponsored by the Rush Medical College Alumni Association.

Capstone Forum
Please see Capstone Project.

Match Day Ceremony
The Match Day Ceremony occurs in the spring of M4 year and marks the occasion when senior medical students learn where they complete their residency training. The Rush ceremony is attended by students, families, faculty, and staff and is a festive occasion when the students celebrate this significant milestone together.

Senior Awards Ceremony
The Senior Awards Ceremony includes the presentation of awards to students in the graduating class. Students are recognized for their achievements in specific disciplines, community service, humanism, and academic excellence. The ceremony is open to all members of the graduating class and their families.

Commencement Banquet
The Commencement Banquet is an opportunity to celebrate with the graduating medical student class. Students, families, and select faculty share a festive dinner together, marked by the presentation of faculty awards, and a speech by a student representative elected by the class.
Educational Program

The Committee on Student Evaluation and Promotion (COSEP)

The COSEP develops policies concerning student status, evaluation and promotion, reviews academic performance of students, and makes recommendations to the Dean concerning promotion and graduation, remedial actions, and dismissal of students. Please review the COSEP Policies and Procedures posted on RUConnected.

Student Records

The official academic record for each student is housed in the Office of the Registrar; some of those records are reported on the student’s transcript. Any name changes or other changes to a student’s record must be submitted through RU Office of the Registrar, which will notify the Office of Medical Student Programs (OMSP) of the change. For additional information, please see the Rush University (RU) Catalog.

Pre-clerkship (M1/M2) Information

Simulation-Based Instruction and Assessment

The curriculum is experienced through a variety of active-learning instructional methods including simulation. Some simulation experiences include manikins or partial task trainers, while others include case scenarios portrayed by simulated patients (SPs). SPs are trained to portray case scenarios created to meet various learning objectives. Case scenarios are written by physicians or professionals with content expertise in a given area. SPs are trained to facilitate individualized feedback to medical students regarding clinical skills, interpersonal skills, and professionalism, and represent a patient’s perspective within the curriculum.

Students should treat SPs as they would real patients.

Simulation activities are used for both teaching and feedback (formative) and for formal assessment (summative) events. One typical simulation assessment format is the Objective Structured Clinical Examination (OSCE). In an OSCE, students rotate from one patient encounter to another. Other tasks such as writing a patient note or presenting a case orally may also be included. Whenever possible, simulation activities are structured in a format similar to the United States Medical Licensing Examination (USMLE) Step 2 Clinical Skills (CS) examination.

Case scenarios should be discussed only in the context of formal feedback (e.g., when discussing the case with a behavioral scientist preceptor). Case scenarios or other testing information should not be discussed with other students.

Most simulation activities are video recorded so that students can receive feedback, review their own performances, and track improvement in performance over time. Videos may also be used for the OMSP quality assurance or training purposes.

All simulation-based instruction and assessment events are mandatory.
Scheduling for Simulation Events

Some simulation events occur in the evenings or on the weekends. All simulation events are listed on the master calendar. While simulation events may take place over multiple days, each student is only required to attend their individual appointment.

A schedule with individual orientation times is distributed approximately 4-6 weeks in advance of event dates. If a scheduling conflict is identified, two students may request a schedule exchange through a joint email proposing to swap appointment times. The Simulation Education Coordinator will review the request and notify the students if the change has been approved. The deadline for submitting schedule exchange proposals is 2 weeks prior to the beginning of the event.

If, after the calendar is released, a conflict arises that cannot be solved by a schedule exchange, the student must contact the Simulation Education Manager immediately. An excused absence or rescheduled slot is not guaranteed, but may be granted, in accordance with the Attendance Policy in the Student Handbook.

Recorded Lectures

All lectures in the M2 curriculum are viewed through Panopto Live. Lecture recordings are made available to students within 24 hours of the lecture. In the event of a problem with a lecture recording, a copy of the previous year’s lecture (if available) will be posted. Small group discussions and workshops are not recorded. Recordings are meant to supplement, not replace, participation in lectures.

Year Two Questionnaire (Y2Q)

The Y2Q is an annual survey administered by the Association of American Medical Colleges (AAMC) to all second-year medical students in the fall. Students are asked to share thoughts on their medical school experience to that point. Surveys are confidential and participation is voluntary, but this is a very important way in which Rush learns from students about what is and is not working in the curriculum. Results of the Y2Q help drive change.

Photos for Identification

Students are required to have photos taken for identification purposes. Students should dress professionally. Photos are uploaded to appropriate systems to assist faculty and coordinators in the evaluation process during clinical clerkships. Students may also choose to use these photos during the residency application process.

M3 Clerkship

Lottery and Transportation

Students participate in three lotteries at the end of their M2 year in this order:

1. The M3 Grid Lottery determines the order of M3 core clerkships
2. The M3 Sites Lottery determines the rotation site for each of the M3 core clerkships
3. The M3 Elective Lottery allows students to fill the 6 weeks of elective space in the M3 calendar with elective rotations normally taken in the M4 year
Only those students actively enrolled at RMC during the term in which the lottery is held are eligible to participate. Students on a leave of absence (LOA) will have schedules created by the OMSP when the terms and conditions of the LOA have been fulfilled.

There are various modes of transportation available to RMC students. Refer to the Transportation section.

CRASH
The orientation course for the third year, currently called “CRASH” (clinical resources and skills for the hospital), occurs immediately prior to the M3 rotations begin; attendance is required. During the intensive sessions in the course, students learn various practical skills and technology programs which student will use. EPIC training is provided during CRASH.

Pagers
Rush pagers are distributed to students during CRASH. Students must respond to pages in a timely manner, are responsible for maintaining batteries for pagers, and expected to turn in pagers prior to graduation. If lost, students must contact Telecommunications at (312) 942-5650 and pay a fee of $50 for a replacement. If the pager is stolen, students must supply a copy of the police or security report and a new pager will be issued free of charge.

M4 Clerkship Information

Scheduling Clerkships and Electives
M4 students participate in the M4 elective lottery, after which students have the opportunity to add and drop electives through OASIS and to schedule electives at other institutions accredited by the Liaison Committee on Medical Education (LCME) and Accreditation Council for Graduate Medical Education (ACGME). For details, please refer to the Elective Common Syllabus on RUConnected.

Only those students actively enrolled at RMC during the term in which the lottery is held are eligible to participate. Students on LOA will have schedules created by the OMSP when the terms and conditions of the LOA have been fulfilled.

There are various modes of transportation available to RMC students. Refer to the Transportation section.

M4 Lottery
M3 students participate in two lotteries at the end of the M3 year:
1. The M4 Core/Sub-I Lottery for the Emergency Medicine core clerkship and one sub-internship (in Medicine, Pediatrics, Family Medicine, or Surgery)
2. The M4 Elective Lottery

VSAS and Other Away Electives
The Visiting Student Application Service (VSAS) is supported by the AAMC is used to process student applications to schools participating in VSAS. Students should first visit
www.aamc.org/students/medstudents/vsas to determine if the institution they wish to visit is available through VSAS. For those institutions that do not participate in VSAS, RMC processes applications manually (please contact RMC_Clinical@rush.edu). The following information is needed in order to apply for away electives:

- Away Clerkship Approval Form for each school/institution to which the student is applying.
- VSAS authorizations: contact RMC_Clinical@rush.edu.
- Photograph: contact RMC_Clinical@rush.edu.
- Immunizations: must be requested from Lifetime Medical Associates (LMA) and uploaded by the student.
- Transcript: must be ordered from the Registrar in 440 AAC. Please request that the transcript be sent to the OMSP to upload to VSAS.
- Letter of recommendation: the letter writer should send an electronic copy directly to RMC_Clinical@rush.edu to upload.
- Drug Screen: a one-time drug screen is performed upon matriculation. If an updated drug screen is required, please contact RMC_Clinical@rush.edu for instructions.
- Criminal Background Check: a one-time criminal background check is performed upon matriculation. If an updated background check is required, please contact RMC_Clinical@rush.edu for instructions.
- Affiliation Agreements: an affiliation agreement between Rush and the requested school or hospital must be in place. The execution of the agreement will not begin until a student has been offered and accepted to an away clerkship. The execution of the agreements can take several months. Therefore it is strongly recommended that students have a backup elective in place at Rush for each away elective.

The Medical Student Performance Evaluation (MSPE)
The Medical Student Performance Evaluation (MSPE) is created for every student during the M4 year. This assessment reflects the performance of the student across the M1-M3 years of the curriculum, and commonly includes narrative descriptions of clerkship performance, as well as graphs and tables depicting the student’s performance relative to his/her peers. It is submitted, on the student’s behalf, to the Electronic Residency and Application Service (ERAS), which is the platform through which M4 students apply to residency programs.

The MSPE is created by the staff and faculty of the OMSP. If a student identifies a conflict of interest relating to the MSPE author, another faculty member within the dean’s office assumes responsibility for that student’s MSPE. Each student is asked to review his/her MSPE for factual accuracy in late August/early September of the M4 year, prior to submission to ERAS.

Match
National Resident Matching Program (NRMP)
The NRMP is the national program that matches senior medical students with residency training programs. The Match process requires input from both students and residency programs, and uses an algorithm to assign the student to a program, based on their priority rankings. See http://www.nrmp.org.

Early Match
This term refers to the process used by residency programs in Ophthalmology and Urology to match M4 students into these training programs. This “early match” occurs in January, several months prior to the main match run by the NRMP. Students applying in these fields have earlier application deadlines. The Ophthalmology process is organized by the San Francisco Match (http://www.sfmatch.org) and the Urology process is organized by the American Urological Association (http://www.auanet.org).

**Match for Students in the Military**

There is a separate match process for students in the military. This match occurs in December, several months prior to the main match run by the NRMP. Students applying to the military have an earlier application deadline. For more details see http://www.militarygme.org.

**Graduation Questionnaire (GQ)**

The GQ is an annual survey administered by the Association of American Medical Colleges (AAMC) to all graduating medical students across the country. Students have the opportunity to share their opinions about their undergraduate medical education and experience. The results of this survey are used by the OMSP and the Committee on Curriculum and Evaluation (CCE) to make changes to the curriculum.
Student Status

Leave of Absence (LOA)
Occasionally, a student needs to disengage from the RMC curriculum. These students are placed on a leave of absence during which time they do not pay tuition, do not receive financial aid, and are not actively engaged in any work which fulfills requirements of the MD degree. For a fee, students on LOA may choose to remain on the RU student health insurance plan. Other RU and RMC services are not available to students on LOA. In an emergency situation or if a student is unable to complete the process of requesting a LOA, RMC has the right to administratively place a student on a LOA.

Requesting a Leave of Absence (LOA)
A student wishing to disengage from the RMC curriculum must first schedule an appointment with the appropriate Assistant or Associate Dean before the Senior Associate Dean can process an LOA. The student must adhere to all Rush University policies to obtain final permission for the LOA from the University. The maximum length of an LOA is one year; an extension of an LOA beyond one year requires a petition to the COSEP.

Returning from an LOA
A letter of intent indicating the student is prepared to return to duties as a full-time student must be submitted to the appropriate Assistant or Associate Dean at least 6 weeks prior to the end of the LOA. If the leave was prompted by a medical issue, a letter from the treating health care professional is required indicating the student is fit to return to full-time status. RMC does not allow part-time enrollment. The decision of an Assistant or Associate Dean to approve a student’s request to return from an LOA is individualized, based on the student’s circumstances.

Financial Obligations
Students are required to meet with a financial aid counselor prior to approval of an LOA. Students who take an LOA are not eligible for financial aid during the leave and may be liable to return some aid already awarded. An LOA may also have an impact on future financial aid distributions. Financial aid is subject to federal aid regulations which require the repayment of loans if a student is disengaged for longer than 6 months.
Student Assessment & Evaluation

Assessing Courses

Grading
M1 courses are pass/fail and M2 block courses are H (Honors), P (Pass), and F (Fail). All other courses in the M2 year are pass/fail. Please see the Committee on Student Evaluation and Promotion (COSEP) Policies and Procedures for information regarding how M1 and M2 grades are determined.

M3 and M4 students are awarded grades of H, HP (High Pass), P and F. Please see the Common Core Syllabus and the COSEP Policies and Procedures for information regarding determination of M3 and M4 grades, adjustments, and timeline for release of grades.

Review and Challenge Policy for M2 Written Assessments
This policy addresses the timeframe within which students may review their written assessments (e.g., those that have multiple choice, essay, fill-in-the blank items) as well as the process for submitting grading challenges during the M1 and M2 years.

Reviewing Assessments
The Office of Medical Student Programs (OMSP) will schedule an Assessment Debrief session within two weeks of a written assessment. During this session, the OMSP hands back or digitally delivers a performance profile that includes the content of the exam, the answer key, the student’s response and performance on each item, overall performance on the assessment, adjustments to the grading scheme (e.g., if items were thrown out), and information about how well the entire class performed on individual items and the assessment as a whole. During each Assessment Debrief session, relevant course faculty review frequently missed items and provide additional resources or lecture material as needed to reinforce learning. Finally, students have an opportunity to approach faculty individually to address any remaining questions. If no Assessment Debrief is offered for the entire class, the OMSP accommodates individual requests to review written assessments.

Although these sessions are not mandatory, students are strongly encouraged to review their results on all assessments in order to 1) seek feedback about their areas of strength and opportunities for improvement, and 2) verify scoring accuracy. Because Assessment Debrief sessions allow students to review secure exam materials, they are not recorded and are staffed by proctors who will follow the same protocols as followed on an exam day (e.g., no electronic devices, leave personal belongings at the door). However unlike exam day, no writing instruments or note-taking is permitted during Assessment Debrief sessions. Under no circumstances are students allowed to exit the session with any portion of an assessment.

Scheduled Assessment Debriefs are the only opportunity students have to access the entire content of the assessment. Students will not be permitted to see assessment items after the session with the exception of excused absence accommodations per the Attendance Policy.

Submitting Assessment Challenges
Although course faculty and the OMSP staff carefully review assessments before and after each administration, there may be circumstances where errors occur. Assessments can be challenged on two
In order to challenge an assessment based on a grading or rubric error, students need to make an appointment with the Director of Assessment or Course Coordinator. **Assessment challenges will only be accepted within one week of the Assessment Debrief.** During this appointment, the student fills out a form that asks the student to identify:

1. The specific item number(s) being challenged (students may not request a re-grade of the entire assessment)
2. The student response on the item(s) (the OMSP will provide this information)
3. A narrative description of the reason for the challenge(s)
4. For rubric errors: the student must submit references to written resources that justify a change in the rubric (e.g., textbook, journal article, lecture notes)

**Processing Assessment Challenges**

1. After the challenge is submitted, the Director of Assessment assigns the review to the Course Director(s), the item writer, and/or any faculty with appropriate expertise in the item content. No identifying information about the student is provided to these reviewers.
2. The review team evaluates the challenge and makes a recommendation to the Director of Assessment and the relevant Dean.
3. The student submitting the challenge is contacted by the Director of Assessment within two weeks regarding the outcome of the review, which includes information about any scoring changes as well a rationale for any changes that were denied by the review team.
4. Any rubric changes are applied to all students who took that assessment.
5. If the scoring change affects the course grade, the OMSP submits a request for a grade change with the Office of the Registrar to adjust the official student transcript.
6. If the student disagrees with the decision of the challenge review committee, he or she may submit an appeal directly to the COSEP.

**Remediation**

The COSEP establishes requirements for remedial work for students with outstanding course failures. Please see the COSEP Policies and Procedures for details.

**Student Evaluations**

**M2 Narrative Evaluations**

The purpose of feedback is to help students develop awareness of their strengths and areas of improvement so that knowledge, skills, and attitudes can be developed and improved. While knowledge and skills are assessed in traditional ways (e.g., multiple-choice tests), narrative evaluations are designed to help students improve other attributes and qualities.

Critical to the effectiveness of physicians and central to the doctor-patient relationship are behavioral attributes such as reliability, collegiality, promptness and respect for others that may be difficult to assess through traditional exams and assignments; these are assessed through narrative evaluations completed by
faculty with whom students have worked in small group or lab settings. These evaluations are available to the students to view after the end of each semester in the M1 and M2 year.

**M3/M4 Student Performance Evaluations**

Evaluations of student clinical performance in the core clerkships are completed in OASIS by supervising physicians and are available for students to review. Reviewing evaluations is an important part of developing a plan to improve future performance. Most evaluations provide positive feedback based on the significant efforts students invest in clinical rotations. Some evaluations will include formative feedback and constructive criticism. Factors assessed by evaluators include clinical skills, knowledge base, participation, interactions with patients and teams, and professionalism. For more information, please see the Common Core Syllabus and Elective Common Syllabus.

**Course and Faculty Evaluations**

RMC and its faculty are dedicated to providing the best possible educational experience for our students. An important part of achieving this goal is to receive regular feedback from students on the courses that are taught and the faculty that teach the courses. Students are expected to fill out evaluations for each course taken and on the faculty who teach those courses. The evaluation of faculty opens the first day of the course, while the course evaluation is available beginning one week before the end of the course. Both stay open for student input for two weeks after the end of the course. All feedback is completely confidential. All student evaluations are carefully reviewed by both faculty and student-members of committees as part of our regular course review process through the Committee on Curriculum and Evaluation (CCE). The evaluation results frequently are the impetus for important improvements in the curriculum.

**United States Medical Licensing Examination (USMLE) Preparation**


RMC recognizes the importance of the Step exams and therefore provides a variety of curricular and cocurricular opportunities specially designed to help students prepare for and excel on the exams. Some resources include exam preparation sessions, National Board of Medical Examiners practice exams, and question banks. The most successful students are those who begin preparation well in advance. Students are encouraged to familiarize themselves with the testing formats and content guides provided by the USMLE on their website.

**Accommodations for USMLE**

In order to provide equal access to the USMLE testing program, the USMLE program provides reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act for individuals with documented disabilities who demonstrate a need for accommodation. Examinees must request accommodations for any USMLE program test directly through the USMLE. The process is not related to accommodations that might be granted through the medical college. The USMLE process takes significant time to complete and receiving a decision from USMLE may take months to occur. It is therefore crucial that you start early in your USMLE request for accommodations. Please see [http://www.usmle.org/test-accommodations/](http://www.usmle.org/test-accommodations/) for guidelines, forms, and FAQs.
Request for USMLE Step Delays
Refer to Appendix B - Request for USMLE Step Delays.
The Learning Environment

Special Committee on the RMC Environment (SCORE)
SCORE represents one process for reporting and addressing RMC student mistreatment and other issues that may affect the learning environment. SCORE is an important part of the institution’s system designed to optimize the learning environment and to address student concerns and complaints regarding mistreatment. For details, please refer to Appendix D – SCORE.

SCORE can be contacted in any of the following ways:
- SCORE reporting form: http://www.rush.rush.edu/medcol(SCORE)
- Contact SCORE’s ombudsman: David Ansell, MD
- Contact any 2017-18 SCORE member
  - M1 representatives: To be elected
  - M2 representatives: Elizabeth Hall (co-chair), Shaina Shetty, Cameron Ulmer
  - M3 representatives: Alexander Geisenhoff, Moses Koo, Benjamin Lehrman
  - M4 representatives: Kael Leonard (co-chair), Courtney Miller, Nathan Smith
- Contact any of the OMSP’s Ex-officio members
  - Jay Behel, PhD
  - Joanna Kuppy, MD
  - Jamie Cvengros, PhD
  - Jan Schmidt
  - Mona Soni, MD

SCORE Annual Report
Click here to view the 2016-17 Annual SCORE report.

RMC Teacher-Learner Relationship
The Teacher-Learner Relationship details the expectations of students and teachers in order to create a positive learning environment at RMC. Refer to Appendix F – Teacher Learner Relationship.
Professionalism

As representatives of the medical profession and Rush University Medical Center (RUMC), Rush Medical College (RMC) students are expected to act in an appropriate, professional manner at all times and in all areas of their lives. Professionalism is the most important component of medicine's contract with society. “The physician professional is defined not only by what he or she must know and do, but most importantly by a profound sense of what the physician must be” (Jordan Cohen, MD, former President of the Association of American Medical Colleges).

These sets of behaviors define professionalism (See Swick reference below). As physicians in training, RMC students are expected to:

- Subordinate their own interests to the interests of others
- Adhere to high ethical and moral standards
- Respond to societal needs, reflecting a social contract with the communities served
- Evince core humanistic values, including honesty and integrity, caring and compassion, altruism and empathy, respect for self and others
- Exercise accountability for themselves and for their colleagues
- Recognize when there is a conflict of interest to themselves, their patients, or their practice
- Demonstrate a continuing commitment to excellence
- Exhibit a commitment to scholarship
- Deal effectively with high levels of complexity and uncertainty
- Reflect critically upon their actions and decisions and strive for improvement
- Receive and respond to critiques
- Demonstrate sensitivity to multiple cultures
- Be committed to life-long learning

References:

- Association of American Medical Colleges: Assessment of Professionalism Project
- Cohen JJ. “The work ahead”: AAMC’s president address, November 6, 2005.
  http://www.aamc.org/newsroom/reporter/july06/word.htm.

The following policy statement was passed by the RMC Committee on Curriculum and Evaluation (CCE) and the Committee on Student Evaluation and Promotion (COSEP):
“As representatives of the medical profession and Rush University Medical Center, Rush Medical College students are expected to act in an appropriate, professional manner at all times. The following are standards which are expected of all students participating in clinical rotations:

- The student will consistently demonstrate the Rush ICARE values: innovation, collaboration, accountability, respect, and excellence (Note: innovation may not be applicable to all medical student activities). Reference: http://iris.rush.edu/news/ICARE-values.html
- The student will be present, on time, and engaged for the full duration of all required activities unless previously excused by the clerkship director or his/her designee. The student is responsible for notifying the appropriate team members prior to any absence.
- The student will promptly and reliably complete assigned tasks and responsibilities.
- The student will complete and submit all required forms, paperwork, feedback cards, and electronic documentation in a timely fashion.
- The student will respond promptly to communications (email, pages, etc).

The course director (for clinical rotations) will include an assessment of the student’s professional conduct when assigning the final course grade. Lack of compliance with standards of professional behavior (including, but not limited to the above) will result in a lowered or failing grade for the clerkship. Any grade adjustments as a result of professionalism issues, as well as feedback for remediation or improvement, will be discussed with the student and included in the student’s evaluation. Questions about these standards may be directed to the Course Director.”

Confidentiality
Students are bound by the code of physician-patient confidentiality. Do not discuss patient issues outside of the clinical setting. Do not discuss patient issues in public areas. Patient lists or other paperwork containing patient information must be concealed in public places and must be disposed of properly (e.g., secure shredder). Use of EPIC is for patient care only.

As a student you may be provided access to patient records. Electronic records are managed through Epic, Rush University Medical Center’s electronic health record application. Although all patient records are available through Epic, you should only access records for patients to whom you are assigned or to whom you have been granted permission through your supervising faculty. The Privacy Office regularly audits access to patient records and any instance of inappropriate access will be immediately referred to the University for disciplinary action.

Academic Honesty
Students are required to adhere to the following statements regarding academic honesty:
1) Rush University (RU) Honor Code, found on RUConnected
2) RU statement on Academic Honesty and Student Misconduct
3) RMC Teacher-Learner Relationship. Refer to Appendix F – Teacher Learner Relationship

Social Media
RMC students are subject to the Rush University Medical Center social media policy (http://inside.rush.edu/policies/Lists/Master%20Policy/DispForm.aspx?ID=2278)

Attire and Appearance
For any interaction with a patient, real or simulated, students must dress in accordance with the most conservative expectations of patients. When seeing patients, students may not wear denim, open-toe shoes, gym shoes, sheer clothing, shorts, jeans, or other inappropriate clothing. Students should wear their short white coat and adhere to the following guidelines for dress:

- Business attire is required.
- Be clean and well groomed; strong fragrances should be avoided.
- When on call, students wearing scrubs must do so according to the RUMC Scrub Policy.
- Always wear your identification badge. If lost or stolen, please see the Registrar’s Office for a replacement.

**Attendance Policy – Matriculation 2016 and previous**

Travel arrangements should not be made that conflict with the academic calendar.

If a student has a valid reason (typically an unexpected event outside of the student’s control such as a medical or family emergency or a sudden change in life circumstance), the student may submit an e-mail to the Course Director, copying the appropriate Assistant/Associate dean in the Office of Medical Student Programs (OMSP). The email should be sent as far in advance of the scheduled education event as is reasonably possible. Approval to be excused from the event will be at the discretion of both the Course Director and the appropriate Assistant/Associate Dean. If a student is excused from a required attendance event, the student is still responsible for completion of any work done at the event and for any course content presented during that session. Arrangements to complete any missed work must be made with the Course Director before approval will be granted.

In case of an emergency in which a student cannot get prior approval to miss a required event, the student should notify the Course Director and the appropriate Assistant/Associate Dean as soon as circumstances allow. With an appropriate reason and documentation, the absence may be considered excused.

Failure to request and confirm an absence from any required event is treated as an unexcused absence and can be considered as grounds for failure of the course in which that event occurred and a referral to the COSEP.

During the M2 year, all scheduled classes or events in the Physicianship Program require attendance. In addition, case discussion sessions in all of the basic science blocks during the M2 year require attendance. There may be additional required attendance events which are clearly marked as such on the student calendar in OASIS.

For expectations for clinical rotations, please see the Common Core Syllabus and Elective Common Syllabus located on RUConnected.

**Attendance Policy – Matriculation 2017**

1. All Clinical Skills and CBCL sessions are required attendance, prompt arrival is expected.
2. Request for absence from or to reschedule any required class, assigned clinical experience or assessment must be submitted a minimum of two weeks prior to the scheduled event (see #8 below
for additional information regarding simulation events). Earlier would be recommended to assure completion of the process in a timely manner.

3. Requests will be reviewed by the Assistant Dean of Basic Science Education, the Assistant Dean of Clinical Curriculum and the Associate Dean of Student Affairs. They will respond to the students’ request within one week of receipt of the request.

4. Once an absence from or rescheduling an event has been approved it is the responsibility of the student to communicate with the appropriate course director of any event that will be missed to discuss, if it is possible, how to make up for any missed work or other experience.

5. If the student request is denied, the student may appeal to the Senior Associate Dean. The appeal request must occur within one week of the original notification to the student of denial of a request for absence. The outcome of this appeal will be final.

6. Unexcused absences and habitual tardiness are considered examples of unprofessional student behavior, and will be reported to the COSEP Early Intervention Subcommittee as unprofessional behavior. More than one unexcused absence in a single academic year will be reported to the COSEP as a professionalism deficiency requiring potential professionalism remediation.

7. Emergencies and events outside the control of the student must be documented but will be considered excused absences. It is the responsibility of the student to contact the appropriate course director and curriculum coordinator as soon as it is reasonable to do so to inform the college of their absence. Documentation should be submitted to the appropriate curriculum coordinator.

8. For all simulation events, appointment times are distributed 4-6 weeks prior to the event. Learners who wish to change their appointment time for any reason are encouraged to find a classmate willing to swap appointments, and request confirmation of the swap by jointly emailing the Simulation Coordinator. These requests to swap appointment times with another student must be made at least less 7 days prior to the event. To respect the appointment times of subsequent groups, learners who are not present at the beginning of orientation may be rescheduled to an alternate date.

Consequences of Unprofessional Behavior
Any episode of unprofessional or disrespectful behavior may result in a failing grade and/or presentation to the COSEP (Committee on Student Evaluation and Promotion) or the Special Committee on the RMC Environment (SCORE). The result may include disciplinary action up to and including dismissal.

RMC Vendor Policy for Students
Some vendors of products or services for medical school students (e.g., board preparation programs) employ aggressive marketing tactics. These tactics are designed to bypass standard business practices of the University as they relate to commercial interests. For example, a vendor may offer individual or group incentives to arrange for the vendor to host an information session on campus for other medical students. Although students are encouraged to seek additional resources to supplement their learning in the RMC curriculum, this policy is designed to avoid conflicts of interest that may unduly influence access to or acquisition of such resources.

Definitions
- A “vendor” is an employee or independent contractor who represents an entity that provides information regarding a particular good or service, or seeks to influence decisions about the selection of goods or services to RU or its students.
- A “benefit” is a gift, good, gratuity, courtesy, compensation, loan, service, scholarship, reimbursement of travel expenses or other favor given to oneself and/or one’s family. Examples of
benefits include but are not limited to: cash, checks, gift certificates, product credits, meals, property, favors, prizes, and admission to entertainment, sporting, or any other hospitality events.

- A "University resource" includes any facility, technology, property, or expertise that is controlled, supported, employed, or owned by RU. Examples of University resources include but are not limited to: classrooms, laboratories, meeting facilities, study spaces, dining facilities, computers, Rush email addresses, faculty/staff time or expertise, intellectual property such as teaching materials, and a variety of software (e.g., Blackboard, Examsoft, WebEx).

Prohibited Conduct
The following conduct on the part of RMC students is considered to be a conflict of interest:

1. Accepting benefits from vendors.
2. Disseminating information or giving a presentation, lecture or talk that is controlled by a vendor or otherwise lacks proper professional independence (e.g., the vendor creates the slides or presentation materials, has final approval of the presentation content, or if the student is expected to disseminate information on behalf of the vendor).
3. Arranging, on behalf of a vendor, informational or promotional events that utilize University resources without written permission* from the OMSP (e.g., WebEx conference, RMC email address lists).
4. Using University resources to disseminate, on behalf of a vendor, information about vendor products and services without written permission* from the OMSP.
5. Sharing University resources with a vendor (e.g., RMC email address lists) without written permission* from the OMSP.
6. Accepting promotional items from a vendor for the express use or display on the RU campus that incorporate or display a vendor’s product name and/or logo. This includes wearing any article of clothing, badge, pin, sign or other item that displays the name or logo of a vendor.

Responsibility and Violations
All RMC students are responsible for the enforcement of this policy and for the reporting of violations* to the OMSP. Violations of this policy will be referred to the Honor Code Council, SCORE, and/or COSEP, as appropriate.

* Requests for vendor activity as well as violations of the vendor policy should be submitted on the following page: [http://www.surveygizmo.com/s3/2262654/Educational-Vendor-Forms](http://www.surveygizmo.com/s3/2262654/Educational-Vendor-Forms)
Communication

Student E-mail Accounts
Because e-mails often contain confidential information, every Rush Medical College student is assigned a Rush e-mail account. All correspondence to Rush students, faculty, and staff MUST come from the Rush e-mail account. It is the responsibility of the student to ensure they read their Rush e-mail account regularly. Forwarding Rush e-mail to other mail accounts is strongly discouraged. Missed correspondence due to forwarding is the responsibility of the student.

The Rush e-mail address book is a good way to look up individual students/faculty/staff. However, sending e-mail to any group in the Rush e-mail address book is prohibited without permission from the Office of Medical Student Programs or Office of Student Life and Engagement.

Contents of Rush e-mail and the Rush e-mail address book are not to be shared with anyone outside of the Rush community.

Problems with Rush e-mail accounts can be reported to the Rush Information Services Help Desk: help@rush.edu; (312) 942-4357.

Electronic Communication and Social Media
All students are expected to adhere to the guidelines set forth by Rush University Medical Center (RUMC). Click here for the RUMC policy.

Protected Health Information (PHI)
Students are likely to be exposed to PHI. At no time should PHI be downloaded to a personal computer, tablet, smartphones or other mobile devices, or portable mass storage devices (hard disks, USB flash drives, etc.).

How to Use Pagers
Rush Pagers
- From a Rush phone, dial 85; from outside Rush, dial (312) 942-6000
- Listen for the prompt to enter the pager ID number
- Wait for the prompt to enter your call-back number
- Enter your call-back number (last 5 digits of the phone you are calling from if at a Rush extension; all 10 digits if not at a Rush extension)
- Text paging from a Rush-networked computer: Access the online phone directory and select text paging.
- Text paging from off-campus: Send an email to the 4-digit page number@page.rush.edu (Example: 8724@page.rush.edu).

Non-Rush Pagers
- Dial 9 to access an outside line, then dial 1 followed by the phone number including area code
  (Some phones do not allow outside calls; phones at the nurse's stations usually do)
- When the call goes through, you may either hear a greeting or a series of beeps
- Enter all ten digits of your call-back number
- If you do not hear a prompt saying that your page went through enter the pound sign (#)
• You will hear a series of beeps or a voice alerting you that your page was successful

**Phone Extensions**

All Rush extensions can be reached from any Rush phone by dialing the last 5 digits of the number. To reach a Rush extension from outside Rush, call (312) 942-5000 and then dial the 5 digits or dial all 10 digits if the number accepts incoming calls. A series of 5 digits starting with 2 indicates the prefix is 942 and 3 indicates the prefix is 563.
**Health & Wellness**

**Lifetime Medical Associates (LMA)**

1645 W. Jackson Avenue, Suite 215  
Chicago, IL 60612  
(312)942-8000

Click [here](#) to visit the LMA website.

**COUNSELING CENTER**

*Hilarie C. Terebessy, Ph.D., Director*

Kidston House, Suite 701  
312/942-3687

9:00 a.m. - 5:00 p.m., Monday – Friday

The Rush University Counseling Center provides psychological counseling free of charge to currently enrolled students. People seek counseling assistance for a wide range of issues in both individual and couples therapy. Psychiatric consultation is also available to Counseling Center clients. Students have access to services throughout their enrollment at Rush – there is no limit to the number of sessions in which they can participate. No record of contact with the Counseling Center is accessible to any college or university administrator. All discussions with Counseling Center psychologists and the consulting psychiatrist are held in strict confidence. Counseling Center staff members encourage students to make use of the Center’s resources to achieve and maintain greater balance in their personal and professional lives during their time at Rush.

**The Rush Medical College Student Health Program**

LMA is proud to be the home of the Rush Medical College (RMC) Student Health Program (SHP). LMA is a hospital-owned combined Internal Medicine and Pediatrics primary care practice. LMA is also a teaching practice, hosting residents and students, and the home of Rush University’s combined Internal Medicine-Pediatrics residency program. For questions, comments, or concerns, please contact Dr. Suwon Nopachai, Director of the Student Health Program, by email at Suwon_Nopachai@Rush.Edu or Amanda Cockrell, FNP, Associate Director of the Student Health Program, by email at Amanda_L_Cockrell@rush.edu. LMA is located in the “West Gate” or “Teamster’s” building at the corner of Jackson and Paulina, a short walk from the Medical Center. Patients are seen at LMA by appointment only. Students who would like to make an appointment at LMA or have an urgent medical problem must call first. The office does not take walk-ins but will accommodate urgent needs with same-day or next day appointments. Students pay only a $20 office co-payment for visits at LMA for medical reasons. There is no office visit charge for visits related to compliance needs, including exposures.

Student medical needs, both routine and urgent, can be addressed at LMA or another practitioner in the network. LMA offers the advantage of possibly lowering your “out-of-pocket” costs. The scope and limitations of the student insurance plan is available in the following policy: [https://rush.myahpcare.com](https://rush.myahpcare.com). Students should always carry their insurance card. Different copayments are required for different office types (ER, specialists etc.). In addition, a deductible must be met by the student before any claims are paid by the insurer. The student is responsible for both the co-payment and the deductible for any service rendered at a facility other than LMA.
Student medical records are maintained in accordance with applicable legal requirements and treated with the same degree of confidentiality as all medical records at LMA.

To protect the student’s health in clinical settings, students must meet special compliance requirements. First-year students must complete all compliance requirements prior to any clinical work. Compliance needs will be administered at LMA for no charge. Current compliance requirements include the following:

- Antibodies to Varicella, Rubella, Mumps, Measles and Hepatitis B
- Annual tuberculosis screening
- Tetanus/Pertussis vaccination within the last 10 years
- Urine drug screen during the M1 year

If a student needs a form completed, the form should be dropped off in the office, and it will be available for pick-up within two business days. If scheduled for a rotation at John H. Stroger, Jr. Hospital of Cook County, the student should make an appointment at least 2 weeks in advance of the start of the rotation. The compliance record will be transferred to each student in the spring of the M4 year.

Compliance Requirements

All compliance-related activities are covered by the student health insurance. The SHP at LMA is responsible for all compliance testing, vaccinations, and management of exposures. Please call the office to schedule an appointment, and bring a copy of your student health insurance card with you. After hours, this number connects to the answering service. Always let the front desk staff at Lifetime know that you are a Rush Medical College (RMC) student and that you need an appointment for a compliance-related visit.

- Outside elective health forms can be emailed to Amanda Cockrell, LNP (Amanda_L_Cockrell@rush.edu), faxed to (312) 942-3551, or dropped off in the clinic. Prior to LMA releasing information, students must have a release of information form on file in LMA.
- Immunizations can be verified through LMA or Amanda via telephone or email.
- Appointments for medical issues can be made by calling LMA.

Student Disability Insurance

We are pleased to provide you with your Disability Insurance Policy through the American Medical Association Group Insurance Trust and underwritten by Standard Insurance Company. We believe disability income insurance is as important for medical students as it is for residents and physicians in practice. The Associate of American Medical Colleges (AAMC) has expressed their concern regarding the risks and devastating nature of medical student disabilities and the Liaison Committee on Medical Education (LCME) requires that disability insurance be available to all medical students.

Please understand that you are enrolled in this program and the premium for this year has already been paid. This policy is mandatory for all medical students. We feel fortunate to be able to provide you this policy and feel that this policy is a superb value.

We hope that you never have the need to file a claim for disability, but in the event that you do, this policy provides excellent benefits.

Weiner Insurance is your disability insurance resource for any questions about the terms of this policy. Please feel free to contact David Weiner at (800) 525-7288
Student Health Insurance

Rush University (RU) Student Health Insurance is required for all RMC students. Students are covered through this insurance policy beginning August 1 of the M1 year. The costs associated with the student health insurance plan are included in tuition. No waivers are permitted. This does not prevent students from being covered by a secondary health insurance policy.

The requirement for this coverage ensures that our students receive the appropriate level of coverage, that coverage is not cancelled, and that potential harmful exposures and urgent medical needs are covered for the duration of the student’s medical education.

Student Malpractice Insurance

Students are covered under the RUMC insurance program for their approved learning activities and rotations. This includes away rotations approved in advance by RMC. Questions about malpractice insurance should be directed to the appropriate staff in the OMSP who may consult with Risk Management.

Hazardous Exposure Policy

Students should follow the recommended precautions to avoid an exposure. In the event of an exposure, students should follow the RU procedures for students with hazardous exposures:

Exposure Incident Definition: Eye, mouth, mucous membrane, non-intact skin contact or parenteral exposure to blood or potentially infectious or hazardous materials that result from the performance of a duty related to a student’s educational program.

Procedure at Rush University Medical Center

1. Wash injured area with soap and water. If eyes, nose, or mouth, use water only.
2. Immediately report the incident to your preceptor/course instructor.
3. Immediately call and then report to Employee and Corporate Health Services (ECHS), Tower 1-ED-Pod C (312) 947-0699.
4. If ECHS is closed, immediately report to Emergency Department (ED) Tower 1 (312) 947-0100. Please bring your student ID and indicate that you are a student and not an employee. If a student is seen in the ED, that student must report to ECHS on the next business day.
5. Supply ECHS or ED nurse or physician with the following information on the source: name, date of birth, medical record number, known medical diseases (Hepatitis B, HIV) and patient room number. All information is recorded confidentially in the Blood/Body Fluid Exposure Record.
6. Students will be counseled or treated as deemed appropriate by ECHS or ED personnel.
7. Return to ECHS or to consultants as directed for follow-up lab work and treatment as indicated.
8. Bills for services obtained from the ED or consultations will not be covered by ECHS and should be submitted to the student’s private insurance.

Additional Steps for RMC Students
1. E-mail RU.Report_Exposures@rush.edu regarding exposure with exposed student’s name, college, course, date, time, and details of exposure for follow-up and ensure proper billing of the services received.

2. Complete the “Needle Stick and Bodily Fluids Exposure Incident Form” (Appendix G) and submit to BlueCross BlueShield of Illinois to ensure that you are not charged for any care. The form can be submitted either via fax (325) 224-2033 or email sastudenthealthurgents@bcbstx.com.

Procedure if Off Campus
Follow the protocol at your facility. If directed to Rush ES facility, bring source patient information (#4) and source blood in one lavender top and one marble top tube labeled “source patient.” E-mail RU.Report_Exposures@rush.edu with exposed student’s name, college, course, date, time, and details of exposure for follow-up and billing. Follow up care will be provided at LMA at Rush University Medical Center (RUMC).

In the current letter of agreement, the following is listed:
OCCUPATIONAL EXPOSURE: When a Rush student is exposed to an infectious or environmental hazard or other occupational injury, the responsibility for initial treatment will rest with the Facility and the Rush students will be directed to the Facility’s emergency room and/or employee health services. Follow up treatment will be provided at LMA at RUMC.

RMC and the student insurance program will cover all costs associated with exposures and the SHP at LMA will provide follow-up care and any necessary treatment.

The hazardous exposure procedures are also included on a laminated card that students receive upon matriculation and should be wearing along with the student ID card (replacement cards are available in the Office of Student Affairs, Suite 440 Armour Academic Center).

Standard Precautions for Control of Communicable Diseases
Standard precautions are used in the care of all patients.

Wear Gloves
- When touching blood, body fluids, secretions, excretions, non-intact skin and contaminated equipment

Wash Hands
- Prior to putting on gloves
- When touching blood, body fluids, secretions, excretions, and contaminated equipment
- After gloves are removed
- Before and after each patient contact

Change Gloves
- Just before touching mucous membranes or non-intact skin
- Between tasks/procedures on the same patient after contact with contaminated material

Remove Gloves
- Promptly after use
- Upon leaving a patient’s room (or patient care area)
- Before touching non-contaminated items and environmental surfaces
Wear Mask, Eye Protection or Face Shield
- To protect mucous membranes of the eyes, nose and mouth during procedures likely to generate splashes/sprays of blood, body fluids, secretions, and excretions

Wear Gown
- During procedures likely to generate splashes or sprays of blood, body fluids, secretions, or excretions

Remove Gown
- Promptly after use to avoid transfer of microorganisms to other patients or environments

Avoid/Prevent Injury from Needles/Sharps
- Handle sharp items such as needles and scalpel blades with extreme care
- Never recap used needles
- Do not bend or break used needles by hand
- Do not remove used needles from disposable syringes by hand
- Place used needles/sharps in appropriate puncture-resistant containers
- Never attempt to remove sharps from containers
Student Leadership & Involvement

Rush Medical College (RMC) Committees
Students are elected to governing bodies of RMC, Student Council, and Careers in Medicine (CiM). Student representatives serve as liaisons between faculty, students, and administration. Student representation is a valuable component of the Rush University (RU) committee system. Refer to Appendix G - Committee Membership Confidentiality Agreement.

Please see the following descriptions and contact the Office of Medical Student Programs (OMSP) for further information.

Committee on Curriculum & Evaluation (CCE)
The mission of the CCE of RMC is to design, manage, evaluate and continually renew a coherent and coordinated curriculum, which promotes the missions of RMC, Rush University Medical Center (RUMC) and Rush University (RU), and allows our students to attain the knowledge, skills, and attitudes defined by the RMC Terminal Objectives. The committee continually analyzes and when necessary, revises the curriculum with respect to its design and content. In this context, the committee approves, disapproves, or recommends changes for all required courses and all clerkships offered at RMC. The CCE and its Work Groups cooperate with the course directors, members of the Dean’s Office and the Faculty Council for the evaluation and maintenance of quality education within RMC. The CCE and its Work Groups meet monthly.

Two students from each class are elected in their M1 year and serve for all four years.

Committee on Student Evaluation & Promotion (COSEP)
The COSEP develops policies concerning student status, evaluation, and promotion. The committee reviews academic performance of students and makes recommendations to the Faculty Council and to the Dean concerning:

1. Promotion and graduation of students who satisfactorily complete the academic requirements of the college.
2. Development of remedial action for students who have failed college courses.
3. Dismissal of students who fail to meet minimum academic requirements.

The committee considers all requests from faculty or students on matters related to student evaluation and promotion. Committee members also are assigned to at least one or two subcommittees per year for specific issues with individual students. Because of the serious nature of decisions by this committee, members are required to attend at least nine, if not all meetings.

One M1 and M2 student is elected each year and serves one term.

One M3 student is elected each year and serves two years.

Committee on Senior Faculty Appointments and Promotions (COSFAP)
The function of the COSFAP is to review recommendations for appointments or promotions of faculty members to academic ranks of indefinite terms to RMC. Each case is presented and discussed on a confidential basis. The committee is composed of members from all academic ranks and both clinical and
basic science departments of RMC. Procedures for internal review and external evaluation of candidates have been developed. The recommendations for appointments or promotions are then submitted to the Office of the Dean and to Faculty Council for further action.

One M2 student is elected each year and serves one year.

One M3 student is elected each year and serves two years.

**Faculty Council**
The Faculty Council is the senior representative body of the faculty. The Faculty Council approves all policy issues related to RMC and all of the Standing Committees report to the Faculty Council.

One M1 and M2 student is elected each year and serves one term.

One M3 student is elected each year and serves two years.

Note: The M4 representative also serves as the RMC University Council Representative.

**Honor Code Council**
As stated by the RU Honor Code, all students share the responsibility for upholding the “highest standards of behavior” in the academic community. When alleged violations of the Honor Code are suspected, they should be reported to the Honor Code Council. The Honor Code council meets with the person submitting the alleged violation as well as the student accused of violating the Honor Code. The Council then recommends a resolution to COSEP.

Two students from each class are elected in the M1 year and serve all four years.

**Special Committee on the RMC Environment (SCORE)**
Refer to the SCORE section.

Three M1 students are elected and serve for two years.

Three M3 students are elected and serve for two years.

**Student Council**
The Student Council serves as liaisons between the student body and administrators in RMC and RU. The Student Council also plans educational, social, and recreational events for the RMC student body.

Five M1 and M2 students are elected each year and serve for two years.

Five M3 students are elected each year and serve for two years.

**Committee on Admissions (CoA)**
The CoA identifies, selects, and recruits applicants who are academically competent, who will actively engage in the life and spirit of our campus and the communities we serve, who will enhance and contribute to the diversity of our school and university, and who will contribute unreservedly to promoting health, serving the public, and improving care. Members of this committee will review applications, interview applicants, and select members of the matriculating class.
The total estimated time commitment, including meeting time, is one to two hours per week in the height of the recruitment season (October-March).

One M1 and M2 student is elected each year and serves one term.

Two M3 students are elected each year and serve two years.

Committee on Committees (CoC)
The CoC reviews the actions of the RMC Standing Committees, reviews policies and procedures, and meets with the leadership to discuss changes within the committees.

One M1 and M2 student is elected each year and serves one year.

One M3 student is elected each year and serves two years.

AAMC Organization of Student Representatives (OSR)
The OSR is the student branch of the Association of American Medical Colleges (AAMC) whose constituency comprises all medical students in the U.S. The OSR provides medical students with an active role in achieving the AAMC’s mission to improve the nation’s health through the advancement of academic medicine. Representatives communicate opinions of the RMC student body to national officers and implement national-level priorities and objectives at RMC. Representatives will attend one national and one region meeting each year.

One student from each class is elected as an M1 and serves all four years.

Careers in Medicine
CiM is charged with promoting career planning activities for RMC students. The committee’s activities include organizing specialty panel discussions, coordinating activities with specialty interest groups, and providing the student body with information on career exploration. Members of this committee will coordinate and attend panel discussions, coordinate with interest groups on organizing panels, as well as promote career planning and exposure to different fields. In addition, members will facilitate panel discussions and approach faculty about participating in the panel discussions. The time commitment is about 3 hours a month consisting of steering committee meetings, panel discussions, and organizing panel discussions.

Three M1 and M2 students are elected each year and serve one term.

Three M3 students are elected each year and serve two years.

RMC Alumni Association Class Agent
Class agents are invited to attend the RMC Alumni Association Executive Council meetings, which are held three times a year. They are responsible for providing an update on the different activities and programs medical students are currently involved in as well as areas where students may benefit from alumni support. Additionally, class agents encourage classmates to attend alumni sponsored events and help educate classmates about the RMC Alumni Association. They also partner with the Office of Philanthropy to help recruit classmates for an alumni phone thank-a-thon that is held two times per year, once in the winter and once in the summer.
Four students from each class are elected as an M1 and serve all four years.

**Rush University Student Senate**

Student Senate serves as the official student governing body for RU, in cooperation with all college-level councils and with the support of Student Life and Engagement, Student Affairs, and the Office of the Provost. Student Senate brings together student representatives from each college at RU to serve as liaisons between students, faculty, and administration, and to address common issues affecting all students. All Student Senate members serve as a representative voice to address issues on behalf of their colleges. They are also charged with bringing information about the Senate's activities back to the college level councils in order to promote visibility and avoid duplication of efforts.

One M1 and M2 student is elected each year and serves one term.

**RMC Student Ambassadors**

RMC Student Ambassadors play a major role in recruitment of students. Ambassadors are the face of RMC and engage prospective students during recruitment events, campus visits, and through the e-mail buddy program. Students receive an invitation to apply as an M1 student and serve all four years.

**Honor Societies**

- **Alpha Omega Alpha (AOA) Honor Medical Society** is composed of students who show promise of becoming leaders in medicine.

- **Gold Humanism Honor Society** honors senior medical students who have “demonstrated excellence in clinical care, leadership, compassion and dedication to service.”

Please see the RU Handbook and respective websites for more information.

**Travel Guidelines**

In alignment with its vision and mission, Rush Medical College acknowledges and supports the continued professional growth and development of its students. Students seek out and/or are presented with opportunities to expand their knowledge or showcase their work through a variety of professional venues including conferences, forums, meetings and more.

The following guideline provides opportunity for students to request partial financial assistance for such activities. This guideline and associated process is not a guarantee of funding rather an opportunity for students to explore support for their professional growth and development. The detail of the guideline and associated process follows:

Students interested in requesting partial financial support for professional development activities must:

1. Complete, in its entirety, the Student Professional Development Request Form
2. Submit the completed Student Professional Development Request Form four-weeks prior to the date of the conference, forum or meeting for which you are requesting partial financial support.

3. Understand that non-Rush affiliated research will be considered but not necessarily funded.

4. Applicants with academic activities requiring attendance or any examinations, tests or quizzes must have prior approval from the Course Director and/or Associate Dean.

5. Applicants must research and apply for any scholarships available through the conference and/or hosting organization (many organizations offer scholarships to pay for registration fees).

6. Eligible expenses with original receipts (no photocopies will be accepted) include: conference/meeting registration fee only, hotel (maximum 2 nights) at conference hotel or less expensive facility within 5 miles of conference hotel site, airfare (most transportation), poster printing (if applicable).

7. Priority will be given to students submitting their first student professional development funding request.

8. Share lodging and ground transportation when appropriate.

9. Be in good academic standing with RMC and RU.

10. Allow two weeks for processing your student professional development request.

11. Retroactive requests will not be considered.

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**Student Services & Resources**

[AAMC Careers in Medicine]

The Association of American Medical Colleges (AAMC) hosts a Careers in Medicine section of their website, which includes extensive electronic resources relating to career choice in medicine. The CIM section of the website is password protected, but available to all US medical students. RMC students are...
encouraged to utilize the myriad CIM resources, including self-assessment tools, to explore career path options, and identify individual preferences and values. Information is provided to help each student assess his/her competitiveness for various residency training programs. More information is available @:

www.aamc.cim.org

**Academic Skills Specialists**

Additional assistance is also available to students for a non-content skills assessment and counseling. Academic Skills Counseling is only available by referral from Rush Medical College (RMC). Upon referral, a specialist will work with students to develop study strategies and test taking skills.

**Career Advising**

RMC students develop their professional identity as they progress through the four year curriculum. Each student is encouraged to identify personal career interests and assess his/her own compatibility and competitiveness for a variety of medical specialties. Career guidance is provided by faculty advisors, as well as designated faculty in each clinical department (clerkship directors, elective directors, SIG faculty advisors and others). In addition, Student Affairs faculty and staff in the Office of Medical Student Programs are available to discuss career choice and provide individual guidance to students.

**Faculty Advisor Program**

Incoming Rush Medical College students are assigned to faculty advisors who provide support and guidance throughout their academic career. New students also engage with upper class Peer Advisors, who partner with faculty advisors to provide guidance, a student perspective about campus life, ensure student success and enhance student learning. Groups of students work with designated teams of advisors, creating an opportunity to develop meaningful longitudinal relationships over four years. Students meet with their advisors regularly, both as groups and individuals. Early on, advisors assist students with all aspects of their transition to medical school. During M2 and M3 year, the focus shifts to guidance regarding career exploration and career choice. As seniors, advisors support students in developing a plan for residency specialty choice and preparing for the residency match. Advisors also serve as professional role models and sounding boards, and are available to guide students to medical college resources and support services when needed.

**Peer Advising**

Peer advisors work with faculty advisors to enhance student success and learning by providing a student perspective and peer guidance to junior RMC students.

**Peer Education**

RMC oversees a peer education program for students who would like additional academic support. Peer educators are typically M2 or M4 students who excelled in all of their courses the previous year, and are available for all basic science disciplines. This service is free of charge and takes place on the RMC campus. For questions, please contact Christine Corral, Ph.D. at Christine_Corral@rush.edu.
Student Career Interest Groups (CIG)

RMC boasts 17 active career interest groups unified under a student Careers in Medicine advisory. Each CIG is student-led and has a faculty advisor. Each career interest group hosts campus events designed to: expose students to a variety of clinical career paths, foster relationships between residents/faculty and students, and provide career guidance for students who choose to pursue residency training in that specialty. CIGs include:

- Dermatology
- Emergency Medicine
- Family Medicine
- Gerontology
- Internal Medicine
- Med-Peds
- Neurology
- Ob/Gyn
- Ophthalmology
- Pediatrics
- Physical Medicine and Rehabilitation
- Psychiatry
- Radiology
- Surgery

Student Study Space

Rush University (RU) has several spaces dedicated to individual and group study in Armour Academic Center for all students.
- **Library of Rush University**
- RU Student Study Zone (787 AAC): individual carrels and group study rooms, accessible 24/7 via swipe card access
- RU Student Group Study Center (216 AAC): available via swipe card access Monday – Friday, 6:30 a.m. – 3 p.m.
- RU Late Night Study Space (North Cafeteria, Floor 2 AAC): open Monday – Thursday, 4:30 - 11:30 p.m.
- Classrooms: may not be reserved
Transportation

Student Passes for Public Transportation

Rush Medical College (RMC) participates in the all-in Chicago Transit Authority (CTA) U-Pass program and is run by the Office of Medical Student Programs (OMSP). Students receive a Ventra U-Pass at the start of the M1 year. Ventra Cards are active at the beginning of orientation for M1 and M2 students, Clinical Resources and Skills for the Hospital (CRASH) for M3 students, and at the beginning of the fall semester for M4 students. While cards are only valid during active enrollment, students may add money to their Ventra account to enable use of the CTA during official breaks. If a card is lost, stolen, stops working, or is not active when it should be, please contact Judith Busse in the OMSP at Judith.Busse@rush.edu.

Students who violate terms of the agreement (https://www.ventrachicago.com/terms/#specialFarePrograms) will have their card suspended by CTA, be reported to the Senior Associate Dean, and be reported to the Honor Code Council.

Transportation to Clinical Sites

Although the vast majority of clinical experiences for RMC students take place on or near campus (e.g., John H. Stroger, Jr. Hospital of Cook County), some educational experiences occur at sites that require travel, including various clinical sites throughout the Chicago metropolitan area. These sites are utilized to provide a comprehensive clinical experience. Some sites are accessible by public transportation while other sites may require access to a car. Because students are ultimately responsible for arranging their own transportation and the safety of students is our primary concern, a variety of options are available when commuting.

For students on financial aid, a monthly transportation allowance is included in the cost of attendance budget. Students in the M3 and M4 years receive an additional allowance per month for the cost of commuting during the clerkship years. In addition, all students receive a Ventra Card to use on the CTA system.

Additional resources include Zipcar. Zipcars are located at 1621 W. Harrison in the northeast corner of the main parking garage. Rush students can register at www.zipcar.com/rush. Other car services are also available nearby.
Rush Medical College Student Technology Requirements and FAQs

All Rush Medical College (RMC) students are required to own BOTH a laptop and an iPad, and a pair of wired headphones. For the 2017-2018 academic year, RMC will provide an iPad to each incoming M1 student.

The system requirements outlined below are absolute minimum requirements for your devices. Since these devices will be used across all four years of the curriculum, we recommend that your devices exceed these minimum requirements for an optimal experience.

### Laptop Minimum Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System PC</td>
<td>Windows 7, 8 and 10.</td>
</tr>
<tr>
<td></td>
<td>Mac: OS X 9, 10, 11 and 12</td>
</tr>
<tr>
<td>Processor</td>
<td>1.0GHz Intel processor or better</td>
</tr>
<tr>
<td>RAM</td>
<td>2GB</td>
</tr>
<tr>
<td>Hard Drive</td>
<td>20GB of available space</td>
</tr>
<tr>
<td>Monitor</td>
<td>13” or larger color monitor recommended</td>
</tr>
<tr>
<td>Screen Resolution</td>
<td>1280 x 800 or higher</td>
</tr>
</tbody>
</table>

1 Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported. Our required software cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

2 Only genuine versions of Mac Operating Systems are supported. Server version of Mac OS X is not supported.

### iPad Minimum Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>iPad 4, 5 (Air), 6 (Air 2), or any iPad Mini</td>
</tr>
<tr>
<td>Operating System</td>
<td>iOS 7 through iOS 9 only</td>
</tr>
<tr>
<td>Hard Drive</td>
<td>500 MB of free space</td>
</tr>
</tbody>
</table>

3 For the 2017-2018 academic year, RMC will provide an iPad mini 4 (128GB, WiFi, Space Gray) to each incoming M1 student.

4 Only genuine versions of iOS are supported. iPad must not be jailbroken.
Microsoft Surface Devices, Netbooks, Chromebooks, and Android Tablets unfortunately do not fully comply with the technology platforms RMC uses in the curriculum.

Any pair of headphones will work, so long as they are wired with a mini plug (3.5mm). Some of our exams feature audio and video information. The testing software RMC uses strictly controls the wireless connections available to your devices while a test is in progress, which prohibits the use of Bluetooth headphones.

Microsoft Office 2013 and 2016 (PC) and Microsoft Office 2011 and 2016 (Mac) are available for free, along with other software packages, to RU students here. You must have your Rush email address set up in order to claim the free or discounted software.

We will provide instructions for installing other software and accessing other systems you will need during orientation.

Students are responsible for having both a functioning laptop and iPad that meet the system minimum requirements throughout the entire RMC curriculum. As such, we recommend that you have a contingency plan in case one or both of your devices need to be replaced at some point during your time at RMC.

For your laptop, you may choose to purchase a manufacturer’s extended warranty (e.g., AppleCare, although this policy does not cover accidents such as drops or spills), a retailer’s supplemental coverage (e.g., Geek Squad Protection by Best Buy), or third-party insurance (e.g., SquareTrade). If you elect to pursue one of these policies, please read the terms carefully so that you are clear about what is and is not covered.

Your iPad mini 4 comes with one year of hardware repair coverage through its limited warranty and up to 90 days of complimentary software support starting the day you receive your iPad. We encourage you to extend your coverage for your iPad mini 4 by purchasing Applecare+, which will provide two years of hardware repair and telephone technical support as well as coverage for two incidents of accidental damage. If you would like to purchase Applecare+, please visit an Apple Retail Store (bring your iPad) or call (800) 275-2273. Since these iPads are purchased by RMC, the typical 60 day retail purchase window does not apply, so, if interested, you should purchase Applecare+ by September 30.

Finally, you may also choose to create your own insurance policy by, for example, reserving some of your books and supplies allowance from your financial aid package to ensure that any future technology mishaps are not an undue burden.

Your devices are your own property. RU and Rush University Medical Center do not support hardware that is not owned by Rush. Information Services has a help desk (help@rush.edu; (312) 942-4357), which can offer assistance to students/faculty/staff with connection problems to any Rush-wide systems (e-mail, RUConnected, Blackboard, Rush wireless networks, etc.). The Office of Medical Student Programs assists students in connecting to RMC-specific software (e.g., Examsoft, Oasis), and the McCormick Educational Technology Center (METC) can assist students with University-owned systems (e.g., Blackboard).

If you have any additional questions, please email Bill Fleming, Director of Medical Student Systems, at Bill_P_Fleming@rush.edu.
Student Accounts and Support

Students have a number of accounts to different systems at different times in the curriculum. The following grid provides information on support information for the various accounts.

<table>
<thead>
<tr>
<th>Student Accounts and Support</th>
<th>Information Services Help Desk</th>
<th>(312) 942-4357; <a href="mailto:help@rush.edu">help@rush.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail</td>
<td>Information Services Help Desk</td>
<td>(312) 942-4357; <a href="mailto:help@rush.edu">help@rush.edu</a></td>
</tr>
<tr>
<td>RUConnected</td>
<td>RUConnected Help</td>
<td><a href="mailto:RU_Connected_Help@rush.edu">RU_Connected_Help@rush.edu</a></td>
</tr>
<tr>
<td>RULearning (Blackboard)</td>
<td>RULearning Support Help</td>
<td><a href="http://rulearningsupport.rush.edu/">http://rulearningsupport.rush.edu/</a></td>
</tr>
<tr>
<td>OASIS</td>
<td>Contact your Coordinator</td>
<td></td>
</tr>
<tr>
<td>Examsoft</td>
<td>Contact your Coordinator</td>
<td></td>
</tr>
<tr>
<td>Virtual Desktop</td>
<td>Information Services Help Desk</td>
<td>(312) 942-4357; <a href="mailto:help@rush.edu">help@rush.edu</a></td>
</tr>
<tr>
<td>LEAP Online</td>
<td>Contact your Coordinator</td>
<td></td>
</tr>
<tr>
<td>EPIC (Rush patient record)</td>
<td>Information Services Help Desk</td>
<td>(312) 942-4357; <a href="mailto:help@rush.edu">help@rush.edu</a></td>
</tr>
<tr>
<td>Cerner (Stroger patient record)</td>
<td>Stop by Stroger HIS</td>
<td>2nd Floor – Stroger Hospital</td>
</tr>
</tbody>
</table>

Virtual Desktop Infrastructure (VDI)

All students are given a VDI account upon matriculation to RMC. VDI provides you with a “virtual” Rush workstation, which you can access from almost anywhere. Once logged in, it provides you with the look and feel of a Windows 7 desktop which has Microsoft Office 2010. It will also provide you with space to store documents. VDI also allows for remote EPIC access, since the desktop is technically on the Rush campus. Additional questions regarding VDI can be directed to the Information Services Help Desk: help@rush.edu; (312) 942-4357.
Appendices

Appendix A – Prevention of Faculty-Student Conflicts of Interest

Policy Statement

Rush Medical College (RMC) health professionals who are involved in the assessment and promotion of Rush medical students have RMC faculty appointments. Rush Medical College requires that health professionals who have provided, or are providing, psychiatric/psychological counseling or other health services to a medical student must have no involvement in the academic assessment or in decisions about promotion or graduation of the medical student receiving those services. In addition, faculty who have any conflict of interest in relation to a student, including but not limited to a prior or current healthcare provider-patient relationship, or a prior or current familial, personal or financial/business relationship, should have no role in evaluating or promoting the student.* Students should not be assigned to work with faculty (attendings or residents) who have provided or are providing these health services or with whom another conflict of interest exists.

* Examples of conflicts of interest that may exist beyond the physician-patient relationship include but are not limited to: any relation between the faculty member and student by blood or marriage, domestic partnership and/or same household residence; a joint interest in a business venture between the faculty member and student or student’s family member; and a close or long-standing personal relationship between the faculty member and student or student’s family member.

Purpose of Policy

It is essential to have a separation of health provider and faculty roles to ensure confidentiality in the provision of health and counseling services to medical students as well as to eliminate conflicts of interest in student assessment and promotion. Similarly, other conflicts of interest, including but not limited to a prior or current familial, personal or financial/business relationship, should preclude faculty from assessing or promoting a student.

Procedure

Members of the Rush Medical College faculty who are involved in the assessment or promotion of a medical student for whom they have provided, or are providing, any health care services, including psychiatric/psychological/personal counseling or other sensitive health services or with whom they have another conflict of interest, including but not limited to a prior or current familial, personal or financial/business relationship, are required promptly to report the existence of a conflict of interest to the course director so that the student or faculty member can be reassigned. Faculty and student members of the Committee on Student Evaluation and Promotion (COSEP) must report to the Committee chairperson the existence of any conflict of interest the committee member has in relation to a medical student, and must recuse themselves from any decisions or discussions regarding the student. Faculty members are annually provided with a list of all students assigned to their course and must execute an attestation annually stating either that no conflict of interest exists with respect to any medical student, or, in the alternative, stating the name or names of students for whom such a conflict does exist. If circumstances
change over the course of the academic year and a conflict of interest in relation to a medical student arises, faculty promptly must inform the course director so that the student may be reassigned to another faculty member, or in the case of COSEP, the faculty member promptly must inform the Committee chairperson and recuse himself/herself from any decisions or discussions regarding the student. In addition to the above-referenced annual faculty attestation procedure, prior to completing the student performance evaluation form for a course, faculty must also attest to a conflict of interest and confidentiality statement (which appears on the student performance evaluation form) confirming that no conflicts of interest exist. Students who have been initially assigned to a pre-clerkship experience or clinical clerkship in which they would be assessed by a member of the faculty who has provided them with, or is providing them with, health care services, or with whom they have another conflict of interest, including but not limited to a prior or current familial, personal or financial/business relationship, should report the conflict of interest to the course director or course coordinator as soon as they receive the assignment. Students are annually provided with a list of all faculty assigned to their courses and must execute an attestation annually stating either that no conflict of interest exists in relation to faculty for the course, or that such a conflict does exist. If circumstances change over the course of the academic year and a conflict of interest in relation to a faculty member arises, students promptly must inform the course director. If a conflict exists, the student will be reassigned to another faculty member. In the event that the student or faculty is not promptly reassigned after reporting the conflict, the student should immediately report the matter to the Office of Medical Student Programs for resolution.

Rush Medical College
Prevention of Faculty-Student Conflicts of Interest
Policy & Procedure
Approved by Thomas Deutsch, M.D., Dean of Rush Medical College
Approved on March 23, 2014
Appendix B – Request for USMLE Step Delays

Background
The Office of Medical Student Programs (OMSP) establishes annual deadlines which all students must meet for each required USMLE (Step 1, Step 2CK, Step 2CS). Students who do not meet these deadlines will not be eligible to progress in the RMC curriculum. Delays of any of the required United States Medical Licensing Exams (USMLE) are reported to the Committee on Student Evaluation and Promotion (COSEP) which may or may not require additional information or take additional actions.

Process
A student must have approval in advance of a deadline from the Senior Associate Dean to delay any required USMLE Step exam beyond the deadlines established by the Office of Medical Student Programs (OMSP). Delays beyond the deadlines set by the OMSP are approved only for significant extenuating circumstances.

Students requesting a delay in USMLE Step 1 must complete the following steps in the order listed:

1. Send an email request to the Senior Associate Dean detailing the reasons for the requested extension of the deadline to take any component of the USMLE as far in advance of the deadline for the upcoming exam as is reasonably possible given the circumstances.
2. Meet personally with the Senior Associate Dean.
3. Complete a checklist of requirements including a meeting with a financial aid counselor, completion of paperwork for a Leave-of-Absence (LOA), and other requirements.
4. Upon approval of the LOA, the OMSP will provide the student with two forms: 1) the university’s Leave-of-Absence/Withdrawal form and 2) the RMC Financial Implications Form. The student is required to speak with a counselor from the Office of Student Financial Aid to discuss the financial implications of a Step 1 delay. The completed forms must be returned by the student to the OMSP.

Deadline for Step 1
The Step 1 exam must be taken by M2 students no later than the Saturday before the start of the orientation for the M3 clerkships (currently called “CRASH”). The OMSP strongly encourages students to take the exam at least a week before then to allow a break before the next phase of the curriculum.

A student approved for a delay in Step 1 (see requirements above) will be placed on a LOA at the beginning of the first term of the M3 year and will return to active enrollment no earlier than the beginning of the second term; this will require the student to delay graduation by a year. In addition, students approved for a delay must meet these requirements:

- Completion of the orientation for the M3 clerkships.
- Completion of the Step 1 exam by a deadline set by the OMSP.
- Achievement of a passing score before engaging in the M3 curriculum at the start of the second term.

If the student does not meet any one of the above requirements:

- The LOA will be extended to the beginning of the next academic year.
- The pre-course for the M3 clerkships must be repeated.
- A passing score for Step 1 must be received by the deadline set by the OMSP.

Student’s Clinical Schedule
If a student is approved for a delay of Step 1, the student’s schedule assigned through the lottery will be cancelled. Upon return to active enrollment, a new schedule will be developed by the OMSP.

When returning from a LOA and prior to entry into the M3 curriculum, the student must:

- Be approved for registration by the Office of the Registrar and Student Financial Aid Office.
- Have a zero account balance or confirmed payment plan with Financial Affairs.
- Be current with the requirements of LEAP Online and fully compliant with all immunization and health requirements.
- Complete the Clinical Review Course.
Appendix C – Review and Challenge Policy for M1 and M2 OSCE Assessments

This policy addresses the timeframe within which students may review their objective structured clinical examination (OSCE) performance as well as the process for submitting grading challenges during the M1 and M2 years.

Reviewing Assessments

As a courtesy to students, the Office of Medical Student Programs (OMSP) may schedule an OSCE Debrief session within two weeks of the OSCE administration. Prior to this session, the OMSP digitally delivers an individual performance profile that includes student ratings on OSCE checklists/rating forms and patient documentations. This performance profile may also include information about how well the entire class performed on each item and the assessment as a whole. During each OSCE Debrief session, relevant course faculty review frequently missed items and provide additional resources or lecture material as needed to reinforce learning. Finally, students have an opportunity to approach faculty individually to address any remaining questions. If no OSCE Debrief is offered for the entire class, the OMSP accommodates individual requests to review OSCE performance with a relevant course faculty member.

Although these sessions are not mandatory, students are strongly encouraged to review their results on all assessments in order to 1) seek feedback about their areas of strength and opportunities for improvement, and 2) verify scoring accuracy. Because OSCE Debrief sessions allow students to review secure exam materials, they are not recorded and will not be accessible for later review.

Submitting OSCE Challenges

Although course faculty and the OMSP staff carefully review OSCE scores before and after each administration, there may be circumstances where errors occur. OSCE scores can be challenged on two conditions: grading errors and rubric errors. A grading error is defined as the misapplication of an existing rubric. A rubric error is defined as an incorrect or deficient list of scoring criteria. Please note: challenges are ONLY accepted for history checklist items, physical exam checklist items, and documentation. Students MAY NOT challenge ratings on the Interpersonal & Communication Skills Rating Form.

In order to challenge an OSCE score based on a grading or rubric error, students need to submit a written OSCE challenge. OSCE challenges will only be accepted within one week of the OSCE Debrief. In the event that no OSCE debrief is offered, challenges will be accepted within two weeks of the OSCE administration. In order to submit a written challenge, the student must complete the OSCE challenge form at http://www.surveymonkey.com/s3/2602274/OSCEChallengeForm. The form will require students to identify:

1. The specific item number(s) being challenged (students may not request a re-grade of the entire assessment).
2. A brief narrative description of the reason for the challenge(s) which MUST include specific time stamps and transcripts from the recorded video of the encounter.

3. For rubric errors: the student must submit references to written resources that justify a change in the rubric (e.g., textbook, journal article, lecture notes).

Processing Assessment Challenges

1. After the challenge is submitted, the OSCE Coordinator assigns the review to the Simulation Manager.

2. The Simulation Manager will evaluate the challenge and make a recommendation to the OSCE Coordinator. During the challenge evaluation process, the Simulation Manager may review the entire student performance to verify the accuracy of the entire assessment. If additional scoring errors are discovered, scores may be adjusted (up or down) beyond the limits of the specific challenge.

3. The student submitting the challenge is contacted by the OSCE Coordinator within one week regarding the outcome of the review, which includes information about any scoring changes as well a rationale for any changes that were denied by the review team.

4. Any rubric changes are applied to all students who took that assessment.

5. If the scoring change affects the course grade, the OMSP submits a request for a grade change with the Office of the Registrar to adjust the official student transcript.

6. If the student disagrees with the decision of the challenge review committee, he or she may submit an appeal directly to the COSEP.
Appendix D – SCORE

Special Committee on the RMC Environment (SCORE) Policies & Procedures

Background

While student mistreatment is rare, any occurrence is unacceptable and inconsistent with the RMC policy of zero tolerance of student mistreatment as described in the Rush Medical College Teacher-Learner Relationship. SCORE, the Special Committee on the RMC Environment, is charged with the review of student concerns regarding the learning environment and the development of action plans in response to episodes of alleged medical student mistreatment. A committee of students, faculty, and administration, SCORE works with the RMC community to promote a positive learning environment during all RMC-sponsored educational activities whether onsite or off campus.

SCORE represents one process for reporting and dealing with student mistreatment issues at RMC and Rush University and is one important part of the way in which RMC, Rush University, and Rush University Medical Center (RUMC) all work to address student complaints about mistreatment and optimize the learning environment throughout the institution. The RMC Dean’s Office, RMC Office of Medical Student Programs (OMSP), RMC faculty and clerkship director offices, Rush University Provost’s Office, and RUMC Department of Human Resources (HR) are also points of contact for student complaints about mistreatment. Along with SCORE, all such offices/departments maintain records of student mistreatment complaints, collate and report such complaints to OMSP, and help evaluate complaints for investigatory and disciplinary purposes.

SCORE is of unique and critical value to RMC, Rush University, and RUMC because it directly involves and empowers students to report, review, and resolve mistreatment claims. However, students should be aware that the full resources of RUMC, including RUMC senior leadership, support the processes of addressing and redressing allegations of student mistreatment and improving student life. The process of dealing with student mistreatment at RMC has central oversight and coordination provided by the OMSP. Ultimate investigatory and disciplinary authority is supervised and handled by OMSP and other senior management of RMC and Rush University.

A formal investigation will be initiated when there are complaints involving RMC or RUMC staff, faculty, employees or students that form a possible violation of law, including sexual harassment; unwanted physical contact; discrimination based on race, ethnicity, gender, national origin, and/or sexual orientation; retaliatory action against a complainant; similar serious misconduct with legal repercussions; or incidents where there is an established pattern of repeated but less serious misconduct. In such circumstances, RUMC’s HR and Office of Legal Affairs (OLA) shall be notified prior to the initiation of the investigation.

SCORE, the OMSP, and the Dean of RMC work together to assure that students, faculty and staff have a good understanding of SCORE’s purpose and of available mechanisms for reporting. SCORE provides presentations at student meetings including orientations and class-specific Town Halls to describe and review reporting mechanisms and investigative processes. They also offer updates regarding the learning environment to the RMC Student Council as well as RMC’s standing committees and the Dean’s Council. The Dean will provide additional, periodic reports regarding the learning environment to the RMC community.

Mission of SCORE
• To create a welcoming environment for all students, faculty, and staff in order to better serve the educational goals of the medical college and to promote the Rush ICARE values and high quality patient care.

• To address student concerns about all forms of student mistreatment and other behaviors which inhibit the creation and maintenance of an optimal learning environment.

• To promote reporting by students and to eliminate barriers to reporting violations, including fear of retaliation, minimization of violations, or the belief that a report will not be acted upon.

• To provide ongoing education of students, residents, faculty, and staff about the importance of optimizing the learning environment, reporting episodes that undermine the creation of an optimal learning environment, and adhering to the protocols and procedures of SCORE.

• To manage the actions taken in response to reported episodes.

• To analyze data including student surveys, graduation questionnaires, course evaluations, and other data.

• To help maintain a central database tracking events and offenses for ongoing analyses, as well as continued awareness and education in cooperation with the OMSP.

Meetings

The members of SCORE shall agree upon a monthly meeting day and time. Additional meetings may be called to address specific complaints or for other purposes of importance to the committee.

Composition and Leadership

SCORE shall include the following members:

• 12 RMC Students: Three students from the M1 and the M3 classes shall be elected by their respective classes to two-year terms in elections facilitated annually by the Office of Medical Student Programs.

• 5 Ex-Officio (non-voting) members: the SCORE Faculty Advisor (the Assistant Dean for Academic Development), the Ombudsperson (recommended by the Dean and approved by the committee), the Senior Associate Dean for Education, the Assistant Dean for Accreditation and Continuous Program Improvement, designated support staff from the OMSP.

• Other members may be approved by the members of SCORE.

• Two members of SCORE, one M2 and one M4, will be elected annually by the members of SCORE as Co-Chairs.

Sources of Data

In order to fulfill its mission, the following data shall be made available to SCORE:

• Direct student reports

• Course reviews
Surveys conducted by Rush University

Student focus groups led by students as needed

The annual GQ (Graduation Questionnaire conducted by the AAMC)

Other data deemed important by SCORE, the Dean, or the OMSP

Mechanisms for Reporting

SCORE and RMC have several mechanisms or channels for making student mistreatment reports. Mechanisms through which students or others may report incidents to SCORE that undermine development of an optimal learning environment include:

- the web-based tool maintained by SCORE; [http://www.rushu.rush.edu/medcol/SCORE](http://www.rushu.rush.edu/medcol/SCORE)
- written reports in course reviews;
- written or oral communication with SCORE members, the Ombudsperson, any faculty members, faculty advisors, peer advisors, any member of the OMSP faculty and staff, any member of the RMC Dean’s Office, any member of Rush University’s Provost’s Office, and RUMC’s Senior Vice President of Human Resources / Equal Opportunity Coordinator; and RUMC’s hotline (877-787-4009).

Through several of these mechanisms, particularly the online submission form, students and others have the ability to report complaints anonymously. While anonymous submissions are accepted, reporters are encouraged to identify themselves so that more thorough follow up and action planning can occur. Other individuals may report on behalf of a student, but SCORE will attempt to obtain the consent of the student before proceeding. Some events, however, may require action even if the student does not wish to pursue the complaint.

Procedure for Managing Reports

1. Reports of student mistreatment from all sources are monitored by and transmitted to the OMSP and collated by the OMSP support person.

2. OMSP support person communicates complaint to the SCORE Co-Chairs who determine whether the report must be addressed immediately or can be addressed at the next regular meeting.

3. SCORE investigates complaint of student mistreatment. OMSP notifies HR and Office of Legal Affairs (OLA) prior to the initiation of an investigation when there are complaints involving RMC or RUMC staff, faculty, employees or students that form a possible violation of law, including sexual harassment; unwanted physical contact; discrimination based on race, ethnicity, gender, national origin, and/or sexual orientation; retaliatory action against a complainant; similar serious misconduct with legal repercussions; or incidents where there is an established pattern of repeated but less serious misconduct.

4. Any investigation that results in a finding that confirms student mistreatment is reported to OMSP.

5. SCORE develops an action plan to address the complaint and finding.
6. Action plan carried out and results are recorded. Any action plan that recommends discipline of RMC faculty, staff, employees, or students is first conveyed to OMSP, which works with HR, OLA and, as appropriate, the Executive Committee of the Medical Staff to ensure uniform and appropriate discipline can be taken.

7. Information regarding the entire report is recorded in the SCORE database by the OMSP support person and is also tracked by OMSP (which collates RMC student mistreatment information from all sources).

8. A summary of the activities of SCORE is reported quarterly to the Dean.

Approved by SCORE, January 14, 2014

Approved by the Office of Legal Affairs, January 24, 2014

Approved by Faculty Council, February 4, 2014
Appendix E – Absent Student Notification Procedure

1. This procedure is in line with the University Policy on Missing Students. If there is a discrepancy, the University Policy will supersede this procedure.

2. This procedure goes into effect when a student is reported to the OMSP as absent unexpectedly.

3. The Senior Associate Dean, Associate Dean, Assistant Dean, or designee will attempt to contact the absent student.
   a. Via usual means of communication
      1. Email
      2. Cell phone
      3. Pager
      4. Home phone
   b. Via the emergency contact list provided by the student upon matriculation
   c. Via other students known to be on the same educational track as the absent student or known to associate with the student.

4. When the OMSP has been unable to locate the absent student for 24 hours, the student is considered missing.

5. Once a student is considered missing, the Senior Associate Dean or designee will contact Rush Security Services and Student Life and Engagement if the OMSP is unable to contact the absent student via the above procedure.
Appendix F – Teacher-Learner Relationship

Expectations for the Teacher-Learner Relationship
Rush Medical College has a long-standing tradition of valuing and creating a productive and positive learning environment for its students – this environment is an institutional asset that is vital to carrying out our missions in teaching, patient care, and research. The relationship between teachers and learners should be based on mutual trust, respect, and responsibility. The expectations for maintaining a professional teacher-learner relationship are relevant to all faculty, residents, staff, and students who participate in educational activities in the classroom, laboratory, research, or clinical settings where there is a focus on education, patient care, and ethical conduct.

Expectations for Learners
Students are expected to participate in the learning process in an active, respectful and professional manner. Students’ motivation and actions should be appropriately directed at gaining the knowledge, skills, and values that are required to become a competent, ethical, and compassionate physician. This includes the following:

- Being adequately prepared for learning activities in the classroom, laboratory, research, and clinical settings
- Treating faculty, residents, staff, and fellow students with respect and collegiality
- Actively and appropriately seeking information to improve their own performance
- Reflecting on their performance and educational experiences to inform their self-directed learning and study
- Adhering to the tenets of the “University Statement on Student Conduct” and the “University Statement on Academic Honesty,” as well as the student-authored “Student Honor Code,”
- Resolving conflict in an appropriate and professional manner
- Providing constructive feedback and evaluation about their learning experiences.

Expectations for Teachers
Teachers are expected to participate in the learning process in an active, respectful and professional manner. Faculty, residents, and staff who work with students and residents are charged with helping these learners to become competent, ethical, and compassionate physicians. This includes the following:

- Being adequately prepared for learning activities in the classroom, laboratory, research, and clinical settings
- Treating learners and fellow teachers with respect and collegiality
- Providing learners with clear expectations for performance, and when applicable, a detailed, written outline of course objectives and expectations
- Providing learners with ongoing, specific and constructive feedback about their performance, Reflecting on their teaching to inform their own self-directed learning and study
- Actively participating in the development and improvement of courses and their content, timely completion of fair and accurate evaluation of student performance,
- Holding students accountable to the tenets of the “University Statement on Student Conduct” and the “University Statement on Academic Honesty,” as well as the student-authored “Student Honor Code”
- Resolving conflict in an appropriate and professional manner, and
- Utilizing feedback and evaluation to improve their teaching.
Behaviors that Undermine Productive Teacher-Learner Relationships

While student mistreatment is rare, any occurrence is unacceptable, and RMC’s policy is one of zero tolerance of behaviors that undermine productive teacher-learner relationships such as violence, sexual harassment, discrimination, and abuse. Student mistreatment may be verbal, psychological or physical. It includes, but is not limited to, sexual harassment, discrimination due to age, racial and ethnic background, religion, sexual orientation, national origin, or disability.

All personnel will treat students in a collegial and professional manner. Other types of behavior can be inappropriate if the effect interferes with professional development. Behaviors such as making demeaning or derogatory remarks, belittling comments or destructive criticism fall into this category.

Student mistreatment includes, but is not limited to, treating students in a harmful, injurious, or offensive way: attacking in words, speaking insultingly, harshly or unjustly to or about a student, reviling or demeaning a student, undermining the self-esteeem or confidence of a student. Sexual harassment includes but is not limited to: offensive comments to or about the student; unwanted attention or unwelcome sexual advances; unwanted persistent invitations; unwelcome, explicit propositions; offensive displays; offensive body language; unwanted physical advances; and/or sexual bribery. Mistreatment creates a hostile environment in which to work, and is also addressed in the Rush University Medical Center Policies and Procedures. Incidents of mistreatment may cover a spectrum from flagrant to ambiguous. The person responsible for mistreatment may be a member of the faculty, a resident, a nurse, another student, a member of the administration, a hospital employee, or even a patient. Examples of inappropriate behaviors are:

1. physical punishment or physical threats
2. sexual harassment
3. discrimination based on race, religion, ethnicity, sex, age, sexual orientation, or physical disabilities
4. psychological punishment of a student by a superior (e.g. public humiliation, threats and intimidation, removal of privileges)
5. grading used to punish a student rather than to evaluate objective performance
6. assigning tasks for punishment rather than educational purposes
7. requiring the performance of personal services
8. taking credit for another individual's work
9. intentional neglect or intentional lack of communication

Providing critique and receiving feedback are essential components of the learning process. Effective and constructive feedback focuses on observed behavior rather than personal characteristics and should be provided in a way that promotes learning and maintains a positive learning environment.

Procedures for Reporting Allegations of Mistreatment

The reporting and resolution sections of this policy are designed to protect students from retaliation and to protect those charged with mistreatment from unfair accusations. The name of the student, the reporting individual, and the individual(s) responsible for the alleged mistreatment will be held in strict confidence on a need-to-know basis.

The Special Committee on the RMC Environment (SCORE) is charged with the review of student concerns regarding the learning environment and the development of action plans in response to episodes of alleged medical student mistreatment. A committee of students, faculty, and administration, SCORE works with the RMC community to promote a positive learning environment. SCORE represents one
process for reporting and dealing with student mistreatment issues at RMC and Rush University. The RMC Dean's Office, RMC Office of Medical Student Programs (OMSP), RMC faculty and clerkship director offices, Rush University Provost's Office, and RUMC Department of Human Resources (HR) are also points of contact for student complaints about mistreatment.

An incident of mistreatment may be reported by the student or by an individual who witnessed the incident of mistreatment. SCORE and RMC have several mechanisms or channels for making student mistreatment reports. Mechanisms through which students or others may report frank mistreatment or other behaviors that undermine the learning environment include:

- a web-based reporting tool maintained by SCORE (http://www.rushu.rush.edu/medcol/SCORE)
- written reports in course reviews
- written or oral communication with SCORE members, the Ombudsperson, any faculty members, faculty advisors, peer advisors, any member of the OMSP faculty and staff, any member of the RMC Dean's Office, any member of Rush University's Provost's Office, and RUMC's Senior Vice President of Human Resources / Equal Opportunity Coordinator
- RUMC's hotline (877-787-4009).

Through several of these mechanisms, particularly the online submission form, students and others have the ability to report complaints anonymously. While anonymous submissions are accepted, reporters are encouraged to identify themselves so that more thorough follow up and action planning can occur. Other individuals may report on behalf of a student, but SCORE will attempt to obtain the consent of the student before proceeding. Some events, however, may require action even if the student does not wish to pursue the complaint.

Process for Addressing Mistreatment Allegations
SCORE is of unique and critical value to RMC, Rush University and RUMC because it directly involves and empowers students to report, review, and resolve mistreatment claims. However, students should be aware that the full resources of RUMC, including RUMC senior leadership, support the process of addressing and redressing allegations of student mistreatment. In fact, the OMSP oversees and provides central management of processes for addressing student mistreatment at RMC, and ultimate investigatory and disciplinary authority is supervised and handled by OMSP and other senior management of RMC and Rush University.

The SCORE process for managing reports of mistreatment is delineated here, but the OMSP and RUMC's HR and Office of Legal Affairs (OLA) may initiate procedures that supplement or, rarely, even supersede this process for complaints involving RMC or RUMC staff, faculty, employees or students that form a possible violation of law, including sexual harassment; unwanted physical contact; discrimination based on race, ethnicity, gender, national origin, and/or sexual orientation; retaliatory action against a complainant; similar serious misconduct with legal repercussions; or incidents where there is an established pattern of repeated but less serious misconduct.

SCORE Procedure for Managing Reports
1. Reports of student mistreatment from all sources are monitored by and transmitted to the OMSP and collated by the OMSP support person.
2. OMSP support person communicates complaint to the SCORE Co-Chairs who determine whether the report must be addressed immediately or can be addressed at the next regular meeting.
3. SCORE investigates complaint of student mistreatment. OMSP notifies HR and Office of Legal Affairs (OLA) prior to the initiation of an investigation when there are complaints involving RMC or RUMC staff, faculty, employees or students that form a possible violation of law, including sexual harassment; unwanted physical contact; discrimination based on race, ethnicity, gender, national origin, and/or sexual orientation; retaliatory action against a complainant; similar serious misconduct with legal repercussions; or incidents where there is an established pattern of repeated but less serious misconduct.

4. Any investigation that results in a finding that confirms student mistreatment is reported to OMSP.

5. SCORE develops an action plan to address the complaint and finding.

6. Action plan carried out and results are recorded. Any action plan that recommends discipline of RMC faculty, staff, employees, or students is first conveyed to OMSP, which works with HR, OLA and, as appropriate, the Executive Committee of the Medical Staff to ensure uniform and appropriate discipline can be taken.

7. Information regarding the entire report is recorded in the SCORE database by the OMSP support person and is also tracked by OMSP, which collates RMC mistreatment information from all sources.

8. A summary of the activities of SCORE is reported quarterly to the Dean.

9. Final action plans are reported to the Rush University Diversity and Inclusion group for further tracking.

Prohibition Against Retaliation

Retaliatory conduct against an individual who brings a complaint or provides information during an investigation of such a complaint is not tolerated. “Retaliatory conduct” is conduct that adversely and unjustifiably affects the terms and conditions of another's education status, quality of life, or education experience and that is motivated by intent to cause harm because of the targeted individual's involvement in the filing or investigation of a complaint about mistreatment. Students who believe that retaliatory actions have been taken against them should communicate their concerns immediately to the OMSP.

Acknowledgement:

Sections of this policy have been adapted from the teacher-learner relationship policies from the UMDNJ New Jersey Medical School, Drexel University School of Medicine, and Georgetown University School of Medicine and from the Rush University Policy and Procedures Concerning Sexual and other Harassment.

Adopted November 2004
Revisions Reviewed by Office of Legal Affairs, January 24, 2014
Revisions Approved by Faculty Council, February 4, 2014
Appendix G – Committee Membership Confidentiality Agreement

OVERVIEW
As a member of a Rush Medical College (RMC) committee, you will come into contact with a student’s sensitive and confidential information. “Confidential Information” may include, but is not limited to:

- Information regarding student performance;
- Information resulting from faculty evaluations;
- Information resulting from course evaluations;
- Information resulting from course reviews;
- Discussions during meetings;
- Email communication regarding topics of discussion;
- Any other information related to student's academic performance, personal situation, or student record.

Confidential Information about individual students is collected and maintained by RMC with the understanding that it is used only as needed to support Rush Medical College’s educational requirements. Its use is restricted by the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended, the Liaison Committee on Medical Education (LCME), and by Rush University policy. Access to most Confidential Information is limited to those individuals within the University having a “legitimate educational interest” and a need to review Confidential Information in order to fulfill their professional responsibility. This interest is defined as the demonstrated need to know by those who act in the student’s educational interest, including faculty, staff, administrators, student employees, and other persons who manage Confidential Information.

ATTESTATION
As a committee member and representative of RMC, I understand that I may be provided with direct access to a student’s Confidential Information, as that term is defined above. In the interest of maintaining the confidentiality and privacy of a student’s Confidential Information I hereby agree that:

1. I will maintain the Confidential Information to which I have access, both through paper and online resources, in confidence. The Confidential Information viewed will not be shared in any manner with others who are unauthorized to view such data.
2. I will keep in confidence any Confidential Information discussed during committee meetings that I attend.
3. I understand that the use of Confidential Information for profit or personal purposes is prohibited.
4. I understand that unauthorized copying of RMC documents or verbally relaying any Confidential Information contained in committee proceedings to another individual who does not have a legitimate educational interest is prohibited.

I understand that violation of this Agreement will result in my removal from any and all RMC committees and future participation in such committees will be prohibited. A violation of this Agreement may also result in disciplinary action and possible sanctions from the University, including, but not limited to loss of my faculty appointment.

If there are any questions about the RMC committees or LCME, please contact the Office of Medical Student Programs (OMSP). Questions about FERPA should be directed to the Office of the Registrar.
copy of this signed Agreement will be provided to the individual committee member, and saved by the OMSP.
Appendix G – Needle Stick and Bodily Fluids Exposure Incident Form

Please see attached form.