



Student Handbook
2017-2018

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MESSAGE FROM THE PRESIDENT

Welcome to Rush. The mission of Rush University Medical Center is to provide the very best care for our patients, and we believe that is most effectively done in an academic atmosphere.

We teach and emphasize evidence-based treatments, and our clinical decisions are based on the best science available. Our research programs are meant to strengthen the ties between laboratory science and the bedside. Our community service programs are aimed at addressing disparities in access to health care. Finally, one of the goals of our educational programs is to teach the science and art of medicine in the context of health care today.

School is not easy, but you have the background and skill to handle it. Many students need assistance or support at one time or another in their training. Please don't hesitate to ask. You should also help and support each other. Learning in a supportive environment is ideal, and I know you will find that to be the case at Rush.

All of us at Rush are honored that you have chosen to come here, and we look forward to meeting you, teaching you and working with you to improve the health of everyone.

Sincerely,

A handwritten signature in black ink, reading "Larry Goodman". The signature is fluid and cursive, with a long, sweeping underline.

Larry J. Goodman, MD President,
Rush University



DIRECTORY OF ADMINISTRATION

UNIVERSITY AFFAIRS LEADERSHIP				
Title	Name	Location	Phone	
Provost, Rush University	Thomas Deutsch	202 AAC	(312) 942-6683	
Vice President, Principal Business Officer	Richard K. Davis	202 AAC	(312) 942-6683	
Senior Associate Provost, Educational Affairs	Gayle Ward	TBD	(312) 942-2819	
Associate Provost, Faculty Affairs	Susan Chubinskaya	TBD	(312) 942-8873	
Associate Provost, Institutional Research, Assessment and Accreditation	Rosemarie Suhayda	1064G AAC	(312) 942-6204	
Chief Enrollment Management Officer and University Registrar	Brenda L. Weddington	440 AAC	(312)942- 5117 (312) 942 -5681	
Chief Student Experience Officer	Greg MacVarish	440 AAC	(312) 942-7112	
COLLEGES				
College	Phone	Location		
College of Health Sciences Charlotte Royeen, PhD, Dean	(312) 942-7120	Suite 1001 AAC		
College of Nursing Marquis D. Foreman, PhD, RN, Dean	(312) 942-7117	Suite 1080 AAC		
Rush Medical College K. Ranga Rama Krishnan, MB, ChB, Dean	(312) 942-6915 (312) 563-2033	Suite 524 AAC Suite 364 PB		
The Graduate College James Mulshine, MD, Acting Dean	(312) 942-3589	Suite 438 AAC		
University Offices and Related Resources				
Office	Title	Name	Location	Phone
Counseling Center hilarie_c_terebessy@rush.edu	Director	Hilarie Terebessy	701 Kidston	(312) 942-3687
Financial Aid financial_aid@rush.edu	Director	Jill Gable	440 AAC	(312) 942-3072
Registrar’s Office registrars_office@rush.edu	University Registrar	Brenda Weddington	440 AAC	(312) 942-5681
Student Affairs Student_affairs@rush.edu	Manager	Kapula Patalinghug	440 AAC	(312) 942-2819
Student Disability Services marie_s_ferro-lusk@rush.edu	Manager	Marie Ferro-Lusk	440 AAC	(312) 942-5237
Student Diversity and Multicultural Affairs multicultural_affairs@rush.edu	Director	TBD	984 AAC	(312) 942-0725
University Systems and Operations ru_connected_help@rush.edu	Director	A. David Rivera	440 AAC	(312) 942-4851
Student Life and Engagement student_life@rush.edu	Director	Angela Branson	984 AAC	(312) 942-6302
Office	Title	Name	Location	Phone
Community Engagement	Senior Director	Sharon Gates	716 AAC	(312) 942-3670
Financial Affairs	Manager	Patrick McNulty	282A TOB	(312) 942-6849
Library	Director	Jo Cates	571 AAC	(312) 942-5950
McCormick Educational Technology Center (METC) & the Academic Testing Center (ATC)	Interim Director	A. David Rivera	440 AAC 135 TOB	(312) 942-6799 (312) 563-4929
Parking	Manager	Ken Shmoel	Parking Garage Office	(312) 942-6594
Security	Director	Lauris Freidenfelds	Tower (Lower Level One)	(312) 942-5678
Title IX, Human Resources	Director	Shanon Shumpert	403 AAC	(312) 942-5239
University Facilities, General Educational Resources & Quick Copy	Director	Chris Kanakis	720 AAC	(312) 942-6791
University Relations	Director	Michelle Michael	716 AAC	(312) 942-5551

IMPORTANT PHONE NUMBERS

Security	(312) 942-5678
Operator/Rush Switchboard	(312) 942-5000
Rush Hotline (for reporting discrimination or harassment)	(877) RUSH-009
Rush University Medical Center Emergency Room.	(312) 942-0100

UNIVERSITY RESOURCES

Academic Testing Center (ATC)	(312) 563-4929
College of Health Sciences	(312) 942-7120
College of Nursing	(312) 942-7117
Community Engagement	(312) 942-3670
Counseling Center (for students)	(312) 942-3687
Financial Affairs	(312) 942-6584
Financial Aid.	(312) 942-6256
The Graduate College	(312) 942-3589
HelpDesk (for computer/technology problems)	(312) 563-CLAS
Library.	(312) 942-5950
McCormick Educational Technology Center (METC).	(312) 942-6799
Registrar	(312) 942-5681
Rush Medical College.	(312) 942-6915
Student Assistance Program (ERS-EAP)	(800) 292-2780
Student Disability Services	(312-942-5237)
Student Diversity and Multicultural Affairs	(312) 942-0725
Student Life and Engagement.	(312) 942-6302
Tailor Lofts Student Apartments	(312) 563-5638
Title IX Coordinator	(312) 942-5239
University Systems and Operations.	(312) 942-4851

CRISIS RESOURCES

Alcoholics Anonymous 24-hour Hotline	(312) 346-1475
Domestic Violence Helpline (City of Chicago)	(877) 863-6338
Narcotics Anonymous 24-hour Hotline	(708) 848-4884
Rape Crisis Hotline (YWCA)	(888) 293-2080
Sarah's Inn Hotline (domestic violence shelter)	(708) 386-4225
Suicide Hotline (Nation-wide)	(800) 273-8255

STAY CURRENT WITH RUSH UNIVERSITY!

- Got news? Submit to university_news@rush.edu.
- Visit us on Facebook www.facebook.com/RushUniversity
- Follow us on Twitter @RushUniversity
- Follow us on Instagram @rush_university
- Visit us on YouTube www.youtube.com/rushuniversity
- Check out our blog at rushinperson.wordpress.com

PROFESSIONALISM

RUSH UNIVERSITY HONOR CODE

I pledge that my academic, research, and/or clinical work will be of the highest integrity. I shall neither give nor receive unauthorized aid; I shall not represent the work of others as my own; I shall not engage in scientific misconduct; and I shall treat all persons with the greatest respect and dignity, just as the ethical codes of Rush University Medical Center and my future profession demand.

I recognize that behaviors that impede learning or undermine academic, research and clinical evaluation, including but not limited to falsification, fabrication and plagiarism, are inconsistent with Rush University values and must be reported.

IMPLEMENTATION OF THE HONOR CODE

This Honor Code (hereafter referred to as the Code) sets the standards for expected professional behavior within the University and the Medical Center. Commitment to this Code is a shared responsibility of all faculty, staff and students within the Rush University community to ensure the highest standards of behavior – whether in the classroom, the laboratory, or in the clinical setting – and that education obtained at Rush provides a sound foundation for each student's future success as an academic, scientific or health care professional.

CODE ENFORCEMENT

Any violations of this Code or suspicion of student or academic misconduct should be reported to the student's college for further review in accordance with the procedures specified by that college. Each college will be expected to set standards for addressing Honor Code violations and cases of misconduct in a fair and consistent manner that best fits their respective student population. Within each college, students will be expected to sign the Honor Code, indicating their compliance. Students refusing to sign must submit a letter to their dean's office explaining why. Adherence to the Code is required for matriculation, whether or not the document has been signed. The Code may also be enforced for off-campus actions when students are representing themselves as members of the University.

DRESS CODE

All Rush University students are required to dress professionally and appropriately when in clinical areas at Rush and at off-site locations. Identification cards should be worn by all students at all times, whether on campus or in clinical areas off-site.

First- and second-year medical students should wear white clinical jackets during their preceptorships. Third- and fourth-year medical students should wear white clinical jackets during their clinical rotations.

For specifics regarding the Rush University College of Nursing uniform for pre-licensure students, students should consult the College of Nursing Student Handbook.

Street clothes, with or without a lab coat, are worn for some clinical experiences. The lab coat, when worn, must be marked with the appropriate identifying patch. Many students in the College of Health Sciences and The Graduate College are required to wear lab coats in clinical areas.

I CARE, I CONNECT VALUES FOR STUDENTS

- Scan the environment for opportunities to help.
- Be familiar with the Rush campus and locations of Guest Relations/Information Desk Staff.
- Initiate greeting and offer assistance.
- Let patients go first through doors, hallways and elevators.
 - Be courteous to others and remember that visitors cannot always tell the difference between a student and an employee.
- Be aware of backpacks and other bulky possessions, especially in elevators and public spaces.
 - Be careful not to push or bump patients with your backpacks or possessions.
- Assist and accommodate with special needs.
 - Remember you are representing Rush.
- Use professional language, tone and volume in public areas.
 - You never know who might be around.
- Protect privacy and confidentiality, especially in public areas.
 - Remember that examples from class may be real cases, or similar to what a patient or family member is going through.
- Demonstrate active listening.
- Refrain from eating, drinking or gum chewing in public areas (non-food service areas), except for the Armour Academic Center.

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UNIVERSITY RESOURCES AND SERVICES



UNIVERSITY RESOURCES AND SERVICES DIRECTORY

BOOKSTORE

Nicole Pirano (312) 942-5845
Manager
First Floor, Armour Academic Center
8:30 a.m. – 5:30 p.m., Monday to Friday and 9:30 a.m. – 1 p.m. on Saturday
rushbookstore@matthewsstores.com
www.rushbookstore.com

CHAPLAINS

Room 511, Kidston House (312) 942-5571
On-Call Pager Number 85-7151

CLASSROOM SUPPORT

IT, Media Services, Blackboard, Facilities (312) 563-2527
help@rush.edu From on-campus, dial “3-CLASS”

COUNSELING CENTER

Hilarie C. Terebessy, PhD (312) 942-3687
Director
Room 701, Kidston House
9 a.m. – 5 p.m., Monday to Friday

All currently enrolled students are eligible to receive free, confidential services throughout their time at Rush. Students explore a wide range of issues in individual and couples therapy, including depression and anxiety, relationship concerns, sexual orientation and “coming out” issues, eating disorders, substance use and abuse, academic difficulties, bereavement, family mental illness and career issues. The goal of the Counseling Center staff is to help students achieve and maintain a greater balance in their personal and professional lives.

EQUAL OPPORTUNITY

Paula Brown, MBA (312) 942-7094
Manager
Room 128, Professional Building
8:30 a.m. – 5 p.m., Monday to Friday

FACULTY AFFAIRS

Susan Chubinskaya, PhD (312) 942-8873
Associate Provost, Faculty Affairs
Suite 1044, Armour Academic Center
8 a.m. – 4:30 p.m., Monday to Friday
www.rushu.rush.edu/rush-experience/faculty-affairs

Melita M. Isic, MBA, MHA (312) 942-8873
Director, University Affairs
Suite 1044, Armour Academic Center
faculty_affairs@rush.edu

FINANCIAL AFFAIRS

Patrick McNulty (312) 942-9584

Manager

Room 282A, Triangle Office Building

8 a.m. – 4:30 p.m., Monday to Friday

financial_affairs@rush.edu

Emilia Vargas (312) 942-6664

Bursar

Room 283, Triangle Office Building

8 a.m. – 4:30 p.m., Monday to Friday

Mirielle Ulhoa (312) 942-5257

Coordinator

Room 283, Triangle Office Building

The Financial Affairs department is responsible for the billing and collecting of all tuition and fees for Rush University students. The office is also responsible for student health insurance and the administration of refund processing.

FINANCIAL AID AND WORK STUDY

Jill Gable (312) 942-6256

Director

Suite 440, Armour Academic Center 8

a.m. – 4:30 p.m., Monday to Friday

financial_aid@rush.edu

www.rushu.rush.edu/finaid

INSTITUTIONAL RESEARCH, ASSESSMENT AND ACCREDITATION

Rosemarie Suhayda, PhD (312) 942-6204

Associate Provost

Room 1064G, Armour Academic Center

OIRAA@rush.edu

INTERNATIONAL STUDENT SERVICES

TBD. (312) 942-2030

Coordinator

Suite 440, Armour Academic Center

8 a.m. – 4:30 p.m., Monday to Friday

international_students@rush.edu

International Student Services, as a function of the University Registrar's office, provides services to future and current international students who study at Rush University. Additionally, the office works with Rush University international alumni who will need authorization from United States Citizenship and Immigration Services (USCIS) to look for and accept work opportunities after graduation.

Functions of International Student Services:

- Prepare documentation required for the F-1 student program
- Advise prospective international students concerning admissions requirements that affect international students
- Provide pre-arrival information for all admitted international students
- Welcome new international students arriving to Rush University and provide ongoing support to international students currently at the University
- Support international alumni who are working in the field for up to 36 months after graduation

Please Note: Immigration regulations and policies are subject to change without prior warning or notice. Information contained in this student handbook may become obsolete. If you are in doubt, please contact our office, the Rush Office of Legal Affairs, or the immigration attorney of your choice.

Responsibilities of International Students

As a student in F-1 or J-1 student status, you must understand and comply with United States Citizenship and Immigration Services (USCIS) regulations which govern your immigration status. In order to maintain an accurate Student & Exchange Visitor Information System (SEVIS) record for you, International Student Services must have current, accurate information regarding your academic program. It is your responsibility to report change in your academic program.

In general the following are required to maintain status:

1. Report all changes of address to the ISSS office within 10 days of moving. An address change requires an update to your record in the SEVIS system.
2. Maintain a valid passport at all times. Some countries allow passport renewals by mail while you reside in the United States, other countries do not. Please consult your home country's consular affairs office for more information.
3. Maintain a full course of study. A full course of study for undergraduate students means enrolling in and completing 12 credit hours each term. A full course of study for graduate students requires enrollment in 9 credit hours each term, except when performing research toward a thesis or dissertation. If you are in doubt, please be sure to contact our office. Any change to your full course of study must be pre-approved. Any reduction in a full course of study, if not pre-approved, constitutes a violation of status even if such a drop would be permissible by your academic department.
4. Follow USCIS procedures regarding eligibility for an authorized vacation period. USCIS permits international students to take an annual vacation. Rush University students are eligible for an annual break each summer term after the completion of one full academic year. In order to take an annual break in summer a leave of absence must be approved by your academic department.
5. Notify ISSS of your decision to change your educational program or level before you make any change. For example: If you complete a master's degree program and start a PhD program. An update to your I-20 must occur in SEVIS prior to beginning your new program.
6. Never allow your I-20 or DS-2019 to expire. You should plan to complete your studies by the completion date on your form. For F-1 students, once your I-20 expires you are allowed 60 days to transfer, change your status, start a new academic program, or leave the United States. If you cannot complete your program prior to the end date on your I-20 please contact us to determine if you qualify for a program extension. It is your responsibility to request a program extension prior to the end of your I-20.
7. Consult International Student Services before accepting any form of employment. Work opportunities for international students are limited and unauthorized employment carries severe penalties and can jeopardize your future plans. Even working on on-campus requires prior authorization.
8. Consider your options for work once your programs end. If you plan to apply for work authorization, follow all USCIS procedures regarding an application for Optional Practical Training (OPT). You may apply for post-completion OPT no earlier than 90 days before the completion of your academic program and no later than 60 days after the completion of your program. Please note that it can take 3-4 months to receive an Employment Authorization Document (EAD) from USCIS.
9. Notify ISSS as early as possible of any plans to transfer to another educational institution.
10. Receive a travel signature on your I-20 prior to traveling out of the U.S. Travel signatures are located on page 2 of your I-20 and are valid for 1 year. You must have a valid travel signature with your other identity documents at the time of re-entry to the United States.

11. Recognize that you only have a limited amount of time to depart the U.S. or change to another immigration status once you are no longer attending school. After you complete your academic program, you have 60 days. If you drop out of school before completing a program and received prior approval from International Student Services, you may remain in the U.S. for 15 days. If you drop out of school before completing a program and did not receive prior approval from International Student Services, you may remain in the U.S. for 0 (zero) days and are in immediate violation of your status.
12. Carry health insurance at all times as required by Rush University.

Travel and Temporary Admission with Form I-515A

If you have lost your form I-20 or DS-2019 for J-1 students or do not have the proper endorsement you may be admitted to the United States for a definite period of time (30 days). The immigration officer has the discretion but not the requirement to admit you if you do not have the proper documentation or signatures. If you are admitted the office will issue you a Form I-515A.

The Form I-515A requires you to resolve the issues with your documentation submitted at border inspection. You are required to submit your Form I-20 or DS-2019 and I-94 by mail to the USCIS in Washington, D.C. Upon receipt and inspection of your documentation, USCIS will update your I-94 record to “duration of status” and returned to you. You must complete this process if you receive a Form I-515A in order to remain in legal immigration status.

Visa Expiration/Renewal

The visa stamp in your passport may be allowed to expire while you are in the United States. Remember your I-20 must always remain valid. If your visa has expired during your stay and you are planning to travel outside of the United States, in general you will need a new visa stamp in order to reenter.

To apply for a new visa stamp you must visit the United States Embassy / Consulate in your home country (or country designated to handle consular affairs for your home country). Please note you may be required to obtain an entry visa for a second country if no US Consulate exists in your home country and consular affairs are being performed in the second country. In general, you will need a valid passport, an I-20 or DS-2019, proof of financial support, and/or letter of certification to receive a new visa stamp. **The consular officer may require additional documentation.** A student visa stamp must be obtained at a consular office abroad and not in the U.S.

If you are traveling to Canada, Mexico, or other contiguous U.S. territories for less than 30 days and your visa allows multiple entries, you do not need to get a new visa stamp. **Some countries are not eligible for re-entry or automatic revalidation.** Please review the following Customs and Border Protection guide: https://www.cbp.gov/sites/default/files/documents/auto_reva_3.pdf. Also be sure to check any new restrictions on travel and reentry prior to making your plans. New travel restrictions occur regularly and may affect your reentry.

Information for Spouses and Children while at Rush University

An F-2 form I-20 must be obtained for any spouse and children you would like to come to the United States to stay with you for an extended period of time. A new form I-20 will be issued for your family members by the ISSS office and the form should be used to support your family members' application for a visa at a U.S. Embassy or Consulate. Issuance of a dependent visa must be accompanied by sufficient financial resources to support each family member. Evidence of these financial resources should be submitted to the ISSS office and presented to the Embassy/Consulate. Rush University requires proof of financial support in the amount of \$6,000 per year for each family member (spouse and children) in addition to the budgeted amount needed to support your studies and living expenses.

Visa Limitations for Spouses and Children while in the United States

The ability for spouses and children to access work, study and public services are very limited while in the United States. In general:

- Spouse or children may not take any employment after he/she reaches the U.S.
- Children are permitted to attend elementary or high school.
- Spouses or children are may not study full-time in a degree-granting academic program at the college level without changing status to F-1
- Spouses or children may study part-time in the pursuit of an academic program or degree
- Spouses or children may also engage in recreational courses (language courses or quality of life courses) that do not lead to a specific academic credential or degree.

- Spouses or children should be careful accessing public services while in the United States. If you are in doubt please feel free to discuss your plans with the ISSS office.

Work as an International Student: Practical Training Regulations & Reporting Requirements

Practical training provides international students the opportunity to perform work that enhances the educational skills learned in the classroom. There are two types of practical training afforded to F-1 international students: curricular (CPT) and optional practical training (OPT). For J-1 students practical training is afforded through academic training (AT).

Curricular Practical Training

Curricular Practical Training is work directly related to a student's academic program and must be an integral part of the curriculum. To demonstrate that the work opportunity is an integral part of the curriculum the internship / co-op must be part of a class or the student's academic department must provide a letter detailing how the practical training will augment the student's academic program. The letter must provide information on any academic credit that the students may earn pursuant to the practical training opportunity.

Curricular Practical Training may be used on a full-time or part-time basis and you are not limited in the amount of Curricular Practical Training you can use. However, if you use 12 months or more full-time Curricular Practical Training, you are not eligible for any Optional Practical Training after you graduate.

In order to apply for Curricular Practical Training you must provide the following to International Student Services and schedule an appointment to discuss:

- An offer of employment detailing
 - Position Title
 - Start Date
 - Supervisor and contact information
- A letter from your academic department detailing how practical training is integral to your academic program and any credit earned related to your practical training experience

Optional Practical Training

All OPT employment must be in a job that is related to the degree major and appropriate to the degree level. All post-completion OPT employment must be an average of at least 20 hours per week to qualify as employment. Students are recommended to submit a copy of their Employment Authorization Document (EAD) card to ISSS upon receipt.

Paid Employment

While on OPT students may work for one employer for at least 20 hours per week to maintain their OPT status. In addition, students may work for the following:

Multiple employers: Students may work for more than one employer but all employment must be related to the student's degree program.

Work for hire: This is also commonly referred to as 1099 employment where an individual performs a service based on a contractual relationship rather than an employment relationship.

Employment through an employment agency

Unpaid Employment

Students may work as volunteers or unpaid interns, where this does not violate any U.S. labor laws.

OPT Recordkeeping

It is recommended that students working for multiple employers, through employment agencies, or performing unpaid work while on OPT keep detailed records to demonstrate adherence to OPT regulations. In these cases, students should keep evidence for each job regarding the position held, dates of position, the job title, supervisor name and contact information and a description of the work.

Limited Period of Unemployment to Maintain Status

- No more than 90 days total for initial post-completion OPT

- Students have up to a 10 day grace period between the end of one job and the beginning of another. This does not count toward the unemployment cap.
- Students must immediately report any changes in employment.

Reporting Requirements While on OPT

Report the following within 10 days of the event:

- Any change of name or address
- Any change of email address
- Employer name and address
- Change in employer
- Any interruption of employment
- Permanent departure from the U.S. during OPT
- Change of immigration status

Student Responsibilities While on STEM Extension OPT

Some student programs at Rush University are eligible for a 24 month extension of OPT. The list of eligible programs may be found here: <https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf> and is subject to changes by the Department of Homeland Security at any time. To find your program you should consult the CIP code found on page 1 of your current Form I-20.

The application requirements for the OPT STEM extension may be found on the following USCIS website: <https://www.uscis.gov/working-united-states/students-and-exchange-visitors/students-and-employment/stem-opt>. In general the requirements are:

- Have been granted OPT and currently be in a valid period of OPT;
- Have earned a bachelors, masters, or doctoral degree from a school that is accredited by a U.S. Department of Education-recognized accrediting agency and is certified by the Student and Exchange Visitor Program (SEVP) when you submit your STEM OPT extension application.
- Work for an E-Verify compliant employer who meets all the requirements listed below in the STEM OPT Employer Responsibilities section.
- Have an approved Form I-983 training plan from Rush University prior to receiving the STEM OPT endorsed Form I-20
- Submit the Form I-765, Application for Employment Authorization up to 90 days before your current OPT employment authorization expires, and within 60 (30 days is recommended) days of the date your designated school official (DSO) enters the recommendation for STEM OPT into your Student and Exchange Visitor Information System (SEVIS) record.

Students pursuing a period of the STEM extension must:

- Work in a paid position for an E-Verify employer at least 20 hours per week
- Work in a position related to the STEM degree
- Report within 10 days of:
 - Legal name changes
 - A change in residential or mailing address
 - Change in email address
 - File a new I-983 training plan prior to any of the following:
 - Changes in employer
 - Change in job title or position
- Send a validation report every six months starting from the date the STEM extension starts and ending when the student's F-1 status ends or the STEM extension ends, whichever is first. The validation report must include the student's
 - Full legal name
 - SEVIS identification number
 - Current mailing and residential address
 - Name and address of the current employer
 - Date the student began working for the current employer
- File a STEM OPT evaluation at the end of 1 year and at the end of the extension period

Students pursuing a period of STEM extension OPT may not:

- Work in a paid position for any employer that is not an E-Verify employer
- Have more than 120 days of unemployment time during the entire period of post-completion OPT (regular post-completion OPT and STEM extension OPT).

OPT Travel

You will need the following documents to reenter the U.S. During the dates of your EAD card it is important to note that the 90 day unemployment clock continues to tick even when you are outside the U.S.

Documents to re-enter U.S.:

- OPT I-20, page 2 signed for travel with signature not more than 1 year old (less than 6 months is recommended)
- Valid F-1 visa stamp
- Valid passport
- EAD card
- Job offer letter or statement of employment from company with the following information:
 - The student's supervisor or manager with contact information
 - A description of the work.
 - If it is not clear from the job description that the work is related to the student's degree it is recommended that the student submit a signed letter from the employer's hiring official, supervisor or manager stating how the student's degree is related to the work performed.

Reporting Employment and Unemployment

Report changes in employment to the DSO as soon as possible, within 10 business days.

Information Needed for OPT Reporting

Situation	Report
New job	Name of the employer Name of supervisor Start date of employment Mailing address for the employer
Change to a new job	Name of the previous employer Ending date of the employment with the previous employer Name of the employer Start date of employment Mailing address for the employer
More than 10 days of unemployment	Indicate "unemployed" Ending date of last job
Student decides to exit the United States and complete his or her F-1 status prior to the end date of OPT	Indicate "Completing OPT and exiting the United States" Date of exit

Students may be denied future immigration benefits that rely on valid F-1 status if DHS determines that the student exceeded the limitations on unemployment. Additionally, Immigration & Customs Enforcement and SEVP may examine SEVIS data for an individual, a selected group or all students on post-completion OPT and terminate a student's record if it fails to show the student maintained the proper period of employment. In such cases, the student will be given an opportunity to show that he or she complied with all OPT requirements, including maintaining employment.

Academic Training for J-1 students

Academic training (AT) for J-1 Exchange Students is afforded to students prior to or after the end of the academic program.

In general the requirements for J-1 Academic Training (AT) are:

- A student must complete at least one semester on J-1 status.
- Before completion of degree/program, AT can be part-time when classes are in session. This includes summer term since Rush University requires continuous enrollment of all students. Please contact International Student Services to discuss any exceptions that may be available.
- Available full-time for graduate students who have advanced to Ph.D. candidacy and the work is integral to the completion of their academic degree.
- A job offer is required prior to the end of the program of study to discuss approval of Academic Training.
- AT must begin within thirty (30) days of the program completion date.
- If there is a change in employers there cannot be a gap in employment.

LIBRARY and STUDY SPACES

Jo Cates (312) 942-5950
Director
Room 571, Armour Academic Center
7 a.m. – 10 p.m., Monday to Thursday
7 a.m. – 7 p.m., Friday
9 a.m. – 6 p.m., Saturday
1 – 9 p.m., Sunday
lib_ref@rush.edu
www.rushu.rush.edu/library

McCORMICK EDUCATIONAL TECHNOLOGY CENTER (METC)

Room 919, Armour Academic Center (312) 942-6799
8 a.m. – 7 p.m., Monday to Thursday
9 a.m. – 5 p.m., Friday
12 – 8 p.m., Sunday
24-hour ID card access (Hours are subject to change)

Academic Testing Center (ATC) Room 135, TOB
7 a.m. – 7 p.m. Monday to Friday
Saturday and Sunday (Upon Reservation)

MULTIDISCIPLINARY LABS MDL’S

Nursing Learning Labs NLL’s General Educational Resources

Chris Kanakis (312) 942-6791 or (312) 942-8609
Director of University Facilities, General Education Resources
& Quick Copy Center
Room 720, Armour Academic Center
8 a.m. – 4:30 p.m., Monday to Friday

REGISTRAR

Brenda Weddington, MEd (312) 942-5117
Chief Enrollment Management Officer and University Registrar
Suite 440, Armour Academic Center
8 a.m. – 4:30 p.m., Monday to Friday
registrars_office@rush.edu

STUDENT DIVERSITY AND MULTICULTURAL AFFAIRS

TBA TBA
Director
Suite 984, Armour Academic Center
8 a.m. – 4:30 p.m., Monday to Friday
multicultural_affairs@rush.edu
www.rushu.rush.edu/diversity-inclusion

The Office of Student Diversity and Multicultural Affairs works with students, faculty and staff to enhance the environment of the Rush University community. This work is carried out through interprofessional programming to emphasize the importance of diversity and inclusion in health care professions.

STUDENT LIFE AND ENGAGEMENT

Angela Branson, MS (312) 942-6302
Director
Suite 984, Armour Academic Center
8 a.m. – 4:30 p.m., Monday to Friday
student_life@rush.edu

Student Life and Engagement provides services and opportunities to enhance each student's academic experience and connection with Rush University. The office provides co-curricular programming and oversees housing, student organizations, career services and student event programming.

STUDY SPACES

Student Study Space (312) 942-5950 or Lib_Circ@rush.edu

Seventh-Floor Study Space, Room 787, Armour Academic Center
Open 24/7

Fifth-Floor Study Space, Armour Academic Center, Located outside of Rooms 539 and 540
Open 24/7

Second-Floor Study Space, Room 216 Armour Academic Center
7 a.m. – 3 p.m., Monday to Friday

Cafeteria, Armour Academic Center
4:30 – 10 p.m., Monday to Thursday

Student Lounge, Room 992, Armour Academic Center
Open 24/7

UNIVERSITY RELATIONS

Michelle Michael (312) 942-5551
Director, University Relations
Room 716, Armour Academic Center
michelle_michael@rush.edu
Portal: ruconnected2.rush.edu/universityrelations

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STUDENT INVOLVEMENT



STUDENT ORGANIZATIONS

The Office of Student Life and Engagement recognizes close to 40 active student organizations, which are focused on areas of professional interest, social issues and ethnic or religious affiliation. The Office of Student Life and Engagement provides administrative and limited financial support for student organizations. Student organization leaders should refer to the *Student Organization Policies & Procedures Guide* for relevant student organization guidelines

Questions about student organizations or the formation of new organizations should be directed to student_life@rush.edu or (312) 942-6302. For more information on the student organizations listed below, visit the Office of Student Life and Engagement online: <http://www.rushu.rush.edu/student-organizations>.

The following student organizations are officially registered with the Office of Student Life and Engagement for the 2017-2018 academic year:

- [American Medical Association \(AMA\)](#)
- [American Medical Student Association \(AMSA\)](#)
- [American Medical Women's Association \(AMWA\)](#)
- [Asian Pacific American Medical Student Association \(APAMSA\)](#)
- [Clinical Research in Surgical Specialties \(CRISS\)](#)
- [College of Health Sciences Student Government Association \(CHS-SGA\)](#)
- [College of Nursing Student Council \(CONSC\)](#)
- [Graduate College Student Council \(GCSC\)](#)
- [Health Systems Management Student Government and Professional Group](#)
- [Jewish Student Association \(JSA\)](#)
- [Latino Medical Student Association \(LMSA\)](#)
- [National Student Speech Language & Hearing Association \(NSSLHA\)](#)
- [New Life Volunteering Society \(NLVS\)](#)
- [Respiratory Care Student Government Association \(RCSGA\)](#)
- [Rush Christian Fellowship \(RCF\)](#)
- [Rush Medical College Student Council \(RMCSC\)](#)
- [Rush Muslim Student Association \(RMSA\)](#)
- [Rush Pride](#)
- Rush Students against Gun Violence
- [Rush Students for Choice](#)
- [Rush University Book Club](#)
- [Rush University Diversity & Inclusion \(RUDI\)](#)
- [Rush University Physician Assistant Student Society](#)
- [Rush University Student Senate](#)
- [Rush Wilderness Medicine Society](#)
- [South Asian Student Association \(SASA\)](#)
- [Student Academy of Audiology \(SAA\)](#)
- [Students for a National Health Plan \(SNaHP\)](#)
- [Student National Medical Association \(SNMA\)](#)
- [Student Nurses Association \(SNA\)](#)
- [Student Occupational Therapy Association \(SOTA\)](#)
- [Student Psychiatric Association \(SPA\)](#)
- [TEDxRushU](#)

CAREERS IN MEDICINE

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. For more information, visit the Rush Medical College website and search for Careers in Medicine or email christine_corral@rush.edu

- Cardiovascular & Thoracic Surgery Interest Group (CTSIG)
- Dermatology Interest Group (DIG)
- Emergency Medicine Interest Group (EMIG)
- Family Medicine Interest Group (FMIG)
- Geriatric Interest Group (GIG)
- Internal Medicine Interest Group (IMIG)
- Medicine Pediatrics Interest Group (Med-Peds)
- Neurology: Student Interest Group in Neurology (SIGN)
- OB/GYN Interest Group
- Eye Love Ophthalmology
- Orthopedic Interest Group (OIG)
- Pediatric Interest Group (PIG)
- Physical Medicine & Rehabilitation Interest Group (PM&R)
- Preventive Medicine Interest Group (PMIG)
- Psychiatry Interest Group (PsyIG)
- Radiology Interest Group (RIG)
- Surgery Interest Group (SIG)

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STUDENT ENGAGEMENT



ALUMNI RELATIONS

Krista Giuffi (312) 942-2569
Director
Room 250, Triangle Office Building
8:30 a.m. – 5 p.m., Monday to Friday
alumni@rush.edu
www.facebook.com/RushUniversityAlumni
www.rushu.rush.edu/alumni
www.twitter.com/rushualumni
www.linkedin.com/edu/rush-university

The Office of Alumni Relations is a resource to connect you with our esteemed alumni community. We host lectures, networking events and other student and alumni activities throughout the year for you to meet and network with Rush alumni from all four colleges.

Each February the Office of Alumni Relations celebrates START (Students today, Alumni of Rush tomorrow) Philanthropy Day. All Rush University students are invited to participate in donor thank you note writing, a selfie contest and other activities throughout the day to help raise awareness of alumni support.

COMMUNITY ENGAGEMENT

Sharon D. Gates, MA (312) 942-3670
Senior Director
Suite 717A, Armour Academic Center
sharon_gates@rush.edu

The Office of Community Engagement serves to support student activities as they relate to outreach. We oversee the Rush Community Service Initiatives Program (RCSIP) and provide guidance to students as they work to serve the community.

HONOR SOCIETIES

Rush Medical College: Alpha Omega Alpha Medical Honor Society
www.alphaomegaalpha.org

The Alpha Omega Alpha (AOA) Medical Honor Society comprises students, house staff and faculty who personify professionalism, leadership and academic achievement. Senior medical students who show promise of becoming leaders in medicine, residents who have demonstrated significant scholarly and professional contributions and physicians who have attained national distinction may be elected to membership. Fourth-year students are selected for membership by a committee of AOA faculty members based on academics, leadership, character, community service and professionalism.

Rush Medical College: Gold Humanism Honor Society
www.humanism-in-medicine.org www.gold-foundation.org/ghhs

The Gold Humanism Honor Society (GHHS) is supported by the Arnold P. Gold Foundation, and recognizes individuals who exemplify humanistic patient care and can serve as role models, mentors and leaders in medicine. Senior medical students and role model physicians who have “demonstrated excellence in clinical care, leadership, compassion and dedication to service are included.” Medical students are selected by their peers during the early M4 year. The GHHS is engaged in campus activities at Rush, including the annual Lori Ann Roscetti lecture promoting humanism in medicine.

College of Nursing: Sigma Theta Tau - Gamma Phi Chapter
www.gammaphi.nursingsociety.org/GammaPhiChapter/AboutUs

The College of Nursing has established the Gamma Phi chapter of Sigma Theta Tau International, the international

honor society of nursing. Members are selected on the basis of academic standing and demonstrated leadership. Pre-licensure students become eligible for membership after completion of half their programs. Post-licensure generalist master's, specialty master's and doctoral students become eligible after their second terms of study.

Rush University: Sigma Xi
www.rushu.rush.edu/Sigma-Xi

Sigma Xi is an honor society of scientists and engineers that recognizes scientific achievement, and encourages a sense of companionship and cooperation among scientists in different fields. Members who have shown noteworthy achievement as original investigators are elected. Associate members are elected to the society because of their initial research achievements, aptitude and potential. The Rush University chapter conducts the following:

- Organizes the Sigma Xi Poster Session held during the Rush University Forum for Research and Clinical Investigation.
- Recognizes outstanding student presenters with a certificate and cash award.
- Provides travel awards twice a year to students who are first authors on poster or podium presentations at national or international meetings.

ROOM RESERVATIONS FOR STUDENT ORGANIZATIONS

Office of Student Life and Engagement (312) 942-6302
Room 984, Armour Academic Center

Student organizations that want to reserve a room for an event or meeting should complete a request via the Student Events Calendar located on RUConnected. Student organizations are encouraged to reserve rooms at least 2 weeks in advance or more to guarantee space availability. Please note, reservations for the Searle Conference Center and Atrium Lobby are handled by Room 500. Additional questions regarding the room reservation process can be directed to the Office of Student Life and Engagement at student_life@rush.edu.

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CAMPUS RESOURCES AND SERVICES



CHILD CARE

Laurance Armour Day School. (312) 942-6501
2150 West Harrison St.

Laurance Armour Day School (LADS) is a not-for-profit, fully licensed day care center for children ages 4 months through 5 years (no kindergarten). The school is owned and operated by Rush University Medical Center, and provides day care services for children of employees and students affiliated with Rush University Medical Center. LADS provides professionally trained teachers on the premises at all times from 6:30 a.m. to 5:45 p.m., Monday through Friday.

COPY MACHINES

- Photocopy machines are located in the Library (fifth and seventh floors, Armour Academic Center) and the 24-hour student lounge (Room 992, Armour Academic Center)
- Copy cards can be purchased and reloaded in the Library or the METC

FITNESS CENTER

711 S. Paulina St. (312) 947-BFIT (2348)
5:30 a.m. – 9:30 p.m., Monday to Friday
7 a.m. – 5 p.m., Saturday
rushfitnesscenter@rush.edu

The Rush Fitness Center, which is open to all students, features cardio equipment, circuit and free weights, a variety of group exercise classes and personal training. Locker rooms with showers and towel service available. Memberships are also offered to significant others or spouses. The student rate is \$26 per month; the rate for couples is \$46 per month.

FOOD SERVICES

Au Bon Pain. (312) 942-5696
Fourth Floor, Atrium Court
Open 24/7

Au Bon Pain Kiosk
First Floor, Professional Office Building
7:30 a.m. – 4 p.m., Monday to Friday

Cafeteria. (312) 942-9018
Second Floor, Armour Academic Center
6:30 a.m. – 3:30 p.m., Monday to Friday

In A Rush (Coffee Bar)
Second Floor, Armour Academic Center
6:30 a.m. – 4:30 p.m., Monday to Friday

HOUSING

Tailor Lofts, Student Apartments (855) 570-7629 or (312) 563-5638
315 S. Peoria St.
Chicago, IL 60607
www.tailorlofts.info
Sabrina Hunt: shunt@peakcampus.com

Rush University has secured a block of apartments at Tailor Lofts, Student Apartments to address current and future housing needs while the new campus master facility plan emerges. Tailor Lofts are located one mile east of Rush, just two stops away on the blue line train. All leases are for 12 months, and provide access to great amenities such as 24-hour fitness center, kitchens in every unit, Wi-Fi throughout the building, 24-hour security presence at the first-floor entrance and a laundry center on every floor. Registered Rush students residing at Tailor Lofts will have the added convenience of having their housing costs billed to their University accounts. For special Rush pricing, interested students should contact the Tailor Loft leasing manager, Sabrina Hunt, listed above.

For additional off-campus housing options, check out Rush's housing website at <https://www.rushu.rush.edu/rush-experience/student-services/housing> or contact the Office of Student Life and Engagement at student_life@rush.edu or (312) 942-6302.

ID CARDS

Security Office. (312) 942-5678
Sub-Basement 1502, Atrium
2 – 4 p.m., Monday
1-3 p.m., Tuesday and Thursday
7:30-10:30 a.m. Wednesday and Friday
securityaccesscards.rush@rush.edu

Rush students are required to wear their student IDs at all times while on campus. Students not wearing a valid student ID card could be asked to leave the University or Medical Center and related clinical sites. A valid student ID card is needed to access and use the library, laboratories, bookstore and student lounge, and is required for admission to some school events.

The student ID card is valid only while a student is enrolled at Rush University and is immediately deactivated upon graduation, withdrawal or dismissal. Students must return their ID cards to the Office of the Registrar upon separation from the University.

Temporary ID badges are available in the event that authorized personnel have forgotten their original IDs. Students may obtain a temporary ID sticker from the Security Office. The temporary ID represents your original ID. If either is lost, there is a \$10 replacement fee. If the ID card is damaged or stolen, the replacement fee will not be assessed if either the damaged ID card or a copy of a police report is received by the Security Office.

LOCKERS

Office of Student Life and Engagement (312) 942-6302
Suite 984, Armour Academic Center
8 a.m. – 4:30 p.m., Monday to Friday
student_life@rush.edu

Lockers will be assigned at orientation based on availability. Students are assigned the same locker until graduation, and often share a locker with another Rush student. In the event that students share lockers, first priority is given to assigning students within the same program and ideally the same cohort, with second priority being assigned with someone from the same college. Rush University assumes no responsibility for the loss of personal property from lockers. If any difficulties with a locker arise, contact the Office of Student Life and Engagement.

PARKING

Ken Shmoel (312) 942-6594
Manager
Parking Garage Office
1641 West Harrison St. (Fourth Floor)
8 a.m. – 4 p.m., Monday to Friday

The following parking facilities are available to Rush University students with an avit, a small electronic device that provides a vehicle access to the parking garage. The monthly avit may be obtained from the Parking Garage Office for a \$30 fee. A valid Rush University student ID card must be presented to obtain an avit.

- Main parking garage at 1641 W. Harrison St. (entrance on Flournoy Street), \$40 per month.
- Student and staff parking garage at 711 S. Paulina St. (entrance on Paulina Street), \$40 per month.
- Ogden-Wood surface lot (entrance on Wood Street), \$25 per month; students registered for parking at the Ogden-Wood lot may park in the Harrison Street parking garage from 3 p.m. to 5 a.m. on weekdays and anytime on weekends and holidays.
- Students who commute to Rush by bicycle may safely store their bikes in a secure bike room located in the main parking garage. A \$10 deposit is required for a key to the bike room, but no additional fees are charged. Students who are interested should contact the Parking Garage Office for detailed information.

Please contact the Parking Garage Office for the most current rates, as rates and available parking locations are subject to change.

RUSH PHOTO GROUP

Bill Richert (312) 942-8278
Manager
Room 121, Professional Building
8:30 a.m. – 4:30 p.m., Monday to Friday

SECURITY AND LOST & FOUND

Lauris Freidenfelds (312) 942-5678
Director
Lower Level One, Tower 1620
West Harrison St.
iris.rush.edu/security

RUAlert Emergency Communication System

- Real-time text, telephone and/or email alerts
- All students should enroll in the system and select how they wish to be notified
- To enroll, please click on the RUAlert link on the portal home page
- For any questions regarding RUAlert, contact (312) 947-0005

Security Services administers Lost and Found services at Rush University Medical Center. Lost and Found is located on the lower level of the Tower, 1620 W. Harrison St., in the Security Department. Items found anywhere in Rush University Medical Center should be brought to the Security Department. Inquiries regarding lost items can be made at any time by visiting the Security Department or calling the Security Dispatch Center.

STUDENT ASSISTANCE PROGRAM (ERS-EAP)

(800) 292-2780
www.ers-eap.com

Username: rush
Password: rush

Offers a portfolio of services, confidential and free of charge to students and their families, 24 hours a day. Resources include financial and budgeting advice, legal assistance, health and wellness support services (including alcohol and other substance abuse), individual and relationship counseling, and more.

STUDENT LOUNGE

Room 992, Armour Academic Center (312) 942-6302
24-hour ID card access

The Student Lounge includes board games, kitchen with sink, two refrigerators, two microwaves and fresh coffee delivered three times a day Monday – Friday. Students are welcome to take advantage of these services 24/7; access during the weekends can be gained via student ID card through the back hallway.

QUICK COPY CENTER

Chris Kanakis (312) 942-6697
Director
Room 780, Armour Academic Center
8 a.m. – 4:30 p.m., Monday to Friday

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POLICIES AND REGULATIONS



FOR ALL ACADEMIC POLICIES, PLEASE REFER TO THE UNIVERSITY CATALOG.

For additional University policies, refer to the Policies and Procedures section on inside.rush.edu.

DRUG AND ALCOHOL FREE WORK FORCE

In keeping with the mission, vision and core values of Rush University Medical Center, and in recognition of its obligation to protect the safety, health and well-being of its community, the Medical Center expects the students, employees and faculty to assist in maintaining a learning and work environment free from the effects of alcohol and other drugs.

Rush University Medical Center prohibits the unlawful distribution, dispensing, usage, sale, storage and/or possession of illicit drugs on its premises or while performing business. Furthermore, the distribution, dispensing, usage, sale and/or possession of alcohol on Medical Center property or while performing Medical Center business, excluding Medical Center approved areas and functions, is also strictly prohibited.

In addition, all employees (including student employees) are required to be able to perform their jobs and are prohibited from working while in an impaired state. If an employee/student employee may be impaired by medication taken according to a doctor's prescription or according to the medication's directions, he or she is expected to immediately discuss it with his or her supervisor.

The Medical Center reserves the right to test students and employees for the presence of alcohol and/or drugs under certain circumstances as described within this policy. (Refer to Section 8.01d.) Testing for the presence of alcohol will be conducted by analysis of breath, saliva and/or blood; testing for the presence of the metabolites of drugs will be conducted by the analysis of urine, blood, hair and/or saliva, at the Medical Center's discretion.

This policy applies to all students and all employees and is a condition of employment, which all employees assent by accepting employment and continuing to work at the Medical Center.

Rush University Medical Center complies with the requirements of the Drug Free Schools and Communities Act (DFSCA) and the Drug Free Workplace Act and this policy implements those requirements. In accordance with the DFSCA, Rush shall review its compliance efforts on a biennial basis to determine its effectiveness and to ensure that the standards of conduct and conduct sanctions have been consistently enforced. All members of the Rush Community are encouraged to review this information.

The full policy, including policy violations, sanctions, health risks, testing, and available resources can be found on the Rush intranet ([InsideRush](#)).

FINANCIAL APPEALS

If a student has a concern about his or her financial account and he or she wishes to appeal the financial decision, the student must file a written appeal with the Office of Financial Affairs within two terms from the term in question for the appeal to be considered. The Office of Financial Affairs will investigate the situation and will consult with other offices, including the Office of the Registrar, the Office of Student Financial Aid, the Office of Student Life and Engagement and the student's program, as needed. A decision will be rendered within 30 days from the time the appeal was received, and the student will be notified in writing. If a student disagrees with Financial Affairs' decision, he or she may file a written appeal with the Office of the Senior Associate Provost, Educational Affairs, within 30 days from when the written decision notice was sent. The decision of the senior associate provost of Educational Affairs is final.

HARASSMENT POLICIES AND PROCEDURES

Rush University Medical Center is committed to promoting and maintaining an environment that emphasizes the dignity and worth of every member of its community and that is free from unlawful discrimination, including the prevention of any and all impermissible harassment and sexual misconduct.

To that end, the Medical Center has adopted the following policy: The Medical Center strictly prohibits all forms of unlawful discrimination and harassment of and by any member of the Medical Center community, including but not limited to students, members of the faculty, employees, volunteers, guests and vendors.

Furthermore, Rush University Medical center is committed to complying with Title IX of the Higher Education

Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Sexual Misconduct (and its various forms, as defined below) constitutes sexual discrimination and is also covered under this Policy.

It is important that all members of the Rush University Medical Center community understand that this Policy does not just prohibit discrimination and harassment of employees by employers. Instead, this Policy prohibits discrimination and harassment between members of the University community more generally: for example, between a member of the faculty and a student, between two students, between an employee and a campus guest, or between a student and an applicant. Furthermore, this Policy applies in all Rush University Medical Center programs and activities, including, but not limited to instruction, grading, housing, and employment.

It is central to the values of Rush University Medical center that any member of the University community who believes that they may have witnessed or been the target of unlawful discrimination or harassment, feel free to report their concerns for an appropriate response and investigation, without fear of retaliation or retribution.

Under these policies and procedures, sexual harassment as well as harassment related to age, ancestry, color, disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, gender, gender identity and/or expression, marital or parental status, national origin, pregnancy, race, religion, sexual orientation, veteran's status or any other categories protected by federal or state law or local ordinance is prohibited. The provisions include protections for, and prohibit retaliation against, an individual making a complaint or supplying information about a complaint. They also incorporate protections for a person who considers himself or herself accused in bad faith. While all administrators and supervisors have responsibility under this document, certain people have been specifically designated to deal with concerns and complaints that might come forward.

All complaints and concerns about conduct that may violate this Policy (including retaliation for reports made pursuant to this Policy) should be filed with the Medical Center's Equal Opportunity Officer: Shanon Shumpert, Equal Opportunity Officer & Title IX Coordinator. This office is located at Rush University Medical Center, Armour Academic Center, Suite 403, 600 S. Paulina St., Chicago, IL 60612. Shanon can be reached by phone at (312) 942-5239 or via email at Shanon_Shumpert@rush.edu.

Confidential reports can also be made through The Rush Hotline (877) RUSH-0009 or via our web reporting tool at rush.ethicspoint.com. Anonymous reporters do not need to identify themselves but are asked to provide enough information to enable an investigation into the concern. Upon receipt of a complaint, the Equal Opportunity Officer will evaluate the information received and determine what further actions should be taken consistent with the procedures outlined in the Policy. A full copy of the policies and procedures are available from the Office of Equal Opportunity and are on the Rush intranet ([InsideRush](#)).

INAPPROPRIATE DEGREE USAGE

A student should not refer to himself or herself as having earned a specific degree until all degree requirements have been successfully completed, all requirements for graduation have been met (including submission of the degree approval form to the Office of the Registrar) and the official date of graduation for a particular term has been reached. A student who disregards this policy will be referred to the committee that addresses professional ethics violations for that student's program or college.

RUSH UNIVERSITY MEDICAL CENTER PROPERTY

Supplies are not for personal use, regardless of how minor the item or insignificant the value, per Rush University Medical Center policy. If a student receives permission from a course director or instructor to remove any item from the premises, the student must secure a written pass from that person to accompany the item when taking it from Rush University Medical Center. Occasionally, a security officer may ask to inspect a briefcase, bag, etc. in an effort to control the loss of Rush University Medical Center property. ID cards may also be checked at this time.

PRIVACY AND SECURITY

There are several federal and state regulations that establish requirements for the protection of privacy and security of patient information. Many of our privacy and security requirements originate from the Health Insurance Portability and Accountability Act (HIPAA) and the Health Information Technology for Economic and Clinical Health Act (HITECH). These laws have established the framework for "covered entities" such as RUMC that

govern the processing, storage, use and release of the “protected health information” of our patients. The privacy of student records is governed under a law known as the Family Educational Rights and Privacy Act (FERPA).

There are expectations made for all of us in terms of the patient information that we encounter. Some of these expectations include the following:

- Only access patient records that you may be assigned to as a student for approved purposes under your academic program of study.
- Use or disclose protected health information (PHI) only for its intended purposes and limit use and disclosure to what is the “minimum necessary.”
- Use only approved secure communications when sending patient information electronically and do not auto forward email or store sensitive information on personal devices.
- Provide notice of any known or suspected information privacy incidents.
- Exercise reasonable caution to protect PHI under your control.
- Understand and follow Rush University Medical Center privacy and security policies.
- Try to remedy any privacy or security problems; discuss the issue with your faculty advisor supervisor/manager and report issues to the Privacy and Security Office at (312) 942-5303.

PROCEDURE FOR HAZARDOUS EXPOSURE

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

1. Wash injured area with soap and water. If the area is the eyes, nose or mouth, use water only.
2. Immediately report the incident to your preceptor, supervisor and/or course instructor. Do not complete the employee injury report.
3. Immediately call Employee and Corporate Health Services (ECHS) at (312) 942-5878 and then report to ECHS, located in suite 475, Atrium Building, 1650 W. Harrison St. during regular hours (Monday to Friday, 7:30 a.m. to 4 p.m.) Bring your student ID or indicate you are a student and **not** an employee.
4. If ECHS is closed, immediately report to the Emergency Department (ED) on the first floor of the Tower, 1620 W. Harrison St., (312) 942-0100. Please bring your student ID or indicate that you are a student and not an employee. When a student is seen in the ED, that student must report to ECHS on the next business day.
5. Supply ECHS or ED nurse/physician with the following information on the source: name, date of birth, medical record number, known medical diseases (e.g., hepatitis B, HIV) and patient room number. All information is recorded confidentially in the Blood/Body Fluid Exposure Record.
6. If the incident occurs in the OR, have personnel draw two red top tubes on source and label with source information and take to ECHS or ED. Students will be counseled or treated as deemed appropriate by ECHS or ED personnel.
7. Follow up with ECHS as directed for follow-up lab work and treatment as indicated. Medical students will follow up with Lifetime Medical Associates.
8. Follow the protocol at your facility. If directed to the RUMC ED facility, bring source patient information (No. 4) and source blood in two red top tubes with source information. Email 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 should be received at ECHS or Lifetime Medical Associates.

SCHOOL CLOSING

Rush University will remain open except in the most unusual weather circumstances or other emergencies. In all cases, faculty and students involved in providing direct patient care are expected to make every reasonable effort to be on campus. Purely didactic classes may not be held on certain days when traveling is judged to be exceptionally hazardous or difficult. You should know that Rush University will close only when conditions are exceptionally hazardous or difficult, and Rush University has never yet cancelled classes due to weather conditions.

Radio stations WGN (720), WBBM (780), FM station 94.7, and television stations CBS (channel 2), NBC (channel 5), ABC (channel 7), WGN (channel 9), FOX (channel 32) and CLTV will be contacted to announce authorized school closings. The telephone operators at Rush University Medical Center will also be notified. PLEASE DO NOT CALL OTHER UNIVERSITY OFFICES OR PERSONNEL.

STUDENT COMPLAINTS

Rush University is committed to providing responsive and individualized support to all students as it pertains to their scholastic success. However, should students wish to file complaints, they may do so as outlined by the following process:

- Students wishing to file a complaint pertaining to their particular Colleges, academic areas of study, or programs should follow protocol as outlined in the policies of their respective colleges.
- Students wishing to submit a complaint outside of their colleges and academic areas of study should contact the Office of the Senior Associate Provost, Educational Affairs (student_affairs@rush.edu) or (312) 942-2819, which will work to resolve the concerns.

STUDENT GOVERNANCE — UNIVERSITY LEVEL

Within Rush University, each college has its own policies and procedures, which students are encouraged to read. All colleges have made special provisions for including students on many committees as full voting members. If students are interested in serving on a committee within a specific college, they should contact an administrator in the college or the Office of Student Life and Engagement. Only students who are enrolled and registered for Rush University degrees (undergraduate or graduate) have the right to vote, according to the rules for governance. Students must also be in good academic standing, as defined by the colleges and/or programs, to hold office or vote in plenary affairs of the students or faculties.

A student representative government may be organized in each college, as outlined in Article III, Section 2 of the Rush University Rules for Governance. It must be organized in such a manner as to provide appropriate representation for all students. The members of these groups serve as the designated representatives for students in matters between the student bodies, faculties and administrative officers of the colleges.

STUDENTS WITH DISABILITIES

In keeping with its goal to promote diversity among its student population, Rush University is committed to attracting and educating students who will help to make the population of health care professionals reflective of the national population, including individuals with disabilities. In addition, Rush University is committed to ensuring equal access to its facilities, programs and services is available to students with disabilities.

To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program, or service that enables a qualified student with a disability to have an equal opportunity. Students who wish to register with the Office of Student Disability Services should visit the website to review the process of obtaining accommodations at Rush University. In order to respect your privacy and ensure a thoughtful interactive process, please contact the Office of Student Disability Services.

For more information or to request accommodation(s) refer to the contact listed below:

Office of Student Disability Services

Marie Ferro-Lusk, MBA, MSW, LSW

Manager, Office of Student Disability Services

Room 440, Armour Academic Center

Phone: (312) 942-5237

Email: marie_s_ferro-lusk@rush.edu

Website: <https://www.rushu.rush.edu/students-disabilities>

TOBACCO-FREE CAMPUS

For the health of our entire community, Rush University Medical Center became a tobacco-free campus in November 2008. This means all campus outdoor areas, including parking garages and lots, are tobacco-free. If you are interested in more information on quitting smoking, please contact the Illinois Tobacco Quitline at www.quityes.org or (866) QUIT-YES.

6

CHICAGO INFORMATION



Many websites serve as great sources of information about Chicago, such as:

<i>Chicago Tribune</i>	www.chicagotribune.com
<i>Metromix</i>	www.metromix.com
<i>Chicago Reader</i>	www.chicagoreader.com
<i>Chicago Sun–Times</i>	www.suntimes.com
Chicago Tourism Bureau	www.choosechicago.com
Mayor’s Office	mayor.cityofchicago.org

If you are interested in exploring many of the most popular museums and attractions like the Shedd Aquarium, John Hancock Building and others all within a short period of time, consider the Chicago CityPass. For more information, explore www.citypass.com.

Note: Please contact the institution or visit its website for updated prices and times as well as special events.

MUSEUMS

Adler Planetarium (312) 922-7827
1300 S. Lake Shore Drive www.adlerplanetarium.org

AMC Movie Tickets (312) 942-6302
Available in the Student Life and Engagement Office for \$10 per ticket. www.amctheatres.com

Art Institute of Chicago (312) 443-3600
111 S. Michigan Ave. www.artic.edu

The Office of Student Life and Engagement would like to remind students of its partnership with the Art Institute. This partnership allows free admission to the Art Institute for Rush students with their student IDs.

DuSable Museum (773) 947-0600
740 E. 56th Place
www.dusablemuseum.org

Field Museum of Natural History (312) 922-9410
1400 S. Lake Shore Drive
www.fieldmuseum.org

Museum of Contemporary Art (312) 280-2660
220 E. Chicago Ave.
www.mcachicago.org

Museum of Science and Industry (312) 684-1414
57th Street and Lake Shore Drive
www.msichicago.org

National Museum of Mexican Art (312) 738-1503
1852 W. 19th St.
www.nationalmuseumofmexicanart.org

John G. Shedd Aquarium (312) 939-2438
1200 S. Lake Shore Drive
www.sheddaquarium.org

International Museum of Surgical Science (312) 642-6502
1524 N. Lake Shore Drive
www.imss.org

ZOOS

- Lincoln Park Zoo** (312) 742-2000
2001 N. Clark St.
www.lpzoo.com
- Brookfield Zoo** (708) 485-0263
8400 W. 31st St.
Brookfield, IL
www.brookfieldzoo.org

PROFESSIONAL SPORTS

BASEBALL

- Chicago Cubs** (773) 404-2827
Wrigley Field
1060 W. Addison St.
www.chicago.cubs.mlb.com
- Chicago White Sox** (312) 674-1000
U.S. Cellular Field 333
West 35th Place
www.chicago.whitesox.mlb.com

BASKETBALL

- Chicago Bulls** (312) 455-4000
United Center
1901 W. Madison St.
www.nba.com/bulls
- Chicago Sky** (866) SKY-WNBA
Allstate Arena
6920 Mannheim Rd.
Rosemont, IL
www.wnba.com/sky

FOOTBALL

- Chicago Bears** (312) 235-7700
Soldier Field
1410 S. Museum Campus Drive
www.chicagobears.com
- Chicago Rush** (847) 882-9400
Allstate Arena
6920 Mannheim Rd.
Rosemont, IL
www.arenarush.com

HOCKEY

- Chicago Blackhawks** (312) 455-7000
United Center
1901 W. Madison St.
www.blackhawks.nhl.com
- Chicago Wolves** (800) THE-WOLVES
Allstate Arena
6920 Mannheim Rd.
Rosemont, IL
www.chicagowolves.com

SOCCER

- Chicago Fire**(888) MLS-FIRE
Toyota Park
7000 Harlem Ave.
Bridgeview, IL
www.chicago-fire.com
- Chicago Red Stars** (773) 696-6001
Benedictine University Sports Complex 5700
College Rd.
Lisle, IL
www.chicagoredstars.com

THEATERS

- Auditorium Theater** (312) 922-2110
50 E. Congress Parkway
www.auditoriumtheatre.org
- Cadillac Theater** (312) 977-1700
151 W. Randolph St.
www.broadwayinchicago.com
- Chicago Symphony Orchestra** (312) 294-3000
Symphony Center
220 S. Michigan Ave.
www.cso.org
- Goodman Theatre** (312) 443-3800
170 N. Dearborn St.
www.goodmantheatre.org
- Lyric Opera** (312) 332-2244
Civic Opera House 20 N.
Wacker Drive
www.lyricopera.com
- Oriental Theatre** (312) 902-1400
Ford Center for the Performing Arts
24 W. Randolph St.
www.broadwayinchicago.com
- Shubert Theater** (312) 977-1700
22 West Monroe St.
www.broadwayinchicago.com
- Steppenwolf Theatre** (312) 335-1650
1650 N. Halsted St.
www.steppenwolf.org

HOT TIX

- Locations:**
72 E. Randolph St. and 163 E. Pearson St.
www.hottix.org

TRANSPORTATION

CTA INFORMATION

www.transitchicago.com (888) 968-7282

For payment with the Ventra payment card: www.ventrachicago.com

DIVVY BIKES

www.divvybikes.com/student (855) 552-4889

Rush University students receive a discount of \$75 per year for membership. Enter your Rush University student email and use password: RushDivvy to set up your account.

METRA INFORMATION

www.metrarail.com (312) 322-6777

COMMUTER SHUTTLE SERVICE (First Student Shuttle Bus)

The shuttle bus service is sponsored by Rush University Medical Center as a free benefit to students, faculty and staff who use the commuter rail lines to get to the Medical Center. All riders will be required to show a Rush ID prior to boarding the bus.

There are two shuttle bus routes that serve the Metra Stations.

Route 1: Ogilvie Station, Union Station, and Rush campus

The first bus leaves Ogilvie Transportation Center at 6:05 a.m., with subsequent buses leaving every 15 minutes until 9:35 a.m. Between 7:20 and 8:20 a.m., buses will run every 10 minutes. Next stop is Union Station, then Rush.

In the afternoon, the first bus leaves Rush at 3:05 p.m., with subsequent buses leaving every 15 minutes until 6:35 p.m. Between 4:20 and 5:20 p.m., the buses will run every 10 minutes.

Route 2: Millennium Park Station and Rush campus

The first bus leaves Millennium Park Station (South Water St. just east of Michigan Ave. in front of Jimmy Johns) on weekday mornings beginning at 6:30 a.m. The shuttle then proceeds to Rush and drops off at the Tower Entry Pavilion and returns to Millennium Park Station at 7 a.m. for the next pick-up. The shuttle will continue this route on the half-hour, with the last pick-up at Millennium Park Station at 10 a.m.

In the afternoon, the shuttle leaves the Rush Tower Entry Pavilion at 2:30 p.m. and drops off at S. Water St. (same spot as pick-up). This route continues every half-hour, with 6:30 p.m. as the last pick-up at Rush, arriving at Millennium Park Station by 7 p.m.

For additional information, go to the [parking website](#) on InsideRush.

ZIPCAR INFORMATION

www.zipcar.com/rush-students



RUSH UNIVERSITY

COLLEGE OF NURSING

Student Handbook

If you experience any difficulties with the links in this document, please contact
Rebecca Darmoc at rebecca_darmoc@rush.edu.

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The Rush University College of Nursing Handbook is published as a guide for students and faculty. The College reserves the right to add, amend, delete, or deviate from any specifications herein at any time and to apply such changes to registered and accepted students. Students are responsible for reading the information provided and acquainting themselves with the College and University policies and regulations to which they are required to adhere.

WELCOME AND INTRODUCTION

Welcome from the Dean

Welcome to Rush University College of Nursing, in the great city of Chicago. I am delighted and proud to have this opportunity to introduce you to the college and its stellar achievements. My remarks will be brief, thus, I encourage you to browse throughout the Web site to learn about our rich history, mission, degree and program options, and stimulating faculty and student life.

The unification of education, research and practice is the learning model of this college. Faculty with graduate education and advanced clinical skills hold strategic positions in the college, as well as in the medical center and community. In fact, 90% of faculty have active clinical practices. Their responsibilities include imparting knowledge, creating new knowledge and providing services to patients in their respective clinical domains. Faculty have the opportunity to function in one of three roles: teacher-practitioner, teacher-researcher, or researcher-practitioner. It is this overriding and consistent academic clinical focus that drives the outstanding national reputation of the college.

Through our carefully designed programs, students experience the Rush commitment to clinical scholarship and the art of nursing in action. This outcome emanates from Rush University's focus specifically on the health sciences and its integration into a large academic medical center. Rush University Medical Center provides a rich environment where students of nursing, medicine, graduate studies and allied health sciences live and learn in an interdisciplinary and dynamic setting.

A nursing education offers opportunities for a noble and challenging career. Thus, I invite you to consider becoming a "Rush nurse." We look forward to hearing from you.

Marquis D. Foreman, PhD, RN, FAAN

Dean and Professor

Rush University College of Nursing

Rush University Medical Center (RUMC) Description

Rush is a not-for-profit health care, education and research enterprise comprising Rush University Medical Center, [Rush University](#), [Rush Oak Park Hospital](#) and [Rush Health](#).

Rush University Medical Center encompasses a 664-bed hospital serving adults and children, including the Johnston R. Bowman Health Center, which provides medical and rehabilitative care to older adults and people with short- and long-term disabilities.

It includes Rush's 376-bed [Tower hospital building](#), which opened in 2012 as part of the Medical Center's major campus renovation. Rush's commitment to sustainability innovation earned the Tower [LEED Gold certification](#). It is the largest new construction health care project in the world to be LEED Gold certified. Rush's renovation also includes [Rush's Orthopedic Building](#), which opened in 2010, and the ongoing campus-wide implementation of an electronic medical record system, enhancing patient care and safety.

A unique combination of research and patient care has earned Rush national rankings in nine of 16 specialty areas in *U.S. News & World Report's* 2013-14 [America's Best Hospitals](#) issue, among other recognitions of our [quality of care and accreditations](#). Our nurses are at the forefront of our efforts to provide quality care, receiving Magnet status three times for making outstanding nursing care the standard at the Medical Center. Rush was the first hospital in Illinois serving adults and children to receive Magnet status — the highest honor in nursing — and the first in Illinois to earn a third four-year designation.

Rush University is the academic component of Rush University Medical Center. Founded in 1972, the University includes the College of Nursing, Rush Medical College, the College of Health Sciences and the Graduate College. As a health sciences university affiliated with a major medical center, the university is uniquely situated to focus on the priority of patient care.

In addition to patient care, education and research, Rush maintains a strong commitment to the [community](#). Many students, faculty and staff at Rush generously donate their time and skills both within and outside of the Medical Center. Their efforts include numerous health outreach projects in which Rush collaborates with neighborhood clinics, churches, schools and other organizations to provide health screenings and vital health information for underserved children and adults.

Our education and research endeavors, community service programs and relationships with other hospitals are dedicated to enhancing excellence in patient care for the diverse communities of the Chicago area – now and in the future.

Rush University Medical Center Mission, Vision, and Values

Mission

The mission of Rush is to provide the best health care for the individuals and diverse communities we serve through the integration of outstanding patient care, education, research and community partnerships.

Vision

Rush will be the leading academic health system in the region and nationally recognized for transforming health care.

Values

Rush University Medical Center's core values — innovation, collaboration, accountability, respect and excellence — are the roadmap to our mission and vision.

These five values, known as our I CARE values, convey the philosophy behind every decision Rush employees make. Rush employees also commit themselves to executing these values with compassion. This translates into a dedication — shared by all members of the Rush community — to providing the highest quality patient care.

Rush University Mission, Vision, and Values

Mission

Rush University provides outstanding health sciences education and conducts impactful research in a culture of inclusion, focused on the promotion and preservation of the health and well-being of our diverse communities.

Vision

The Rush learning community will be the leading health sciences university committed to transforming health care through innovative research and education.

Core Values

As the academic component of Rush University Medical Center, the University shares the Medical Center's core values: innovation, collaboration, accountability, respect and excellence. These I CARE values guide the efforts of Rush University students, faculty and researchers.

[Rush University College of Nursing \(CON\)](#)

College of Nursing Mission, Vision, Conceptual Framework, and Philosophy

College of Nursing Mission

The mission of Rush University College of Nursing is to protect the health of the public through the preparation of the future leaders in nursing practice, education and research.

College of Nursing Vision

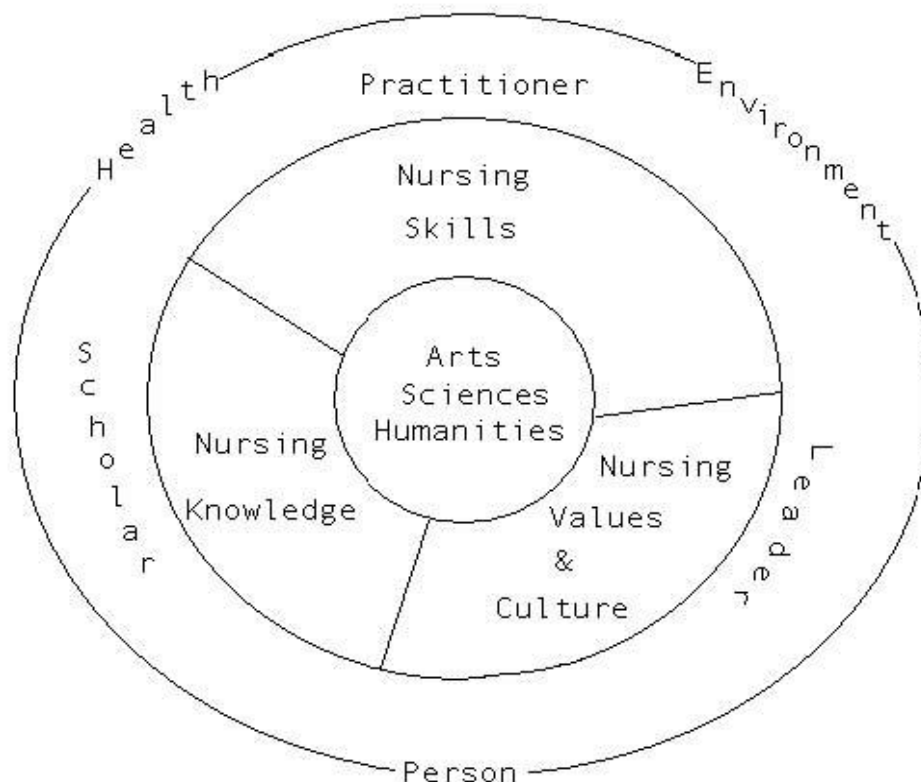
The vision of the College is to be the academic leader in nursing through innovation and excellence in nursing practice, education, and research.

Philosophy and Conceptual Framework

The Rush University College of Nursing Conceptual Framework guides curricula across degree levels and is based on the mission and vision statements of Rush University Medical Center, Rush University and the College of Nursing.

College of Nursing Philosophy

The College of Nursing philosophy expresses the beliefs of the faculty regarding the meta-paradigm of nursing and nursing education.



Person

The faculty believe that a person is a unique being who possess innate dignity and worth with the right to self-determination. Persons live as individuals, and as members of families, communities, and national and global societies.

Environment

The environment is the multiple systems in which persons interact and include personal, physical, family, community, societal, economic, cultural, and political systems. Persons influence and are influenced by their environments.

Health

Health is a dynamic state of well-being that interacts with personal factors and the environment. It is perceived in the context of a multi-system environment.

Nursing

Nursing is both a discipline and a profession. The focus of the discipline is the generation of knowledge related to persons and their environments for the purpose of maximizing the well-being of individuals, families, communities, and society through health promotion, restoration, and maintenance. The focus of the profession is the care of individuals, groups and communities through application of discipline-specific and discipline-related knowledge. Nurses contribute individually and collaboratively with other professionals, to promote positive health outcomes. Nurses apply a professional code of ethics and professional guidelines to clinical practice and demonstrate compassion, advocacy, and cultural sensitivity.

Nursing Education

The education of nurses is a process by which the knowledge, competencies, values, and culture of nursing are transmitted to the learner. The faculty believe that professional nursing education is accomplished in a university setting and in an environment where nursing education, practice, and research are integrated. Nursing education is built upon knowledge from the sciences, arts, and humanities so students understand and value the human experience and its relationship to health. Nursing faculty foster student growth by providing learning experiences in a variety of healthcare settings so students can understand the complexity of healthcare and learn the nursing role. The education of nurses is an interactive process whereby students are actively engaged learners who take responsibility for their education and practice. The curricula of the College of Nursing (CON) are designed to: 1) produce nurses who are competent practitioners, who demonstrate caring behaviors, who are life-long learners that value scholarship, and are leaders in the profession, and 2) produce scholars who contribute to the scientific basis of nursing practice, and positively influence the profession and the health care system.

Conceptual Framework Overview

The College of Nursing conceptual framework flows from the College's philosophy and represents the fundamental conceptual underpinnings of the College's curricula. The faculty believe that professional nursing education is built upon a foundation of knowledge in the arts, sciences, and humanities. Building on this foundation, nursing education provides requisite knowledge and competencies, promotes the essential values and culture of nursing, and provides for the development of the roles of practitioner, scholar, and leader, which the faculty sees as essential to the practice of professional nursing.

Curricular Threads

Specific **nursing knowledge** transmitted by the CON curricula includes health promotion, risk reduction and disease prevention, illness care, end of life and palliative care, information and health care technologies, human and cultural diversity, global health care, and health care systems and policy. **Nursing competencies** central to the CON curricula include critical thinking, communication, assessment, and requisite technical skills. **Nursing values and culture** promoted by the curriculum include advocacy, autonomy, human dignity, integrity, and social justice. The knowledge, competencies, and nursing values and culture comprise the curricular threads, which drive the curricula and contribute to the development of the **roles** of practitioner, scholar, and leader (Appendix A). Students in the doctor of nursing practice (DNP) and doctor of philosophy in nursing (PhD) programs are presumed to have acquired nursing knowledge and competencies and subscribe to the values and culture outlined above in their previous nursing coursework.

Nursing Roles

All graduates of the College of Nursing are prepared to assume the roles of practitioner, scholar, and leader, with each curriculum (MSN, DNP, PhD) placing a different emphasis on each of these roles. A **practitioner** is one who engages in the practice of applying the art and science of nursing.

Appendix A

Rush University College of Nursing Curriculum Threads

Nursing Knowledge

Health promotion, risk reduction & disease prevention
Illness care
End of life and palliative care
Information and health technologies
Human and cultural diversity
Global health care
Health care systems and policy

Nursing Competencies

Student Handbook

Critical thinking
Communication
Assessment
Technical Skills

Nursing Values & Culture

Advocacy
Autonomy
Human dignity
Integrity
Social justice

Nursing Roles

Scholar
Leader
Practitioner

College of Nursing Description

Rush University College of Nursing is a private non-profit graduate college of nursing. It is currently comprised of three degree programs – Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy in Nursing Science (PhD) – and a post-graduate certificate program. The College of Nursing faculty thoroughly prepare students to advance the quality of patient care and nursing practice in a multitude of health care environments and to be leaders focused on improving health outcomes, whether at the bedside, in a research setting, or directing an organization.

The education and preparation of students to meet the health needs of a culturally diverse society is facilitated at Rush by the integration of academic, research, and clinical practice components. Rush students have the advantage of attending a private university that is a vital part of a nationally recognized academic medical center. This unique integration stimulates excellence in education, practice, scholarly activities, and professional leadership by the faculty and the graduates of the College of Nursing.

The Master's degree in nursing and the Doctor of Nursing Practice programs at Rush University College of Nursing are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

History of Rush University College of Nursing

The heritage of the College of Nursing dates back to 1885, when the College's first antecedent, the St. Luke's Hospital Training School of Nursing, opened to offer diploma education to nurses. In 1903, the Presbyterian Hospital School of Nursing accepted its first students. From 1956 to 1968 nurses were taught at the merged Presbyterian-St. Luke's School of Nursing. Before the establishment of the College of Nursing in 1972, more than 7,000 nurses had graduated from these schools.

The first dean of the Rush University College of Nursing was Luther Christman, PhD, RN, FAAN. Christman rose to great prominence in American nursing as both a forward thinking and controversial figure. The son of a coal miner, Christman became vice president of nursing affairs and the dean of the College of Nursing at Rush University in 1972. His educational background in psychology served him well as an administrator, becoming the first male to hold the joint appointments of dean of nursing and hospital director of nursing. He developed the Rush Model of Nursing that gained him an international reputation as a nursing leader. As an educational maverick, Christman advocated in the 1980s for entry-level nurses to have doctoral degrees.

Other brief highlights (there are many more) from Christman's career include his being dean, Vanderbilt University School of Nursing; founder, American Association for Men in Nursing (the American Assembly for Men in Nursing); founder, National Student Nurses Association; and fellow and living legend of the American Academy of Nursing. Rush College of Nursing is extremely proud to have Christman represent the important contribution of men in the nursing profession.

Today, well over 7,000 baccalaureate, master's and doctoral students have graduated from Rush University College of Nursing. The first bachelor's and master's degrees were awarded in 1975; the first Doctor of Nursing Science degree was awarded in 1980; the first practice doctorate was awarded in 1990. Enrollments for current nursing programs are offered from the master's through the doctoral (DNP and PhD) levels. The last baccalaureate class graduated in June 2009. The generalist entry master's (GEM) is the prelicensure program for entry into RN practice.

College of Nursing Seal

The College of Nursing Seal was designed originally to represent the College of Nursing on the University Scepter. A committee appointed by Dean Luther Christman, the first dean of the College of Nursing, worked with Dr. Steven Economou to create the Scepter and design the seals of the various colleges.

The Seal is circular in design with the inscription RUSH UNIVERSITY COLLEGE OF NURSING around the outside. The interior of the Seal is a shield divided into four sections. Each section combines the design of one of the three nursing programs offered in the past as well as the present symbol for Rush University Medical Center.

The lower left section shows the book and cross of the St. Luke's School of Nursing pin. The pin is gold with a blue Latin cross and open book with rays emitting from behind the cross. The cross is a symbol of sacrifice, the rays are symbolic of the light of the world through Christianity; the heart of compassion; the book, of the Scriptures. The Scripture reference, St. Luke, Chapter X, Verse 9, reads 'And heal the sick that are therein, and say, the kingdom of God has come nigh unto you.'

The lower right section depicts the Presbyterian School of Nursing pin. The pin is dark blue and gold with a fleur-de-lis; symbol of life, and the initials of the school.

The upper right section shows the Latin cross of the Presbyterian-St. Luke's Hospital School of Nursing. The shape of the pin is the quatrefoil, which is floral in origin. It also combines the shapes of the two schools merged to form one. The horizontal and vertical ovals symbolize this union. The four petals denote the four cardinal virtues; justice, prudence, temperance, and fortitude. The Latin cross with rays of light issuing from the center is blue, which denotes truth and loyalty. The effect of the overall design is that of a window through which one glimpse the rayed cross signifying life, sacrifice, and service.

College of Nursing Pin

The Rush College of Nursing pin is represented by the seal of the College of Nursing. The degree awarded to the student is printed beneath the seal. The pin is designed in white, green and gold.



College of Nursing Curriculum

Curriculum Overview

The College of Nursing programs prepare students at four distinct levels: (a) Master of Science, (b) Doctor of Nursing Practice, (c) Doctor of Philosophy, and (d) Post-Graduate Non-Degreed Certificate. At the Master of Science (MSN) level students are prepared to function as advanced generalists with the knowledge to sit for Clinical Nurse Leader certification. At the Doctor of Nursing Practice (DNP) level students are prepared to function as leaders in complex environments and affect change through system re-design. Students specifically enrolled in the DNP with Clinical Specialty Certification are prepared to sit for specialty certification upon graduation. At the Doctor of Philosophy (PhD) level students are prepared to function as nurse scientists and senior academicians with the leadership skills necessary to influence health care systems and policy. The post-graduate certificate program is offered to students who already have an advanced practice graduate degree in nursing (MSN or DNP) who wish to specialize in a different clinical area.

The College of Nursing conceptual framework flows from the College's philosophy and represents the fundamental conceptual underpinnings of the College's curricula. The faculty believes that professional nursing education is built upon a foundation of knowledge in the arts, sciences, and humanities. Building on this foundation, nursing education provides requisite knowledge and skills, promotes the essential values and culture of nursing, and provides for the development of the roles of practitioner, scholar, and leader, which the faculty sees as essential to the practice of professional nursing.

Generalist Entry Master of Science in Nursing (GEM) Post-Licensure Clinical Nurse Leader (CNL) Master of Science in Nursing

In 2008, in response to changing health care needs and recommendations by the Institute of Medicine (IOM) and the American Association of Colleges of Nursing (AACN), the College began a pre and post-licensure master's degree program that will prepare an advanced generalist who will provide nursing care and clinical leadership at the point-of-care. The Generalist Entry Master's (GEM) and post-licensure CNL programs prepare a nursing generalist with advanced knowledge in clinical leadership and systems of nursing care management, and who will accept responsibility for designing, implementing, and evaluating plans of nursing care that result in improved patient outcomes. The graduate will be prepared to care for individuals, families, and populations across the life-span and the continuum of care.

Assumptions of the Curriculum

- The GEM curriculum delivers the necessary prelicensure didactic and clinical content to prepare a competent advanced generalist who can safely deliver nursing care across the life-span and continuum of care.
- The GEM curriculum exposes the learner to the various nursing specialties.

Student Handbook

- The curricula are based on adult learning principles.
- The curricula subsume the *Essentials of Baccalaureate* and *Master's Education* and incorporate the curricular framework for the *Clinical Nurse Leader*, as promulgated by the AACN.
- The curricula incorporate the Institute of Medicine's indicators of quality health education: patient-centered care, evidenced-based practice, informatics, continuous quality improvement, team collaboration and safety.
- The curricula deliver advanced knowledge in leadership to ensure the graduate will be able to lead and manage microsystems of care.
- The curricula prepare pre-licensure students to sit for the NCLEX and both pre and post-licensure students for the CNL examination.

Doctor of Nursing Practice (DNP) with Specialty Certification

Each advanced practice DNP option generally includes graduate, DNP, and advance practice core courses, population/role cognates, DNP practica, and capstone. Graduate core courses are required of all students and include course content such as research, statistics, epidemiology, organizational and systems leadership, health promotion and disease prevention, and physical/psychological diagnosis. The DNP core coursework lays the foundation for the student to develop and implement a comprehensive capstone project. The advanced practice core provides a strong science foundation for clinical practice with courses such as physiology, pathophysiology, pharmacology and diagnostics. Cognate courses support the major area of study and include courses such as applied pharmacology and specific clinical content in the area of specialization. Clinical practica provide intense study in the management of clients and/or populations.

All the DNP options include a significant number of clinical practice hours. Students have clinical experiences in a variety of settings with expert preceptors. Settings for practice are chosen in collaboration with faculty. Students are prepared to sit for certification in their specialty practice area upon graduation.

Doctor of Nursing Practice (DNP) Leadership Tracks

System Leadership

The DNP program in systems leadership is designed for master's-prepared nurses with demonstrated or potential leadership ability who's desire to enhance their skills in outcomes management, incorporating data into decision making, and affecting health care policy. The DNP student may already be in a management position or desire to advance to a leadership role. Applicants are not required to be certified in a clinical specialty.

The DNP in systems leadership is for students who wish to:

1. Gain expertise in outcomes improvement and leading change at a systems level.
2. Expand their knowledge of systems level leadership and apply those principles to macro system/organizational change.

3. Expand their leadership responsibilities as faculty leaders who want to design and implement new educational programs or support services.

Leadership to Enhance Population Health Outcomes

The focus of this post-MSN DNP program is on the development of population-based knowledge and skills to enhance clinical health outcomes for patient aggregates, communities, and populations. This knowledge and skill set can be used across specialty areas to assess the health and illness needs of clinical populations and develop, implement and evaluate population-focused interventions to address these needs. The program has a strong emphasis on health promotion, levels of prevention and program management for vulnerable populations.

Doctor of Philosophy in Nursing Science (PhD)

The PhD in Nursing Science graduate will function as a clinical researcher and will have the leadership skills necessary to serve as a senior academician and influence health care systems and policy. Students may enter this program either with a BSN, MSN, or Master's degree in a health-related field.

- The PhD program prepares health care professionals to conduct clinical research to advance the nursing care of individuals and populations. Graduates will receive the knowledge and experiences to launch and sustain externally-funded programs of research and to assume the role of a clinical scholar.
- All courses are offered online and students make annual campus visits for the first three years of the program.
- Students benefit from innovative teaching and mentoring strategies, multiple methods of curriculum delivery matched to course objective.
- The faculty are committed to working closely with students to prepare graduates for a career in clinical research; faculty help students develop and submit manuscripts for publication throughout the program.

Commitment to Full-Time Study

It is recommended that the applicant commit to pursuing full-time study to enable timely completion of the program, as well as continuity in the development of his/her research. Completion of the program within four years will be possible for many students. A part-time program of study requires an additional year of study.

Opportunity to Pursue Pre-Doctoral Research Support

Although personal assets and financial aid can provide partial support for full-time study, pre-doctoral training fellowships, as well as research and educational assistantships, are important to almost every student. Though not required, students can work with an advisor to prepare a pre-doctoral fellowship application that can provide support for tuition and living costs during the second year of study.

Terminal Objectives

Advanced Generalist MSN	Doctor of Nursing Practice	Doctor of Philosophy in Nursing
Employ therapeutic use of self and intentional presence to protect the value of the human relationship.	Integrate science-based theories and data-based concepts to develop, critically appraise, and implement practice approaches that improve health care and health care systems.	Synthesize and apply theoretical and research-based knowledge in the investigation of clinical phenomena
Deliver competent, holistic, and contextually appropriate patient- family- population- centered nursing care.	Apply organizational theories and systems thinking to improve the quality, cost effectiveness, and safety outcomes of practice decisions and initiatives	Test and integrate disciplinary knowledge in models of clinical practice across the levels of prevention
Synthesize scientific evidence and innovative technologies to guide nursing practice in dynamic care environments.	Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research	Generate and disseminate research-based, clinical knowledge
Develop collaborative, interdisciplinary, and multi-sector relationships to ensure improved health care.	Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care	Analyze health care trends to influence health and social policy for diverse client populations
Demonstrate leadership behaviors within and across systems at all levels of prevention.	Provide leadership in influencing policies on the financing, regulation and delivery of health care	Participate in collaborative interprofessional practice and research
Manage the structure and processes of the care environment, incorporating policy, fiscal, and macrosystem concepts.	Lead interprofessional teams to improve patient and population health outcomes.	Assume faculty responsibilities within a senior academic environment
Demonstrate professional values in nursing practice.	Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice	Function as a clinical scientist

Programs of Study

Programs of study have been developed to facilitate the development of each student's plan of study that indicates term by term the courses for which a student should enroll. All faculty advisors develop a comprehensive plan of study for their advisees before or during the student's first term of matriculation. A copy of the plan of study is sent to the College of Nursing Office of Academic Affairs and the University Office of the Registrar. The plan of study must be revised when changes occur in the student's progression and the update sent to the College of Nursing Office of Academic Affairs.

The plan of study has been developed to provide the optimal course sequence and pace and minimize the possibility of advisors and advisees making course selections that are inappropriate for a given term or sequence. The plan is based on specific prerequisites and the term and frequency of certain courses offerings. Should a change in the plan of study be necessary, the projected date of graduation may be delayed.

Course offerings and their prerequisites can be viewed in the [current Catalog](#).

Current sample programs of study can be viewed at

<http://www.rushu.rush.edu/college-nursing/nursing-programs-and-admissions>

Authorization for the CON to Operate in Other States

The College of Nursing has the ability to offer distance education in many states. Due to the variety of different state regulations and limitations there are a few states in which the college is not authorized to operate. If a student moves to another state after matriculation where the college is not authorized to operate, there is no guarantee of clinical practica placement or the ability to continue enrollment. The student's progress in the program will be halted at that point until arrangements are made by the student to complete the program in a state in which Rush is permitted to operate. It is strongly suggested that the student check with their advisor prior to moving to see if their future state of residence is one in which they can continue their education at Rush unimpeded by state regulation.

Policies and Procedures

Admissions

Entry Points

Several entry points are available, depending on the educational goals and academic background of the applicant.

1. Students with a baccalaureate degree in another field may apply for the Generalist Entry Master's (GEM) program.
2. RNs with a baccalaureate degree in a field other than nursing may apply directly for the Clinical Nurse Leader MSN degree.
3. RNs with a baccalaureate degree with an upper division major in nursing may apply directly for the Clinical Nurse Leader MSN, advanced practice DNP, or PhD degree options.
4. RNs with a master's degree in nursing may apply for all DNP or PhD degree options.
5. RNs who already have an advanced practice graduate degree in nursing (MSN or DNP) who wish to specialize in a different clinical area may apply for a non-degree post-graduate certificate.
6. Non-nurses who hold a graduate degree in a health-related field will be considered for admission to the PhD program.
7. RNs may apply to the RNFA course series.

Deadlines for Application

Application deadlines may be obtained by viewing the [specific program page](#) of interest on the College of Nursing web site. All application materials must be received by the indicated deadline. Applicants are encouraged to apply early to avoid missing deadlines due to missing documentation.

Practice Experience Requirements

Some advanced practice programs have RN clinical practice requirements that must be completed prior to admission or prior to registration for the specific clinical courses in that program. The specific program pages and the application instructions page have information on current practice requirements.

International Students

TOEFL scores, Test of English as a Foreign Language (TOEFL), are required for applicants who are non-native speakers of English and have not completed a minimum of three (3) years of higher education and received their baccalaureate degree in the United States. All foreign institutions attended require [course-by-course](#) ECE, WES, or COGN transcript evaluation.

Exit Options

Four current exit options are available to students enrolled in the College of Nursing. Depending on the background of the student, three degree offerings, Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and the Doctor of Philosophy in Nursing Science (PhD) comprise the exit points on the curriculum continuum. These are the points at which students may graduate or continue their academic growth in nursing by seeking admission to another program. Movement from one exit level to the next is always contingent upon evidence of academic potential for success at higher levels of study. Academic progression is reviewed regularly and students are advised of the options available to them. Additionally, a post-graduate, non-degree certificate option is available to nurses with advanced practice degrees who wish to attain other specific advanced practice nursing skills without replicating an entire graduate program.

- [Master of Science in Nursing \(MSN\)](#)

The curriculum for the pre or post-licensure MSN degree is designed to prepare graduates to function as generalist nurses with an advanced level of skill and knowledge in clinical leadership.

- [Doctor of Nursing Practice \(DNP\)](#)

The DNP degree (BSN or MSN – DNP) leading to specialty certification is available in several clinical areas. The MSN – DNP leadership tracks are designed to prepare leaders able to effect change in clinical outcomes through system redesign and evidenced-based decision making.

- [Doctor of Philosophy in Nursing Science \(BSN or MS - PhD\)](#)

A graduate of the PhD program is prepared to become a nurse scientist with the investigative skills of a researcher and the clinical and leadership skills necessary to influence the health care system.

- [Post-Graduate Non-Degree Certificate](#)

The post-graduate certificate option is available for RNs who already have an advanced practice graduate degree in nursing (MSN or DNP) and wish to specialize in a different clinical area.

Conditionally Admitted Students

A conditionally admitted student is one who does not meet current admission guidelines for a graduate option, but whose records show evidence of ability to successfully complete a graduate program. Upon admission, the student is assigned a faculty advisor in their area of concentration. As a requirement of admission, the conditionally admitted student must successfully complete a minimum of 2 required courses specified by their advisor. It is highly recommended students take only those courses specified by their advisor until the conditions of admission are met.

The specified courses must be completed within 2 terms of admission with a letter grade of B or better. A grade of "Incomplete" is not acceptable unless under special circumstances with permission of the Admissions & Progressions Committee. A student may not take a leave of absence until all of the conditions of admission have been met. Failure to meet any of these conditions will result in automatic dismissal.

Readmission

Any student in good academic standing who has voluntarily withdrawn from a program or been administratively withdrawn must apply for readmission by submitting an application through NursingCAS. Applications must be received prior to the designated deadline for the term sought. A re-entering student must meet the conditions for re-enrollment stated in his/her acceptance letter and all policies, requirements, and course sequences in effect at the time of re-entry. The student will pay tuition and fees at the rate in effect at the time of re-enrollment.

Nursing students who have been dismissed from the college for academic reasons or withdrew from the college on a probationary status may not automatically apply for readmission. The student may continue as a student-at-large if given permission by the Admissions and Progressions Committee. The student must receive an acceptable grade in the course that resulted in dismissal or probation and have a cumulative GPA of 3.0 or greater in order to be considered for readmission. The hours and grade points of the second grade only will be counted in the cumulative GPA.

Transcript and Licensure Delinquency

Transcript Delinquency

Students who are admitted to a program pending successful completion of a course/degree must submit a final transcript (with either an acceptable course grade or degree posted) to NursingCAS prior to matriculation. Students who do not submit the required documentation by the first day of class will have their admission rescinded.

Licensure Delinquency

Students who are admitted to a program pending successful completion of their RN licensure examination must submit proof of licensure to the College of Nursing Office of Admissions prior to matriculation. Students who do not submit the required documentation by the first day of class will have their admission rescinded.

Student-at-Large Status

Student-at-large status is available for persons who have not yet been accepted by the college as classified students.

1. Persons who wish to take a course as a student-at-large may obtain a special registration form from the Office of the Registrar's web site. At-large students who wish to seek admission to a graduate program must obtain a grade of B or better in all courses taken or risk not being admitted. Students who have been accepted into a program may have their admission rescinded if they do not receive a grade of B or better in all courses taken prior to matriculation as an accepted student.
2. Students need the permission of the College of Nursing Office of Academic Affairs for the course in which they are interested.
3. An instructor is not obligated to accept any student-at-large in his or her class, and students without appropriate background take courses at their own risk. Students in degree programs have priority enrollment over students registering for the at-large-status. At-large students registered for a course may be removed from the course if a degree-seeking student wishes to enroll in the class. If a student cannot be accommodated in a class, a full refund will be issued.
4. Tuition is assessed at the regular tuition rate for all at-large students.
5. A student may not accumulate more than 12 credit hours of at-large status. Review of the program of study in which the student is interested to guide course selection is highly recommended.
6. It is also highly recommended that students interested in admission to a particular specialty contact the specialty program director to notify them of their interest.
7. At-large students may not take clinical courses.
8. Students who have been dismissed from the College and wish to retake courses as at-large students must seek permission from the Dean or Associate Dean of the College.

To view the university policy on Student-at-Large status, click [here](#).

Post-Doctoral Fellowship

Postdoctoral fellows come to study at the College of Nursing under the auspices of a faculty-sponsored grant. The following systems assist in tracking the progress of the fellow. It will allow fellows to enroll in courses that support their research.

1. Faculty who are sponsoring post-doctoral fellows will notify the Associate Dean for Research and the Graduate College Division of Nursing Admissions Committee of the number of positions to be filled each July.
2. When post-doctoral fellows enter the college, their application materials will be presented to the Graduate College Division of Nursing Admissions Committee.
3. Fellows will be entered into the College of Nursing and Registrar's information systems as post-graduate students under the faculty sponsor's name and department.
4. Fellows will be able to take courses at Rush as post-graduate students. Progressions policies apply to all coursework taken by doctoral fellows.
5. Transcript will designate student as post-graduate/post-doctoral fellow.
6. Coursework taken during post-doctoral training will carry the following transcript notation:
Coursework completed during post-doctoral fellowship training

Matriculation

Registration

Each term the Registrar's Office publishes an online schedule of courses in RU Connected for the following term. It is usually available several weeks before the end of the current term. Registration is completed online by all admitted students.

Registration

1. Students must follow their designated plan of study. Any deviation from that plan must be discussed with and approved by their faculty advisor. At-large students may only register with the permission of the College of Nursing Office of Academic Affairs.
2. Students registering for courses not on their plan of study may be administratively withdrawn from the course.
3. Matriculated students register online through RUConnected. At-large students are registered by the Office of the Registrar.
4. Continuing and at-large students must register during the designated two-week registration period. Registration after this period will result in a late fee.
5. Students registering for the first time are not held to the designated two-week pre-registration period. However, newly admitted students are strongly encouraged to register as soon as possible in the weeks prior to the first term of matriculation.
6. Registration is not complete until tuition and fees are paid.
7. Students may not register for classes scheduled at the same time.
8. To register for any given term, students cannot have a registration hold (i.e., missing transcripts, missing/out-of-date immunizations, insurance waivers, financial holds, etc.). Student's health records must be complete and current or their registration will be suspended. A late fee will be incurred if updated health records are not on file prior to the end of pre-registration.
9. Registration for on-line courses must be completed at least 2 weeks (10 working days) prior to the beginning of the term. Adding on-line courses after this date may delay student access to the course at the beginning of the term.
10. Students who register for a class and subsequently decide to withdraw without completing an Add/Drop, Leave of Absence or Voluntary Withdrawal forms will receive a failing grade (F or N) for that course.

To view the university policy on late registration, click [here](#).

Continuous Enrollment

Following matriculation, students must remain enrolled each term until all requirements for the degree are met and the degree conferred. Students unable to meet enrollment requirements should apply for a leave of absence. Students must be registered for the term in which they complete degree requirements in order to graduate.

Continuous enrollment for all nursing students is strictly enforced. A student who fails to enroll for one term and has not been granted a leave of absence will be administratively withdrawn (due to unexplained non-enrollment) and must apply for readmission to the College. For more information please see the [Rush University Catalog](#).

Application of Academic Credits for Continuing Education Licensure/Certification Renewal

If you are already a licensed RN or have been certified in a particular specialty area, you may apply appropriate course credit hours to meet your state licensure or certification continuing education requirement. Please refer to your state licensure statute or credentialing organization for the specific conversion of academic credits to clocks hours.

Dropping and/or Adding Classes

Students who wish to change the course or courses for which they have registered must notify their advisors. The first Friday of the term is the last day a course can be added. A course dropped during the first week of the term will not appear on the student's transcript. After that date, one of the following applies:

- For a course dropped beginning in week two through twelve prior to the end of the term, the student will be issued a grade of W for the course.
- For a course dropped during the three weeks prior to the end of the term (weeks 13 – 15), the student will receive the grade earned for the course work.

If all courses being taken during a term are being dropped, the student must complete a Leave of Absence form for that term.

For additional information concerning tuition refunds, please refer to Financial Affairs: Tuition Refund Policy.

Leave of Absence or Withdrawal

After matriculation to Rush University, a student may not arbitrarily cease registration without notice. All students are required to maintain continuous enrollment or risk administrative withdrawal after one term due to unexplained non-registration. A student who must interrupt his/her studies for reasons of sustained ill health or compelling personal or academic situations may apply for a leave of absence for a stated period of time up to one year in length. During any one degree option, students may request leave amounting to a maximum of two years.

1. A [College of Nursing Petition for Leave of Absence form](#) must be completed and approved by the advisor and the Associate Dean or Assistant Dean for the respective program. Please see the [Rush University Catalog](#) for complete information on obtaining and adhering to Leave of Absence guidelines. To view the university policy on returning from a LOA, click [here](#).
2. Students who request a LOA may be displaced into a subsequent cohort, required to take a revised program of study upon return to the University, or be delayed in their progression through the program based on availability of courses and/or clinical placements.
3. After the request is approved, the student is responsible for obtaining or arranging for someone else to obtain the remaining authorization signatures.
4. A student with outstanding incomplete grades may take a leave of absence. In this case, a written request for permission to extend the incomplete until the end of the term in which the student returns must be completed.
5. Individuals who wish to interrupt their studies for more than a year must withdraw from the College.
6. Students who wish to withdraw from the College should discuss their plans with their advisor. Students must complete the top part of the form titled "Withdrawal" (# 2) and obtain the appropriate signatures or arrange for someone else to obtain remaining authorization signatures.
7. Students who do not complete the appropriate forms requesting leaves or withdrawal may be assessed fees and tuition, lose refunds, or receive failing grades for courses not completed.
8. Students are responsible for registering themselves for the term in which they are returning from an approved LOA. This registration must occur during the designated priority registration period. Registration outside of this period will result in a late registration fee.
9. Students who cannot return and who do not have an extension of a LOA approved must withdraw from the institution or risk administrative withdrawal.

Transfer of Credit

Previous graduate credit earned at an accredited college/university may be evaluated and approved by the student's advisor, Assistant Dean/Program Director for the respective program, and appropriate faculty for credit toward the Rush degree being sought. Courses will be evaluated only after the student has been admitted to a College of Nursing program. The student must initiate this process by completing a [Petition to Transfer Credit form](#). Students must submit an official copy of their academic transcript as well as other requested documents to receive review and determination of transfer credit eligibility.

Courses taken at an outside college or university after the student is enrolled at Rush must be approved for credit toward the degree. The student must initiate this process by completing a [Petition to Transfer Credit form](#) prior to taking the course and submitting it to the registrar.

A CON student must earn a grade of B or better to receive transfer credit for a course taken at another university or as an unclassified student. The transfer of credit process must be completed prior to the start of the term in which the student must enroll in the course intended to be replaced at Rush. No more than one-third of the total number of required credits for a degree program may be granted to a student as transfer credit for work done at another graduate institution.

To view the university policy on transfer credit, click [here](#).

Credit by Proficiency

Credit by examination may be offered for certain courses. Not all courses are available for proficiency credit. For courses that are eligible for credit by examination students may petition to take examinations for credit through the College of Nursing Office of Academic Affairs.

Course examinations, papers, projects, etc. may be used to exempt students from required courses and provide proficiency credit for them. A fee is incurred to receive proficiency credit. The fee is one-third the tuition cost for the course. Fees are due to the College of Nursing prior to testing.

Upon successful completion of the exam, the CON Office of Academic Affairs notifies the Registrar in writing of the credit(s) to be awarded. Courses taken by proficiency exam are awarded a grade of K on the student's transcript. Credit awarded for proficiency will equal the credit value of the course(s) as listed in the RUCatalog under which the student matriculated. Credit earned by this mechanism will not be used in calculating the student's grade point average (GPA). K notations are not included in credit hours needed to meet residency requirements.

To view the university policy on Credit by Proficiency, click [here](#).

Application to Transfer Between Programs

Policy:

1. The application for transfer procedure must be completed when an enrolled student wishes to change their program concentration and/or degree. The transfer must be approved; there is no guarantee of movement from one program to another.
2. The Program Director in the proposed concentration/degree determines the necessary requirements for the review process.
3. The Registrar processes changes at the end of each term.
4. The change is official as of the start of the new term if student accepted into the proposed major/concentration.
5. If permission is granted and as space permits, **students will only be allowed to transfer to an already matriculating cohort of students.**

To view the procedure and access the application to transfer between programs form, [click here](#).

Independent Study

An independent clinical experience, cognate, or research study may be pursued for elective credit. The student consults with her/his advisor in selecting an area of study and a faculty preceptor. The faculty preceptor agrees to monitor the student's progress and assign a grade by signing the Independent Study Contract. The [Independent Study Contract](#) must be completed by the student and approved by the appropriate assistant program dean before the student may begin work on the study.

Request for Support or Accommodation

Rush University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. In keeping with Rush University's mission to promote diversity among its student population and providing equal access to its facilities, programs, services and learning opportunities, the University encourages students with disabilities to engage the Office of Student Disability Services as soon as they begin their program. Students should feel free to contact **Marie Ferro-Lusk, Manager of Student Disability Services** for Rush University to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively and students are encouraged to register with the Office of Student Disability Services as soon as they begin their program. Additional information can be found online at the Office of Student Disability website or by contacting the Office of Student Disability Services. In order to respect student's privacy and ensure a thoughtful interactive discussion, students should not make accommodation requests to individual faculty members, lecturers, or course directors, instead please contact:

Marie Ferro-Lusk, MBA, MSW, LSW
Manager, Student Disability Services
Rush University
600 S. Paulina St. Suite 440
Chicago, IL. 60612
Phone: (312) 942-5237
Fax: (312) 942-2778
Email: studentdisabilityservices@rush.edu
Website: <https://www.rushu.rush.edu/students-disabilities>

Communication with Students

Your Rush e-mail account is the official way in which all Rush university and college offices will communicate with you. Please check your Rush e-mail frequently so you do not miss important information such as future registration periods, communication from your advisor, notifications regarding scholarship opportunities, upcoming college events, etc.

In an effort to better communicate with you we request that on your Rush e-mail you include the information below in your signature template. Should an issue or problem arise that requires action on the part of faculty or staff it is helpful to have this information immediately available in the e-mail. This information will help us provide more timely responses to you.

- Rush email address
- a phone number
- Title behind your name if applicable - e.g., BSN, RN for some students
- Program name - GEM, CNL, DNP, PhD, Post-Graduate Certificate, or RNFA program
- Specialty Program if applicable - e.g., FNP, NNP, Health Systems Leadership, etc.
- Cohort number if applicable - e.g., GEM Cohort 13
- Anticipated Graduation date e.g., Spring 2016

[FERPA and HIPAA](#)

FERPA Description

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law designed to protect the privacy of students' education records. Rush University takes seriously its commitment to protect the privacy of our students and their education records. To read more about the university's commitment to FERPA, click [here](#).

HIPAA Exception Letter, Danger to Self or Others

The HIPAA Privacy Rule protects the privacy of patients' health information but is balanced to ensure that appropriate uses and disclosures of the information still may be made when necessary to treat a patient, to protect the nation's public health, and for other critical purposes, such as when a provider seeks to warn or report that persons may be at risk of harm because of a patient.

Please click on [HIPAA Exception Letter, Danger to Self or Others](#) to read more about this Privacy Rule.

[Health and Safety](#)

Student Health and Safety Requirements

Student health and safety requirements, as outline in your admission packet, are completed through Certified Background.

To review your program specific requirements, please go to [Certified Background](#) and log into your account.

Hazardous Exposure Policy

Hazardous Exposure Procedures

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 or 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.

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.

Illness During Class or Clinical

If a student becomes emergently ill or injured in class in the Armour Academic Center but can be easily moved, then the student can be escorted to the Rush Emergency Department (ED) for immediate care. If the illness or injury requires the student to be transported, dial the emergency page operator (x25111). Tell the page operator the nature of the emergency and state that the person needs to be transported to the Rush ED. The Chicago Fire Department will be notified by the page operator to respond. If the situation is deemed a medical emergency, then dial the emergency page operator at x25111 and indicate a medical emergency is occurring (Dr. Blue). The response team will be called.

If the illness or injury is not of an emergent nature, then the student should seek care through their own health care provider.

If the student becomes emergently ill or injured on a clinical unit and cannot be easily transported, Rush staff will transport the student to the ED.

Counseling Services

For local students, Rush University has a comprehensive, on campus student counseling service available. Counselors provide services for academic and personal issues (e.g., relationship issues, eating disorders, grief, test anxiety, etc.). There is no charge for the service and no limit on the number of visits. Like all counseling and health services, all information shared remains confidential. The College is not informed if the student attended, what was addressed, or frequency of visits.

For distance students, we have services available through the Rush Employee/Student/Family Assistance program. All students, staff, faculty and their families can use the services of this program. The Employee/Student/Family Assistance Program brochure attached below provides detailed information about the program. Services such as traditional counseling, financial planning, legal consultation, finding care for an elderly parent, and more are all available.

The phone numbers to access these services are:

Local students: 312-942-3687

Distance students: 800-292-2780



Employee and
Student Assistance.p

Prohibition Against Harassment, Discrimination and Sexual Misconduct

Rush University Medical Center promotes and maintains an environment that emphasizes the dignity and worth of every member of its community, free of unlawful discrimination, including the prevention of harassment and sexual misconduct. The document [Prohibition Against Harassment, Discrimination and Sexual Misconduct](#) contains policies, procedures and resources to protect our community members.

Rush University Medical Center (Rush) strictly prohibits all forms of unlawful discrimination and harassment of and by any member of the community, including but not limited to students, faculty, employees, volunteers, guests and vendors. Rush complies with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Sexual misconduct (and its various forms) constitutes sexual discrimination and is also covered under this policy.

This policy does not only prohibit discrimination and harassment of employees by employers, but prohibits discrimination and harassment between any members of the Rush community, including between a member of the faculty and a student, between two students, between an employee and a campus guest or between a student and an applicant. This policy applies to all Rush programs and activities including, instruction, grading, housing and employment.

It is central to the values of Rush that any member of the community who believes that they have witnessed or been the target of unlawful discrimination or harassment, feel free to report their concerns for an appropriate response and investigation, without fear of retaliation or retribution.

All complaints and concerns about conduct that may violate this policy (including retaliation for reports made pursuant to this policy) should be filed with Rush's equal opportunity officer. See Page 10 of the document for contact information. Confidential reports can also be made through the Rush Hotline at (877) 787-4009 or via the Rush web reporting tool at rush.ethicspoint.com. Anonymous reporters do not need to identify themselves, but are asked to provide enough information to enable an investigation. Upon receipt of a complaint, the equal opportunity officer will evaluate the information received and determine what further actions should be taken consistent with the procedures outlined herein.

Progressions Policies and Procedures

Academic Progression for All Students Enrolled in the CON

1. Prior to the beginning of the next term, the Admissions & Progressions Committee reviews the progress of all students who are at academic risk.
2. Academic risk includes students:
 - a. Currently on probation
 - b. Conditionally admitted who have not yet completed their requirements for full admission or have received less than a B grade in a required course
 - c. Exceeded the time limit of the degree or who have exceeded the extended time negotiated for degree completion
 - d. With an incomplete grade from a previous term that has converted to an F grade if that F grade now causes the student to be included in the at risk category. ****Note:** Incomplete grades are converted to "F grades after one (1) term if they are not extended or converted to a satisfactory grade.
 - e. With two (2) or more incomplete grades from a previous term
 - f. Who are Students-at-Large with an F, N, or C
 - g. With a GPA of <3.0
 - h. With an incomplete grade in a clinical course
 - i. Who have received an F or N in any course
 - j. Who have a received a third C in their program
 - k. Who have not maintained continuous enrollment for one (1) or more terms
 - l. Who have exceeded the maximum leave of absence time limit of (3) three consecutive terms.

Progression Policies

1. Students must maintain a 3.0 cumulative GPA. If a student falls below a 3.0, they have two (2) terms to raise the GPA to a 3.0.
2. Students must progress through their program of study as laid out by their program director and/or academic advisor. Courses with a required prerequisite should not be taken prior to successful completion of the prerequisite course.
3. Students must receive a P in all clinical practica.
 - a. If the student receives a grade of N in any clinical practicum, the student may be required to repeat the course the next time it is offered. The student may repeat a clinical course or clinical practicum in a degree/non-degree option program of study only once.
 - b. A student who fails either the theory or clinical portion of any prelicensure clinical course must repeat both the theory and clinical portions of the course.
4. The following conditions will place the student on **Academic Probation** and may result in dismissal from the program:
 - a. The cumulative GPA drops below 3.0.
 - i. A student who is placed on probation with a cumulative GPA < 3.0 has two (2) terms to raise the GPA to 3.0.
 - ii. If the Admissions and Progressions Committee requires that a course be repeated and the course is not offered within the two (2) terms probationary timeframe, the probationary period may be extended accordingly as long as the student demonstrates continued progress in the interim term(s) in raising the cumulative GPA.
 - b. The student receives a grade of C or lower in any course that requires a B or better or an N in clinical practicum designated by the program of study for his/her area of concentration.
 - c. The student receives an F or N in any required course. A student has only one (1) opportunity to repeat a required course for which a non-passing grade was originally received.

5. Academic probation is limited to a maximum of two (2) terms during the entire academic program for each degree/non-degree option unless an extension is granted by the Admissions and Progressions Committee.
6. The following conditions may result in **Dismissal** of the student from the program:
 - a. The student receives a second N in a required clinical practicum
 - b. The student receives a second F or N in a required course
 - c. The student incurs a second probationary event within one (1) degree option
 - d. The student earns a third C during their program.
7. **University and College Course Withdrawal Policies:** It is university policy that “A student may not withdraw from classes during the last three weeks of any term. A student who submits a voluntary withdrawal form during the last three weeks of the term will receive grades in the courses for which he or she is registered.” Should grades at the time of withdrawal be an F or N, it will be considered by the Progressions Committee as a probationary event and subject to review.

It is College of Nursing policy that a student is only allowed to:

 - Withdraw once from a specific course
 - Have two (2) withdrawals during a program unless there are mitigating circumstances. Should mitigating personal circumstances exist for a student who needs to withdraw from more than two courses during their program, an exception may be made upon review by the Progressions Committee.
8. **Final Comprehensive Examination:** In the final term of matriculation in the Generalist Entry Master's Program prelicensure students will have the opportunity to comprehensively prepare for the NCLEX exam by:
 - a. Taking the first of two HESI comprehensive exit exams
 - b. Attending a 3 day Live HESI review run by a HESI certified educator
 - c. Taking a second HESI comprehensive exit exam
 - d. Taking a Computer Adapted Examination (CAT) of 85 – 150 questions

While students are not required to obtain a certain score to pass the exams, a score of 850 or better on the HESI exit exam is considered a strong indication of the likelihood of passing the NCLEX exam. The 3-day Live HESI review provides a directed, expert-led summary of the material that will be on the

NCLEX exam. The CAT exam prepares the student for the type and format of the NCLEX exam where the difficulty of the questions varies based on whether the previous question was answered correctly.

It is recognized that students are adult learners responsible for their preparation for the NCLEX exam. We **STRONGLY** encourage all students to seriously prepare for the licensing examination at the completion of the GEM program using the HESI package offered.

9. Conditional Admission Requirements

- a. Students that are admitted conditionally are required to successfully complete a minimum of two (2) required courses assigned by the advisor with a minimum grade of B or better in order to be granted full admission into any graduate area of concentration.
- b. The specified courses must be completed within two (2) terms of admission unless approved by the Admissions & Progressions Committee.
- c. Incomplete grades are not acceptable in these courses except in extreme circumstances and with the permission of the Admissions & Progressions Committee.
- d. A student may not take a leave of absence without permission of the Admissions & Progressions Committee until all the requirements of conditional admission are met.

10. Unsafe Students

- a. If a student is found to be unsafe in the clinical area, the Course Director or his/her designee should contact the Office of the Registrar immediately and notify that office as to what the student's grade should be. In the interim, the student will not be permitted to withdraw from the course.
- b. The Admissions & Progressions Committee will review any clinical course withdrawals resulting in a grade of N. The committee will determine if the student is dismissed from the program or may return in an appropriate term. The student has the right to initiate an appeal of this decision.

11. Clinical Practice of Foreign Nurses

- a. Students who do not hold a United States (US) nursing license may not perform patient care activities at US clinical sites during their practicum hours.
- b. The non-US licensed nurse may still fulfill certain practicum requirements at US clinical sites; however, activities at these sites must not involve patient care and may only be performed with the permission of the agency. These activities may include chart reviews and patient interviews.

- c. Students may only perform patient care activities at clinical sites in the country in which the student is licensed or in a country that has granted reciprocity to the student.

12. Time Limits for Completing a Degree

- a. Master's students (MSN) and Doctor of Nursing Practice (DNP) students have five (5) years to complete their degree.
- b. Doctor of Philosophy (PhD) students have eight (8) years to complete their degree (no distinction made for part-time, post-BSN, or full-time).

12. Leave of Absence

- a. The time spent on a leave of absence (LOA) is included in calculating the time limits for completion of degrees.
- b. Maximum length of time that will be approved for a single LOA is three (3) terms.
- c. Students needing to be gone longer than three consecutive terms will be required to withdraw unless permission is given by the A&P Committee.
- d. The total maximum number of terms permitted to be on LOA status (while in pursuit of the same degree) is six (6) terms.

13. Good Academic Standing

In order to graduate, all students must have completed all course requirements as indicated on their plan of study and be a student in good standing (3.0 cumulative GPA or greater). These standards apply to both degree seeking and post-graduate certificate students.

Coursework progression is specific to each master's, doctoral, and certificate degree/non-degree option and should be addressed on a case-by-case basis with input from the student advisor and program director.

Incomplete Grade

The grade of incomplete ("I") is given only when circumstances beyond the student's control prevent completion of course requirements and the student has received permission to defer completion of these unmet course requirements.

Students must be enrolled during the term in which course requirements are completed. Students enrolling only to complete requirements for a course in which a grade of incomplete was given must register for the Continuous Enrollment course (XXX999) for zero credit hours. Upon completion of the course requirements the ("I") grade will be replaced by the new grade earned in the course.

A student receiving a grade of ("I") in a course may not begin another course for which the incomplete course is a prerequisite. A student who fails to remove the incomplete grade within the specified time period will receive a final grade of "F" or "N" in the course. It is the student's responsibility to pursue the completion of an incomplete grade.

Students in the College of Nursing and students-at-large must complete the unmet course requirements, typically within one term after the term in which the incomplete grade was assigned and not to exceed one calendar year, unless an extension is approved. Students may not register for new courses if they have two or more incomplete grades.

The Rush LEAP program does not cover continuous enrollment tuition.

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Unsafe Student in the Clinical Setting

Unsafe practice is defined as behavior or action that has the potential to cause serious harm to a patient. This is a serious situation and goes beyond a student who might come unprepared for a particular clinical day. Examples of unsafe clinical practice include but are not limited to:

1. Willfully or intentionally doing physical and/or emotional harm to a patient (e.g., abusing a patient).
2. Providing a pattern of patient care in an imminently harmful, careless or negligent manner (e.g., a series of medication errors).
3. Refusing to assume the assigned care of a patient, or failing to inform the instructor/preceptor in a timely manner of inability to carry out assigned care.
4. Falsifying patient records or fabricating patient experiences.
5. Failing to report an error in assessments, treatments or medications or failing to report an untoward event or adverse reaction.
6. Failing to adhere to the [Drug and Alcohol Free Workforce policy](#) of the Medical Center.

If, in the clinical instructor's/preceptor's clinical judgment, a student is unsafe to continue in the clinical setting, the clinical instructor will take the following steps:

1. Dismiss the student for the remainder of the clinical day. The clinical instructor/preceptor will follow all institutional guidelines as appropriate. The student will not be allowed to return to the clinical setting until steps 2-6 are complete.
2. The clinical instructor/preceptor will document the reason(s) for removal within 2 business days and provides documentation to the student, Course Director(s), and the Program Director.
3. The Program Director will contact the Registrar's office to put a hold on the student's grade. The student will not be allowed to withdraw from the course at this time.
4. The Course Director(s) and Program Director will review the document and clarify any issues with the instructor/preceptor and student, as appropriate, within 2 business days of receiving the documentation.
5. The Program Director will decide whether to uphold the removal of the student or have the student return to the clinical setting. If the removal is upheld, the student will be administratively withdrawn from the course and receive a non-passing grade. The Program Director will notify the Registrar's Office. If the removal is overturned, the clinical instructor/preceptor will coordinate with the student a mechanism to complete the required clinical hours for the practicum.
6. The Admissions and Progressions Committee reviews any administrative withdrawals resulting in a non-passing grade. The Admissions and Progressions Committee will determine if the student is dismissed from the program or may return in an appropriate term per the procedures of the Admissions and Progressions Committee.
7. The student may elect to initiate an appeal process per procedures in the Student Handbook.
8. The documentation related to unsafe clinical practice will be kept in the student's file in the College of Nursing.

Policies Concerning Academic Honesty and Student Misconduct

As noted in the Rush University Catalog: Rush University students and faculty belong to an academic community with high scholarly standards. As essential as academic honesty is to the relationship of trust fundamental to the educational process, academic dishonesty violates one of the most basic ethical principles of an academic community, and will result in sanctions imposed under the University's disciplinary system.

Examples of conduct that would subject a student to disciplinary action include but are not limited to:

- All forms of academic dishonesty including but not limited to: cheating; plagiarism; collusion; gaining or seeking unfair advantage in relation to any work submitted; helping others to gain an unfair advantage; removing examination materials from a secure examination area; the unauthorized downloading or copying of examinations that are given on-line; fabricating assigned academic work, including clinical assessments, and presenting them as authentic; facilitating academic dishonesty; unauthorized examination behavior.
- Obstruction or disruption of teaching, research, administration, clinical practice and community outreach or other University/Medical Center activities
- Falsification of student records, transcripts or financial aid forms or applications
- Theft of or damage to University/Medical Center property or the property of a member of the University/Medical Center community
- Threatened or physical abuse of any person or action that threatens or endangers the safety of others
- Misrepresentation, falsification, alteration, or misuse of the University/Medical Center documents, records or identification, or research data
- Unauthorized use or entry of University/Medical Center facilities
- Conviction of a crime deemed serious enough to render the student unfit to pursue his or her profession
- Conduct that is inconsistent with the ethical code of the profession the student is preparing to enter
- Unlawful use or possession of controlled substances on the Medical Center campus
- Unauthorized possession or concealment of firearms or other weapons on medical center premises at any time
- Attempting to gain access to another's e-mail or computer account, username or password
- Knowingly setting off false fire, safety or security alarms
- An accusation of student and/or faculty academic dishonesty or misconduct made in bad faith.

Inappropriate Degree Usage

A student may not refer to himself/herself as having earned a specific degree until:

- All degree requirements have been successfully completed.
- A completed Degree Approval Form has been submitted to the Office of the Registrar, and the official date of graduation for a particular term has been reached.

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A student who disregards this policy will be referred to the committee that addresses professional ethics violations for that student's program or college.

[Click here to view the complete University Academic Honesty and Student Misconduct Policy](#)

Any violation of academic honor may result in a grade of zero for the assignment and course and a charge of academic misconduct.

College of Nursing Student Misconduct Process

Purpose: The purpose of the student misconduct process is to investigate and adjudicate charges of student misconduct including but not limited to: violations of commonly accepted ethical standards of an academic community such as cheating and plagiarism; falsification of student records, transcripts, financial aid forms, or applications; unlawful use or possession of controlled substances on the Medical Center campus; conviction of a crime deemed serious enough to render the student unfit to pursue his or her profession; or other conduct which is inconsistent with generally accepted standards of behavior within an academic community or the nursing profession.

Step I. All charges of alleged student misconduct shall be presented in writing to the Associate Dean in the Office of Academic Affairs.

Step II. The Associate Dean reviews the charge and related materials. This review may include interviews with the individual(s) who initiated the charge or have some relationship in the matter. If the Associate Dean determines that the charge is not to be treated as misconduct, she/he may resolve the matter on its own merit. Alternatively, if the Associate Dean determines that the charge should be upheld and treated as misconduct, she/he may resolve the issue or refer the charge to the Faculty Senate by notifying the Presiding Officer. In the latter case, the Associate Dean will notify the student in writing by certified mail and the complainant as to resolution or referral of the charge, within ten (10) working days of receiving the complaint. The Associate Dean will place a copy of this letter in the student's file. In the event that the individual(s) initiating the charge or the student charged with misconduct does not agree with the resolution of the Associate Dean, the individual(s) and/or the student may exercise the right to have the charge heard by Faculty Senate by notifying the Presiding Officer of the Faculty Senate within ten (10) working days of receiving the certified letter.

Step III. Within ten (10) working days after notification, the Senate shall meet and submit a written recommendation to the Dean.

Formal rules of evidence shall not be applicable. Evidence presented should be reasonably related to the issues before the Senate and shall not be unduly repetitious. All evidence shall be admissible unless clearly redundant.

Both the student and the Senate may be accompanied by legal counsel or other person at the hearing. However, the accompanying legal counsel or other person may not participate in the actual hearing proceedings.

At any time prior to the hearing conference, the student may, if he or she believes that a bias or

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conflict of interest exists, request in writing the disqualification from the proceedings of any member of the Senate. The final determination on such requests for disqualification is to be made by the Presiding Officer of Senate prior to the hearing. The Presiding Officer shall, without request, disqualify any member of the Senate who shall or has given testimony as a witness in this hearing. Any member of the Senate may disqualify him or herself from the proceedings on the grounds of bias or conflict of interest in the proceeding. If disqualification of the Presiding Officer is requested, the Senate shall consider and vote on the request. Disqualification of the Presiding Officer shall require the endorsement of a majority of Senate members voting. If the Presiding Officer is so disqualified, a new Presiding Officer for the proceedings shall be elected by the Senate. The reasons for all challenges and for voluntary disqualification shall be made a part of the record.

In the event that the hearing cannot be completed before the end of the current Senate term, the members of the Senate participating in the hearing shall retain their positions and voting privileges with respect to the pending hearing, but shall not retain their positions or voting privileges for any other Senate purposes.

Step IV. Within five (5) working days or as soon thereafter as possible following receipt of the Senate's recommendation, and upon discussion with the student and others as appropriate, the Dean shall reach a final decision and notify each party of the decision. The decision reached by the Dean is final. Penalties may include: a warning, probation, suspension, or dismissal from the University/Medical Center.

*Complaints resulting in no action by the College will not be retained in the student's official college file. Minutes of the hearing will be kept.

Rules for the Conduct of the Hearing

The Presiding Officer of the Faculty Senate:

1. Shall preside over the hearing;
2. Rule upon the relevance of the evidence and dispose of procedural requests;
3. Interpret these rules, the Rules for Governance of Rush University, and the Policies and Procedures of Rush College of Nursing;
4. Take any action authorized by these rules, the Rules for Governance of Rush University, or the Policies and Procedures of Rush College of Nursing.

Faculty Senate:

Faculty Senate shall consider evidence in the form of documentary evidence, written statements, or oral testimony from the student and/or such other relevant witnesses as may be called by the Senate or the student. To reach a decision on the appeal, the Senate must be satisfied by simple majority vote, a quorum (i.e., a simple majority of voting members) being present that the preponderance of the evidence establishes that there was or was not adequate cause to support the charge of misconduct. Senate members who are not present at the hearing cannot be part of the deliberations nor can they vote on the outcome of the hearing.

Fitness to Progress

Policy:

The Office of Academic Affairs can require a student to undergo psychiatric evaluation if the student exhibits disturbances in thinking, communication, mood or behavior that impairs didactic, clinical or social performance or if the student's behavior potentially places the student, faculty, staff, patient or others at risk. Risk is defined as behavior that poses a danger of causing harm to self or others, property damage, impeding the lawful activities of others or creating an apprehension of such dangers. Input from relevant sources will be used in making a decision to request a psychiatric evaluation of the student. All communications shall be treated in a confidential manner.

Procedure:

1. When a faculty member or institutional officer concludes that a student is exhibiting impaired performance as described above or poses a risk to him/herself or others, he/she should immediately contact the Associate Dean or delegate (another administrator) in the Office of Academic Affairs (OAA).
2. A member of the OAA will interview the student about the reported behavior or incident. Pertinent information will be gathered as needed.
3. Following Step 2, the OAA may:
 - a. Determine that no action be taken.
 - b. Refer the student for a psychiatric evaluation. The student's academic progress may be suspended pending completion of the evaluation.
 - c. Seek immediate intervention if the student's behavior poses a danger of harm to self or others.
4. If an evaluation is recommended, the student will be notified in writing by the Associate Dean in the OAA.
5. The student will meet with his/her advisor and an administrator from the OAA to discuss the decision.
6. The student will be provided with a referral list of psychiatrists from which to seek an evaluation and a copy of the referral that will be sent to the psychiatrist selected by the student. The College will incur all costs related to the requested evaluation. A date will be provided to the student by which the evaluation must be completed.
7. A signed release will be obtained from the student so that the evaluation can be made available to the College as well as a signed release for all previous mental health documentation.
8. Through a written evaluation, the psychiatrist will communicate the capacity

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of the student to fulfill the nursing student role requirements and any therapeutic recommendations.

9. The Associate Dean and other OAA administrator(s) will consider the written evaluation and recommendations and determine the appropriate course of action.
10. Further progress of the student in the program may be denied based on the student's compliance in seeking the evaluation and subsequent compliance with treatment recommendations.

Drug and Alcohol Free Workforce

POLICY STATEMENT *(This policy has been adapted from the Rush University Medical Center policy on monitoring a Drug and Alcohol Free Work Force)*

In keeping with the mission, vision, and core values of the Medical Center, and in recognition of its obligation to protect the safety and welfare of its patients, visitors, medical staff, volunteers and employees, the Medical Center is committed to ensuring that its employees, faculty, and students remain fully capable of performing their assigned duties in a safe, efficient and effective manner. Not only should all employees, faculty, and students maintain their technical competence, but their physical, psychological and cognitive abilities must remain free from impairment. This policy is a condition of matriculation for all students enrolled at Rush University.

POLICY VIOLATIONS

a. Drugs. The illegal manufacture, distribution, dispensing, use, sale, storage and/or possession of controlled substances on Medical Center property or while performing Medical Center business is strictly prohibited. Use of a medication/prescription prescribed in another person's name is strictly prohibited. Storage of any drug on Medical Center premises without manager authorization (except for drugs for which an employee has a prescription) is strictly prohibited. For safety reasons, such personal prescriptions must be safely stored. A student engaged in any such conduct will be subject to discipline up to and including dismissal from the program. Such action may also be reported to appropriate law enforcement officials. The Medical Center may also respond to impaired licensed professionals in a manner consistent with the Illinois Department of Financial and Professional Regulation.

b. Alcohol. The distribution, dispensing, use, storage and/or possession of alcohol on Medical Center property or while performing Medical Center business, excluding Medical Center approved areas and functions, is strictly prohibited. A student engaged in any such conduct will be subject to discipline up to and including dismissal from the program. Such action may also be reported to appropriate law enforcement officials. The Medical Center may also respond to impaired licensed professionals in a manner consistent with the Illinois Department of Financial and Professional Regulation.

c. Conviction while a student at Rush. Any student who is convicted of a violation of a criminal drug statute while enrolled in Rush University shall report the conviction within five days to the University Office of Student Affairs. This office, in consultation with the College in which the student is enrolled, will determine the appropriate response. Failure to comply will be subject to discipline up to and including dismissal from the program.

d. Testing. Refusal to authorize the collection of a sample or provide a specimen for testing; switching, adulterating, altering or tampering with any urine sample or in any way failing to comply with Medical Center rules regarding testing is strictly prohibited and is subject to discipline up to and including dismissal from the program. The Medical Center reserves the right to increase or decrease frequency of testing based on

mission, need, availability of resources and experience in the program consistent with commitment to maintain a drug- and alcohol-free work force.

e. Prohibited substances. Substances for which employees are tested may include, but are not limited to:

1. Alcohol
2. Amphetamines, e.g., Dexedrine, Speed, Ice, Crank, Uppers
3. Barbiturates, e.g., Downers, Seconal, Nembutal, Amytal
4. Benzodiazepines, e.g., Dalmane, Librium, Valium
5. Cannabinoids, e.g. Marijuana, THC
6. Cocaine, e.g., Crack, Activan
7. Fentanyl
8. Methadone
9. Methaqualone, e.g., Quaaludes
10. Opiates, e.g., Heroin, Morphine, Codeine, Oxycontin
11. Phencyclidine, e.g., PCP, Angel Dust
12. Propoxyphene, e.g., Darvon

f. Failure to comply with Employee Assistance Program. Failure to attend the Employee Assistance Program (EAP) for consultation and assessment after a verified positive drug or alcohol test and/or failure to adhere to an agreed-upon EAP action plan is strictly prohibited and is subject to discipline up to and including dismissal from the program.

INDICATIONS FOR REASONABLE SUSPICION OF IMPAIRMENT

If the Medical Center has reason to believe that an individual is impaired and unable to perform his or her duties, the Medical Center has the right to require that individual to submit to a drug or alcohol test and refusal to do so may result in immediate dismissal from the program.

Indications for a reasonable suspicion of impairment include but are not limited to:

a. Direct observation of alcohol or illegal drug use and/or the physical symptoms of impairment or being under the influence, including, but not limited to:

1. alcohol or marijuana odor;
2. slurred speech;
3. glazed or glassy eyes;
4. drowsiness;
5. disorientation;
6. balance, coordination or dexterity problems;
7. serious concentration difficulties;
8. wide variations and/or unexplained changes in mood or demeanor;
9. unexplained disappearances from the work site;
10. missing medication/narcotics on unit or area of responsibility, where the individual had access, and circumstances support suspicion of him/her.

- b. A pattern of abnormal conduct, erratic behavior, or mood swings.
- c. An accident or incident occurring under unusual or suspicious circumstances.
- d. Arrest or conviction for a drug-related offense, or the identification of the person as the focus of a criminal investigation into illegal drug possession, use or trafficking.
- e. Information either provided by reliable and credible sources or independently corroborated.
- f. Newly discovered evidence that the individual has tampered with a previous drug or alcohol test.

PROCEDURES FOR TESTING

- a. Reasonable suspicion. If an individual is suspected of using drugs or alcohol, the appropriate faculty member will gather all information, facts, and circumstances leading to and supporting this suspicion. Wherever possible, the faculty member shall review with a member of the Dean's Office the decision to order a student tested.
- b. Order to test. When a reasonable suspicion determination has been made, the faculty member will direct the student to submit to a drug and/or alcohol test. A member of the Dean's office will call the appropriate test site to inform them he/she is bringing the person for a drug and/or alcohol test.
 - Mon - Fri, 8 a.m. to 5 p.m.: Concentra Lake Street Clinic, 1280 W. Lake Street, (312) 666-0028. The Concentra van service is available for transport to and from the Medical Center, 8 a.m. to 3:30 p.m. Monday through Friday.
 - Mon – Fri, 7 a.m. to 10 p.m., Sat and Sun, 8 a.m. to 6 p.m.: Concentra Chicago Avenue Clinic, 1030 W. Chicago Avenue, (312) 243-1574. The Concentra van service is available for transport to and from the Medical Center, 7 a.m. to 3 p.m., Monday through Friday.
 - All other times: Rush University Medical Center Emergency Room (extension 2-6428). Please contact the charge nurse directly.
- c. Consent to test. Prior to the test, the individual will be required to complete a Consent Form, agreeing to take the test and to have the test results released to the Medical Center. Refusal to sign the consent form or cooperate in testing will be treated as a refusal to take the test, and may result in immediate dismissal from the program.
- d. Refusal to consent. A student who refuses to be tested when so required may be subject to immediate dismissal from the program and will be sent home per the procedures listed in Section (h) below. The student's faculty will prepare a report per the procedure listed in Section (i) below.
- e. Transportation to test site. The faculty member or designee must accompany the student and utilize the Concentra van service to transport themselves and the student to the appropriate clinic. Please note: If the Concentra van service is not available (per the hours listed in (b) above, call Medical Center Security (at extension 2-5678) for security

van transport to the Concentra 1030 W. Chicago Avenue Clinic during its hours of operation. At all other times the student must be escorted to the employee to the Medical Center Emergency Room.

f. During the test. At the test site a specimen will be collected under chain of custody and sent directly to the lab. Positive test results will then be sent from the lab directly to the medical review officer (MRO) for review.

1. Chain of Custody. The integrity of the testing process is assured by a strict chain of custody procedure that includes the use of a multiple-part chain of custody form with an original that accompanies the specimen to the laboratory, as well as a tamperproof sealing system and collection process for the drug/urine test. The Medical Center, its laboratory and agents will adhere to detailed chain of custody procedures in an effort to ensure specimen integrity and test accuracy.

2. Breath alcohol test. When alcohol use is suspected, the individual will be asked to breathe (blow) into the mouthpiece of the Breathalyzer equipment; the result will appear immediately. If the result measures a breath/alcohol content of .04 units or more, the technician will wait with the him/her for 15 minutes, and then repeat the test. If the second test also results in a .04 unit or more breath/alcohol content, the test result will be reported as positive.

3. After-hours testing. Tests at the Medical Center Emergency Room will be performed by the Concentra mobile unit staff. When a student is escorted to the Emergency Room for a drug or alcohol test the mobile unit will be paged by the Emergency Room charge nurse. The mobile unit will normally arrive at the Emergency Room within one hour to conduct the test. The escort is expected to remain in the Emergency Room with the employee.

g. Following the test. Upon return to the Medical Center, the Dean or designee should inform the student that he/she is suspended from the program pending notification of test results.

h. Transportation home. Transportation of the student to their home should be arranged; the person should not drive home in an impaired condition. Either an emergency contact should be notified or the student should be placed in a cab. If he/she insists on driving, the Rush Security Department will be notified, who will then contact the police.

i. Written report. Prior to the test, or if circumstances render this impractical, immediately after the test has been taken and the person has been sent home, the faculty member will promptly prepare a written report detailing the circumstances regarding the testing. This report will generally include the appropriate dates and times of reported drug or alcohol related incidents, reliable/credible sources of information, rationale leading to the test, and the action taken. A copy of this report should be sent to the director of Employee Relations, or designee.

j. Communication of test results. The medical review officer (MRO) will review and interpret all drug test results.

1. Negative result. Concentra will fax negative results to the Dean or designee. The Dean will notify the student and faculty member he/she may return to the program with written notification to follow. The student should be allowed to make up the time he/she missed due to the normal testing process (not for any delays caused by the student).

2. Positive result. Within 24 hours (one business day) of receipt of the test results, the MRO will notify the student and Dean/designee of a positive result by telephone. If the person cannot be reached by phone after two attempts, the MRO will delegate contacting the student to the director of Employee Relations (or designee). Employee Relations will request the student or Dean/designee to contact the MRO within 24 hours.

i. The MRO will conduct a medical interview with the student which generally includes a review of the person's medical history or a review of any other relevant biomedical factors.

ii. If the MRO determines there is a legitimate medical explanation for the positive test result, the test result is reported as negative.

iii. The individual will not be allowed to attend classes or clinical prior to communication with the MRO and the EAP.

k. Consequences of a first-time positive test result. The following is intended as a guide only and the Medical Center reserves the right to determine the appropriate response at its own discretion or to vary from the procedure outlined below as appropriate under the circumstances.

1. Grounds for immediate dismissal. The following will generally subject the student to immediate dismissal from the program:

i. Failure to communicate with the MRO if so directed after a verified positive result.

ii. Failure to contact the EAP for consultation and assessment after a verified first-time positive test result and referral.

iii. Failure to adhere to an agreed-upon EAP action plan, including failure or refusal to cooperate with follow-up drug/alcohol testing.

iv. Failure or refusal to cooperate with the EAP consultation/rehabilitation process.

v. Subsequent (second) positive test result.

vi. Evidence of theft or misappropriation of Medical Center property.

Note: For licensed personnel, a manager must call the director of Employee Relations at extension 2-5239 for direction on whether he/she is required to report the incident to the Illinois Department of Financial and Professional Regulation.

2. Referral to Employee Assistance Program (EAP)

i. Upon notification of a positive test result, the student should contact the EAP by the end of the next business day. The Office of the Dean will also call the EAP at (800) 292-2780 to inform them to expect a call by the established deadline. If the student cannot be reached by phone, the supervisor will send either a certified letter or one by overnight carrier establishing receipt of the letter, informing him/her that failure to contact the EAP by the specified deadline will result in dismissal from the program. The student must contact the EAP before the established deadline.

ii. At the initial EAP meeting, a mutually agreed upon action plan will be designed for the student based on individual need. The individual must sign the action plan and a consent form regarding cooperation with the EAP and authorization of any necessary, notification or communication with the Medical Center. The person's participation, cooperation and successful completion of the agreed upon EAP action plan is required. Depending on the requirements of the rehabilitation plan, he/she may be allowed a leave of absence.

iii. The EAP will notify either the Office of the Dean of the individual's contact or failure to contact the EAP. The EAP will then inform its contact of the student's success or failure to comply with the action plan.

3. Return to Duty/Last Chance Agreement. When the EAP recommends that it is appropriate for the student to return to school, the student will be required to sign a Last Chance Agreement prepared by the Dean (or designee) prior to being allowed to return. That document will delineate the terms and conditions of the student's continued program of study, including random follow-up testing.

4. Follow-up testing.

i. All individuals referred to the EAP and who undergo a counseling or rehabilitation program for alcohol or illegal drug use will be subject to unannounced testing following completion of such a program for a period of up to two years.

ii. The EAP will contact the Office of the Dean via email, with a copy to Employee Relations, when the student must report for a follow-up random drug or alcohol test.

iii. The MRO will notify Employee Relations of the test results. Employee Relations will then relay the results to the Office of the Dean and the EAP.

5. Disciplinary action.

i. The Medical Center recognizes that a student's drug or alcohol use may be the result of a treatable substance dependency or abuse problem. Although the Medical Center will support such treatment as provided herein, eligibility for or participation in such treatment may not shield a person from appropriate discipline for policy violations, absenteeism, poor performance, or misconduct.

ii. However, individuals who do not violate any other rule or policy, voluntarily admit to alcohol abuse or illegal drug use, and obtain counseling or rehabilitation, will not generally receive disciplinary action provided that they thereafter refrain from using alcohol or illegal drugs and comply with the terms of the EAP treatment plan.

iii. For licensed personnel, a manager must call the director of Employee Relations at extension 2-5239 for direction on whether he/she is required to report the incident to the Illinois Department of Financial and Professional Regulation.

I. Consequences of a second-time positive result. Once a second-time positive result has been verified, the MRO will refer the case to the Dean. Students having a confirmed second positive result may be subject to immediate dismissal.

1. Appeal process.

i. Right to appeal. A student will have the right to appeal a positive test result by written request to the Dean.

ii. Consideration of appeal. The MRO and the Dean shall consider the appeal and their decision shall be final.

iii. Remedy. Where the appeal challenges the accuracy or validity of the laboratory test result, the sole remedy, if granted, shall be a re-analysis of the original sample by the Medical Center's testing laboratory or an approved laboratory (that meets the Medical Center's laboratory credentialing standards).

m. Confidentiality. The Medical Center will maintain the confidentiality of information submitted to the MRO or EAP including treatment records and test results to the extent required by state and federal law. Such information, records and results will be maintained in the individuals' health services file and would be disclosed to the minimal amount necessary and only to those in Medical Center management with a need to know. All other disclosures would require authorization by the subject of the information unless such disclosure is legally permitted or required.

EMPLOYEE ASSISTANCE PROGRAM (EAP)

The emphasis of the Medical Center's drug and alcohol testing policy is rehabilitation. The EAP provides the avenue to accomplish this goal. However, participation in a rehabilitation program does not excuse a student's failure to comply with Medical Center rules, policies, or procedures, which may result in disciplinary action, up to and including dismissal.

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a. Function. The EAP plays an important role in preventing and resolving drug use or alcohol abuse by providing students with an opportunity, for appropriate assistance. In addition the EAP provides educational materials to supervisors and information to employees and faculty. The EAP will refer to appropriate treatment and rehabilitative facilities; follow-up with individuals during the rehabilitation period to track their progress and encourage successful completion of the program.

b. Responsibilities. The EAP is available to:

1. Provide counseling, assistance and referrals to employees, students, and faculty who seek treatment or whose drug tests have been verified positive, and monitor the employees' progress through treatment and rehabilitation;
2. Provide needed education and training to personnel at all levels of the Medical Center on types and effects of drugs, symptoms of drug use and its impact on performance and conduct, relationship of the EAP to drug testing, and related treatment, rehabilitation, and confidentiality issues;
3. Ensure that confidentiality of test results and related medical treatment and rehabilitation records are maintained according to Medical Center policy.

c. Referrals. The EAP is staffed by professionals who respect confidentiality and offer quality and cost-effective referrals for rehabilitation.

d. Cost. The initial EAP assessment and consultation is available without cost to Medical Center personnel. Further assessment and rehabilitative costs may be reimbursed through the student's medical coverage. Individuals are responsible for the payment of any cost not covered by their chosen medical coverage.

Click on a [Drug and Alcohol Free Workforce](#) to reference the Medical Center policy.

Course Policies

Preparation for Class

The following information has been prepared as a quick reference for academic policies and procedures for nursing courses. Specific requirements for each course can be found in the syllabus.

Lecture/Discussion

It is the recommendation of faculty that students prepare for classes by reviewing the required readings and/or learning activities PRIOR to attending a class or seminar. Assignments are included in the syllabus provided for each course. Students are held responsible for all required reading material as well as lecture materials.

NOTE: Time constraints or other considerations may result in the deletion of an assigned topic from lecture/discussion in a scheduled class. This DOES NOT excuse the student from responsibility for all content listed in the syllabus.

Clinical Practicum

Students are expected to demonstrate sufficient preparation for a clinical practicum that they may contribute to the delivery of safe, high quality patient care. Specific requirements for clinical preparation will be delineated in the syllabus for each course. Clinical preparation may include the review of relevant information regarding the patient's major health problems and/or treatments as well as the review of the appropriate psychomotor skills required to provide safe care. Information regarding the patient's potential psychosocial needs (e.g., learning needs, growth and development tasks, etc.) is also expected. **Students who do not demonstrate sufficient preparation for their clinical experience will be required to leave the clinical area until sufficiently prepared.** A student will jeopardize their ability to progress if he/she continues to demonstrate a lack of clinical preparation.

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Attendance at Class

Attendance

Students are expected to attend all scheduled learning activities, such as orientation, lectures, seminars, laboratories, observations, clinical practica, evaluation conferences and other comparable activities.

- Neither vacations nor any other activities should be planned that conflict with learning activities. Students are responsible for resolving any conflicts that may arise.
- Students are responsible for their own transportation to and from clinical practice sites.

Tardiness

Students are expected to attend all scheduled learning activities on time. Every effort should be made to notify the appropriate faculty member when unavoidable circumstances will cause lateness.

- Since late arrival is disruptive to a class/clinical setting, the faculty member has the option to exclude the student from the learning activity.
- Exclusion from class/clinical learning activity due to unexcused tardiness results in absence and will be treated as such.

Absence

When absence from a scheduled learning activity cannot be avoided, the student must notify the appropriate faculty member.

- Notification of faculty prior to the absence is expected but when that is not possible, notification should be carried out as soon after the absence as possible.
- Absences from any scheduled learning activity may delay the student's progress in the program.
- If any scheduled learning activities are missed, the student will need to make-up these learning activities or withdraw from the course. The decision regarding make-up of learning activities or consequent withdrawal from a course will reside with the course director and/or clinical instructor.

Other

Students should always seek clarification from the instructor and/or course director when any information about the course and related matters is unclear.

Online Courses

I am taking my first online class... What can I do to make the experience a success?

Many universities offer alternatives to the traditional classroom format as a way for students to take courses and complete their degrees. Observation of students who have succeeded in these new formats has shown that these students demonstrate specific behaviors that are thought to contribute to their success. These behaviors include:

Being an independent learner -- these students like to gather information by reading or viewing instructional media. They can seek information from multiple sources to answer their questions.

Being self-directed -- these students can meet deadlines effectively. They are able to set study plans and keep to them. They meet course deadlines and avoid procrastination!

Communicating effectively -- these students actively seek information from instructors and fellow students. They write clearly in course assignments and discussion groups. These students ask for help when their usual methods of information seeking do not answer their questions or solve their problems.

Reading course materials and readings carefully.

Enjoying the pursuit of new knowledge and information via nontraditional sources --the ability to learn supersedes any technical difficulties or additional time necessary to learn new skills.

What should I do before the term starts?

These steps need to be taken BEFORE the term begins. Reverting to that old habit of waiting till the second week of class to visit the bookstore will not be a good choice here! To maximize your opportunities for success, you should:

- Go to [RULearning Student Support link](#) to review requirements and recommendations for students taking web-based courses and related FAQs.
- REGISTER AT LEAST 10 WORKING DAYS PRIOR TO THE BEGINNING OF THE TERM. This time is necessary to create your course permissions on the web server.
- Obtain your books prior to the first week of class. You can do so either in person or online from the Rush University Bookstore.

During the term, what should I do?

Set a study schedule that fits into your busy life and keep it!

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Don't wait until the last minute to meet deadlines. With any technology, there are always unforeseen complications. If your instructor didn't like the excuse "the dog ate my paper", he/she probably, won't like "I couldn't connect to my online service" either! If you encounter technical problems with the course page, passwords, etc., there is online support for you to access.

Plan to invest the corresponding amount of time you would spend if you were taking a class on campus. If your class is meeting via the chat room, you will need to be there at that specific time just as if you were on campus. If your course is structured so that you are not sitting in a lecture hall for 2-3 hours a week, you will be spending at least that much time reviewing instructor notes and assignments as well as posting your discussion comments in the course folders. You will still spend the same amount of time doing background reading and preparing your papers as you would in an on campus course. Most of the students who complete our online courses say that the workload in online courses is equal to or greater than an on-campus course. Just remember -- you will probably be saving a great amount of commuting time to campus!

Participate in the online discussion activities. Find out how easy it is to contact other online students via email or chat sessions. Many excellent projects have been completed by students living hundreds of miles apart! Students also report that they have experienced a great deal of support by connecting with fellow online students.

Communicate with your instructor. If you have questions or need clarification, you can email your instructor right from the online class page. Faculty check their courses and private e-mail frequently during the week. They also have office hours so you can phone or visit if you wish.

Uniforms/Practice Attire for GEM students

It is necessary for Rush College of Nursing students to comply with the uniform regulations of a variety of health care agencies and the College of Nursing.

General

1. University - issued picture ID worn at all times.
2. Dress in Rush uniform for clinical practicum, unless otherwise directed by the clinical instructor.
3. Student uniforms should be worn only while engaged in activities related to the clinical practicum.
4. Students in the Community Health and Psychiatric Nursing rotations wear professional dress and may receive additional guidelines from their clinical instructor.
5. Students will follow professional dress guidelines whenever on clinical units (e.g., to pick up assignments) if not in Rush uniform.

These guidelines are subject to modification by the clinical instructor, based on their best judgment, individual students' religious or cultural practices, the sensibilities of the client population, and the dress code of the particular clinical unit/agency in which the students are practicing.

Rush Uniform Clothing

- White scrub top with Rush logo and green scrub pants. A white or black turtle-neck or t-shirt may be worn underneath the scrub top.
- Shoes - Shoes may be white or black and have closed toes and heels. Leather athletic-style shoes are allowed as long as they are clean and used solely for work purposes. Shoes and shoelaces must be clean
- Undergarments - White or black socks are worn with scrub pants.

Professional Dress Clothing

- Laboratory coat as appropriate. The College of Nursing patch is worn on the left shoulder of the sleeve. Shirt, sweater, and/or blouse with pants or skirts, dresses.
- Inappropriate clothing would include: Sweatshirts, sweat pants, tight or

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sleeveless shirts; tops with lettering, pictures or hoods; stirrup pants, leggings, Capri pants, shorts, skorts or blue jeans; tight or revealing clothing; visibly worn or faded clothing; belly shirts, low-cut necklines; open-backed clothing or visible cleavage.

- Clothing should be clean and wrinkle free. Clothing should not reveal undergarments.
- Dresses and skirts must reach the top of the knee; culottes are acceptable if they reach the knee.

Shoes

- Sturdy, clean shoes with closed toes and heels. Inappropriate shoes would include platform shoes, high heels, or high top athletic shoes and sandals with skirts, culottes, or dresses.
- Additional guidelines applicable to Rush Uniform and to expectations for Professional Dress.

Hair

- Hair is styled so that it does not interfere with patient care or safety.

Jewelry

- Conservative jewelry may be worn if it does not interfere with patient care or safety. Wear a watch with a second hand. With the exception of the ear, no other visible pierced body parts may have jewelry or posts.
- Multiple ear rings or posts are not acceptable. Only one post per ear is acceptable.
- Inappropriate jewelry would include buttons, pins or jewelry with provocative messages.

Cosmetics

- Conservative make-up. No perfume or cologne is preferred. Lightly scented personal care products may be used if necessary.
- Conservative nail polish.

Hygiene

- Acrylic or false fingernails are not allowed. Nails are to be a length (no longer than ¼ inch) that will not cause accidental injury to patients.
- Clean personal hygiene.

Tattoos

- To the extent possible, tattoos should be covered if they are perceived as

affecting the student-client interaction and, thus, delivering effective, safe care.

Clinical Unit Behavior

Non-clinical patient contact: Visits or contacts with patients and/or their significant others outside of clinical laboratory and/or unrelated to the learning objectives are unacceptable behavior.

Clinical instructor and unit appreciation: If students wish to express gratitude or appreciation to their clinical instructors and/or clinical unit regarding their clinical experiences, please express gratitude/appreciation with a card, note or letter. Material gifts including food items are neither expected nor condoned.

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Academic Improvement

The purpose of the Academic Improvement Plan is to document the processes used to address concerns that could lead to unsuccessful completion of a course.

The [Academic Improvement Form](#) is to be used to document an academic improvement plan for all students at risk enrolled in a clinical course but, at the discretion of faculty, may be used for other courses at all levels (prelicensure to PhD). The Academic Improvement Form should be initiated as soon as the clinical instructor and/or course director recognize that a student's performance may jeopardize the successful completion of a clinical practicum, course, or progression in a program of study. The form can be initiated at any time during a term, though it is suggested that it be done as early as possible, so the student has time to implement the plan of action to improve their performance.

Testing

Examinations are designed to assess a student's progress in learning and managing the material presented in a course. Thus, an examination should reflect a student's own work. There will be no sharing of information or use of notes or electronic devices during examinations unless expressly authorized. Failure to follow the guidelines established for an examination may result in penalties as outlined by the course instructor and college/university policies.

Test Reviews

Tests are used to evaluate student performance in a course and are usually not returned to the student. If a test is not returned, the course director may schedule an opportunity for students to review student performance on the test. The exact procedure for the test review will be determined by the course director.

Click on the [**GEM Testing and Test Review**](#) to read the details of this policy for GEM students.

Grading Policies

Assignment of Grades

It is the responsibility of faculty to evaluate the work presented by students. The method for assigning/determining the grades for a course will be determined by the course director and communicated in the syllabus. If a student disagrees with the grade assigned to a particular piece of work, the grade and the reasons for questioning the grade should be discussed with the course director.

*Following basic mathematical principles, final grades will be rounded to the **nearest** whole number. For example, if the student receives an 89.50 final grade, the grade will be **rounded up** to a 90. If the student receives an 89.49 final grade, the grade will be **rounded down** to an 89.*

Grades used to report quality of student's work are:

GRADE	EXPLANATION	GRADE POINT
A= 100-90	Excellent	4
B = 89-80	Good	3
C = 79-70**	Satisfactory	2
F= 69 & below	Failure	0
K	Credit earned through proficiency examination	--
P	Passing	--
N	Not Passing	--
I	Incomplete	--
W	Withdrawal prior to the last 3 weeks of the term	--

** = Not considered a passing grade in clinical courses; student must re-take course and receive a B grade or better.

Additional grading criteria may apply to courses as delineated in the course syllabus.

Grade descriptions

GRADE	EXPLANATION	GRADE POINT
A	Performance at a high level	4
B	Performance at a level necessary for a graduate degree	3
C	Performance not consistently at the level required for a graduate degree; required seminars and practica must be repeated	2
F	Unsatisfactory performance. Such a grade cannot be used to fulfill a graduate program requirement; the course must be repeated.	0
P	Passing	--
N	Not Passing	--
I	Incomplete work	--
W	Withdrawal prior to the last 3 weeks of the term	--

Auditing a Course

With the permission of the Office of the Dean students wishing to attend a course without completing all the requirements for credit may register to audit the course. The college is under no obligation to allow a student to audit and will not allow taking of course examinations. Auditing students are prohibited from being in class when examinations are scheduled. An auditor may participate in class discussion only at the invitation of the course director. Auditing of clinical courses is prohibited. If space in a class is limited, continuing and new students have priority.

Please view the [University policy on auditing a course](#) for the complete policy description.

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Pass/No Pass Option

All required courses must be taken for a letter grade except clinical practica courses which are graded pass/no pass. Electives may be taken on a pass/no pass basis with the permission of the instructor.

To read a complete description of the policy go to the [University policy on the pass/no pass option.](#)

Student Academic Appeal Process

The purpose of the student academic appeal process is to provide a system for reviewing a final course grade or evaluation that a student believes was the result of a mistake, illegal discrimination, or differential treatment. It is the responsibility of the student to initiate the appeal process. All steps must be followed sequentially unless resolution is met at an earlier step in the process.

An academic appeal not filed in accordance with the following steps shall be considered withdrawn. At any point, the student may withdraw the appeal by written notification to the course director with a copy directed to the Dean of the College of Nursing at Rush University. In the event that dismissal has resulted from a final course grade, the student may continue to take nonclinical coursework as an unclassified student during the appeal process.

Documentation

All documentation related to the appeal should be considered confidential and its distribution limited to individuals on a need-to-know basis. The decision of the Advisory Panel shall be in writing, shall contain a summary of the evidence and testimony upon which the decision is based, and shall be delivered to the Dean. Notification of the Dean's decision will be sent to the student (by certified mail), the Progression Committee and to the Advisory Panel. The Dean will place a copy of the final decision in the appropriate file(s).

Appeal Process

Step I. The student will contact the faculty person who gave the grade or evaluation by the end of week one (Friday) of the following term and arrange a meeting to discuss any possible actions that could result in resolution of the grade issued.

Step II. If no satisfactory resolution is achieved, the student initiates the appeal process by notifying the advisor, Course Coordinator, and the appropriate Assistant Dean in writing of his/her desire to pursue the formal academic appeal process. This notification is done within five (5) working days of the meeting in Step I. After notifying the above persons, the student has five (5) days to arrange a meeting with the Course Coordinator and the appropriate Assistant Dean. The faculty person who gave the grade and the student's advisor may be included as appropriate. The Assistant Dean will review relevant data from the student, faculty member, and course coordinator and issue a decision to the student.

(For PhD students only: If a PhD student wishes to appeal the decision provided in Step II of the above policy beyond the Division of Nursing, do not proceed with Step III below but instead refer to Step 1 of the Graduate College academic appeal policy detailed in the [Rush University Catalog](#).)

Step III. If no satisfactory resolution is achieved, the student shall submit a written statement to the Dean of the College of Nursing (CON) requesting consideration of her/his case by a Faculty Advisory Panel. The request to the Dean must be submitted within five (5) working days of receiving the Assistant Dean's decision. The student must provide:

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1. Course number and grade or evaluation being appealed;
2. Action requested;
3. Justification for request;
4. Outline of effort and actions already taken to obtain consideration of the request.

Copies of this communication must be sent by the student to the Course Coordinator, faculty member (if different from the course coordinator), advisor, and the Associate Provost for Student Affairs (Rush University).

Step IV. Within ten (10) working days after notification, the CON Advisory Panel shall meet and submit a written recommendation to the Dean. The Advisory Panel will consist of the College of Nursing Faculty Senate and the Associate Provost for Student Affairs (Rush University). Faculty Senate should ensure that at least one Advisory Panel member is actively involved in teaching at the level of the student involved in the appeal. The Dean or designee may be an observer during the hearing.

Formal rules of evidence shall not be applicable. Evidence presented should be reasonably related to the issues before the Advisory Panel and shall not be unduly repetitious. All evidence shall be admissible unless clearly redundant. Both the student and the Advisory Panel may be accompanied by legal counsel or other person at the Advisory Panel session. However, the accompanying legal counsel or other person may not participate in the actual session proceedings.

Step V. Within five (5) working days or as soon thereafter as possible following receipt of the Advisory Panel recommendation, and upon discussion with the student and others as appropriate, the Dean shall reach a final decision and notify each party of the decision. The decision reached by the Dean is final.

Rules for the Conduct of the Advisory Panel

The Presiding Officer of the Faculty Senate:

1. Shall preside over the Advisory Panel;
2. Rule upon the relevance of the evidence and dispose of procedural requests;
3. Interpret these rules, the Rules of Governance of Rush University, and the Policies and Procedures of Rush College of Nursing;
4. Take any action authorized by these rules, the Rules of Governance of Rush University, or the Policies and Procedures of Rush College of Nursing.

The Advisory Panel shall:

1. Consider evidence in the form of documentary evidence, written statements, or oral testimony from the student and/or such other relevant witnesses as may be called by the Advisory Panel or the student.
2. Reach a decision on the appeal by simple majority vote by a quorum (i.e., a simple majority of voting members), that the preponderance of the evidence establishes that

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there was or was not adequate cause to support the student's appeal. Advisory Panel members who are not present at the hearing cannot be part of the deliberations nor can they vote on the outcome of the hearing.

3. Hear the student's presentation of evidence first. During the Conduct of the Advisory Panel for the Student Academic Appeal Procedure, the student with his or her advisor and involved faculty members may appear before the Advisory Panel individually, with additional time granted as deemed appropriate by the Advisory Panel. The student shall present before other evidence is heard by the Advisory Panel.

4. Document their decision in writing, including a summary of the evidence and testimony upon which the decision is based.

5. Deliver their decision to the Dean.

The Dean:

1. Considers the matter and renders a final decision with respect to the appeal.

2. Notifies the student of the decision by certified mail and the Advisory Panel by email.

3. Places a copy of the final decision in the student's file.

Degree Requirements

The Master of Science Degree (MSN): Generalist Entry Master's (GEM)

The pre-licensure Master of Science in Nursing program, also known as the Generalist Entry Master's (GEM), requires a minimum of 71 trimester hours and 1068 clock hours of clinical instruction and must include all graduate coursework, clinical experiences and residency requirements as stated in the program of study. A minimum of 48 trimester hours must be spent as a GEM student in academic residence at Rush University. Master's students must complete degree requirements within five years (60 months).

All GEM students are required to pass an end of program, comprehensive exam. Attainment of a minimum passing grade is expected prior to graduating. All students are expected to participate in examinations which are used for program evaluation. Students sit for certification as a Clinical Nurse Leader while still enrolled in the program.

After receiving the master's degree in nursing, graduates are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX).

The Master of Science Degree (MSN) - Post-licensure Clinical Nurse Leader (CNL)

The post-licensure Master of Science in Nursing degree requires a minimum of 37 trimester hours and 400 clock hours of clinical instruction and must include all coursework, clinical experiences and residency requirements as stated in the program of study. No less than 25 trimester hours shall be spent in academic residence at Rush University for the post-licensure MSN degree. Master's students must complete degree requirements within five years (60 months).

The Doctor of Nursing Practice Degree (DNP) with Clinical Specialty Certification

Course requirements vary in each area of concentration. The College reserves the right to modify course requirements in consideration of overall curricular goals and design and certification standards. Depending upon the area of specialization, most BSN-DNP options range between 62 – 69 trimester hours. At least two-thirds of the hours designated in the specialty concentration must be spent in academic residence at Rush University for the DNP degree. Doctor of Nursing Practice students must complete degree requirements within five years (60 months).

The Doctor of Nursing Practice Degree (DNP) Leadership Tracks

The leadership tracks for the DNP degree require a minimum of 62 trimester hours of post-baccalaureate or 30 trimester hours of post-graduate study. At least two-thirds of the hours designated in the leadership track must be spent in academic residence at Rush. All Doctor of Nursing Practice students must complete degree requirements within five years.

The Doctor of Philosophy in Nursing Science (PhD)

The Doctor of Philosophy in Nursing Science degree requires completion of the approved individual program of study. Coursework for the PhD must be the equivalent of 55 trimester hours of post-master's study, exclusive of the dissertation. No less than 37 trimester hours of study shall be spent in residence at Rush University for the PhD degree. Students must complete degree requirements within 8 years (96 months).

Participation at commencement is expected of all graduates.

Graduation and Commencement

Graduation and Commencement Requirements

Who can "march" in the spring Commencement ceremony?

- 1) Students who earned master's degrees in the previous Fall term or who will earn those degrees in the Spring term of graduation or the Summer term just following graduation are eligible if they have not marched in a previous commencement, and all required forms have been submitted to the Office of the Registrar.
- 2) ALL doctoral candidates (PhD, DNP) who have submitted their defended dissertation to the University Library (or successfully completed their DNP presentation and final project paper) and who have submitted the completed Degree Approval form prior to the deadline for their degree type (see information on Degree Approval form).
- 3) Master's students completing degree requirements in the Summer just following graduation who wish to march in Spring must have the Intent to Graduate form on file by the second week of the Spring term. The Degree Approval form will be due to the Office of the Registrar at the end of the Summer term. Doctoral candidates who will complete degree requirements in the Summer term may participate in the Spring commencement with the approval of the advisor and program director.

Who cannot "march" in the Spring Commencement ceremony?

- 1) Students who are completing degree requirements in the Fall term are not eligible to march in the previous spring commencement ceremony. Students completing degree requirements in Fall may march in the next year's ceremony.
- 2) Certificate students are not eligible to participate in the commencement ceremony as they are not being awarded a degree.

Forms to be completed:

- 1) ALL students earning a degree (not a certificate) must obtain and complete an [Intent to Graduate form](#). The completed [Intent to Graduate form](#) must be submitted no later than the second week of the term in which you graduate. Summer term graduates must submit this form no later than the second week of the spring term. Failure to do so may result in your diploma not being available at the time of your graduation. The [Intent to Graduate form](#) is also available in the Office of the Registrar (440 Armour).
- 2) Master's and doctoral students completing degree requirements must submit a completed [Degree Approval form](#) to the Office of the Registrar by noon on the Friday before graduation. Failure to submit the [Degree Approval form](#)

with all required signatures will result in your diploma being withheld from commencement/convocation. The [Degree Approval form](#) is also available in the Office of the Registrar (440 Armour).

What every student needs to do to ensure that degree requirements are complete.

- 1) ORDER a copy of your transcript and check it thoroughly - all coursework required in the program of study must appear on the transcript with an acceptable letter grade. Students must have a minimum 3.0 GPA in order to graduate.
- 2) OUTSTANDING "I" OR "NR" GRADES on your Rush transcript: If there are any "I" grades, be certain to complete the work required as soon as possible. Contact the instructor who will be awarding the grade and be sure she/he knows that a "Grade Change" must be submitted to the Office of the Registrar PRIOR to the Friday before graduation or your diploma will be withheld. If there are any "NR" grades, see the instructor for that course about submitting the missing grade.
- 3) TRANSFER OF CREDIT: If you petitioned and received transfer credit that is not posted to your Rush transcript, inform the Office of the Registrar immediately.

Advisement Guidelines

Academic Advising Process

The role of academic advisor is an important one in the College of Nursing. Through the advisement process a sound academic program of study is maintained for students throughout their matriculation. Advisees should learn more about the profession they are preparing to enter from their advisors and the possible professional roles they might assume. Advising may take the form of answering a question, having a conference, or solving a problem. It is a reciprocal process that develops as both parties are invested in a mutually rewarding relationship.

Advising in a professional university is both a developmental and socialization process. Though students are ultimately responsible for their own education and development, the faculty member/advisor should be thought of as a valued resource person with a wealth of knowledge due to their education and experience. The advisee is expected to seek guidance from the advisor and let the advisor know when help is needed. The advisor should, however, be proactive in developing relationships with their advisees and keeping current on their academic progress. The advisor is also someone who can explore career/professional goals with the advisee. Through active, involved advisement faculty have the opportunity to influence a student's progress, motivation, values, and goals.

Each student is assigned a faculty advisor upon confirmation of admission to the College. The roles and responsibilities of the advisor and advisee are described below.

Advisors: Advisors should serve as role models, mentors, and resource persons, acting in the best interest of students. The advisor can serve as a link between the student and the formal organization of the College and University.

Advisors should be familiar with the College curriculum, University, and College policies and procedures, and pertinent information about their advisees.

Specific Responsibilities of the Advisor

1. Clearly inform advisees of how to be contacted and when. Create an environment of accessibility.
2. Develop the foundations for a relationship early on.
3. Review/confirm the program of study with new advisees within the first four weeks of the term.
4. Monitor the advisees' academic progress and discuss how they are managing their studies at least once each term.
5. Revise student's program of study as needed and route revised plan to the CON Program Coordinator.
6. Help plan clinical practica for graduate students as required.
7. Guide doctoral students in choosing research and clinical examination committee members.
8. Oversee projects of DNP advisees.
9. Chair clinical defense committee for PhD advisees.

Advisees: Advisees are students who have advisors assigned to them after confirming their admission to the College. Advisees must demonstrate initiative in working with their advisors to commence and maintain a productive advisor/advisee relationship.

Advisees should attempt to familiarize themselves with their curricula, University and College policies and procedures, and other pertinent information as it arises during the academic year.

Specific Responsibilities of the Advisee

1. Inform your advisor of your schedule and how you may be contacted within the first four weeks of the term.
2. Follow your plan of study as outlined by your advisor.
3. Seek your advisor's assistance when encountering academic or related problems.
4. Contact your advisor for an appointment at least three days before the desired appointment.
5. Leave e-mail or voice-mail messages for your advisor when unable to contact him/her.
6. Consult your advisor about transfer of credit, scheduling difficulties, leave of absence, or change of status (e.g., enrollment, major or program).
7. Use the CON Student Advising Handbook, University Catalog, and other current printed material as reference sources.

The Program Directors will serve as back-up for the program advisors. An advisee should contact the appropriate Program Director (i.e., Generalist, Specialist, or PhD) when their advisor has been unavailable for an extended period of time or if an emergent situation arises. If the Program Director is unavailable, please contact the Assistant Dean for Generalist Education (for GEM and CNL) or the Assistant Dean for Specialist Education (for DNP and PhD) of the College of Nursing.

PhD Program Overview

Graduates of the PhD program will develop the skills of a clinical researcher. These skills will be based on the integration of knowledge from biological, behavioral, and clinical sciences. Their clinical research skills will contribute to the scientific basis of care provided to individuals across the life span and in any setting where care is provided. Graduates will also have leadership skills necessary to serve as senior academicians and influence health care systems and policy.

PhD Program of Study Guidelines

For both part-time and full-time students:

- Core and cognate courses should be completed prior to taking NSG 691, the Advanced Clinical Research Practicum (ACRP).
- NSG 691 is done on an independent study basis. A completed independent study form must accompany the registration form.
- A minimum of eight (8) hours of NSG 691 must be completed before the student may present the oral defense. Additional hours may be required. If students have completed the eight (8) hours of NSG 691 but have not yet presented the oral defense, they must register in every subsequent term for at least one credit hour of NSG 691.
- Dissertation credit may not be taken until the student passes the written and verbal ACRP defense.
- After successful completion of the ACRP defense, students must register for a minimum of three (3) hours of NSG 699 every term thereafter until the dissertation is successfully defended. A minimum of 12 total dissertation hours is required.
- The student becomes a doctoral candidate after the dissertation proposal is approved by the dissertation committee.
- Students may not take a Leave of Absence to prepare for their dissertation proposal defense.
- PhD students must complete degree requirements within eight (8) years.

Student Handbook

Guidelines and Forms for PhD Matriculation

Click on the attachments below to view important information about the PhD program of study.

PhD Products by Year of Program for Full-Time and Part-Time MSN to PhD Students

Advanced Clinical Research Practicum Guidelines

- **[Advanced Clinical Practicum Research \(ACRP\) Committee Agreement Form](#)**
- **[Advanced Clinical Practicum Research \(ACRP\) Exam Approval Form](#)**

Cognate Guidelines

Dissertation Guidelines

Dissertation Proposal Guidelines

Dissertation Authorship Guidelines

- **[Dissertation Committee Agreement Form](#)**
- **[Dissertation Proposal Approval Form](#)**
- **[Dissertation Defense Approval Form](#)**
- **[Presentation Registration Form](#)**

Degree Approval Process

Statistical Support

Scope of Services: Statisticians retained by the College of Nursing are available to consult on a limited basis with doctoral students and participate as members of doctoral committees. Examples of helpful services a statistician can provide to doctoral students are: advice in refining research questions and selecting measurement tools to maximize their ability to use rigorous analytic techniques, assistance in the determination of sample size and/or subject numbers, planning the analytic techniques that will test the study's hypotheses, exploring modifications that may be required in the analytic plan once analyses have begun, participation in determining alternative interpretations of the results based on the characteristics and limitations of the analyses.

Examples of activities that are the student's responsibility are: programming, coding data, setting up a computer data file, entering the data, running the statistical analyses, writing the analytic section of the project/dissertation and interpreting the findings to the doctoral committee. With the permission of the committee chairperson, the student may hire assistants to enter and code data and to perform statistical analyses. College of Nursing statisticians can help students identify possible, potential paid assistants for these activities. Payment is entirely the responsibility of the student.

In all cases, the student is responsible for the quality of such work and is expected to be able to explain and defend all actions pertinent to data management and statistical analyses. This responsibility includes defense of any interim analysis steps. Examples of such steps are normalization, weighting, and resetting test parameters (e.g. overriding multicollinearity indicators prior to conducting a regression analysis). Use of assistants does not relieve a student of the responsibility to provide the doctoral committee with the programs and analytic output upon which the results are based.

Response Times: The statistician will acknowledge any request for assistance within five regular business days. Note that this does not mean that questions can be answered or appointments held within five days but rather that the statistician will alert the student as to availability for consultation. **The best strategy for timely completion of a project or dissertation is to meet at the beginning of the dissertation process with the statistician and your chairperson and determine a timetable of statistics-related activities.** This timetable is just another part of the dissertation timetable and must be compatible with its other elements. For example, if you plan data collection to take place in September and October and analysis to begin in November, you may need to have the statistician review your data program in early August so that you can code data as you collect it.

Alert the statistician to any deviations in this timetable as soon as possible. The statistician may or may not be able to accommodate such a change.

Getting the Most Out of a Statistical Consultation

1. Write your aims for the consultation (e.g., determine sample size, select between two different statistical approaches or decide if normalization is warranted for your data set). This will provide clarity to you and the statistician as you begin the session and enable you to determine at the end of the session if all of your aims have been met.

Student Handbook

2. Assemble relevant materials. Bring these materials in written form to the consultation. At a minimum, this should include (1) the question and/or hypotheses you are attempting to address, (2) the tools you are considering using/are using, and (3) information about the tools, including distributions noted in earlier studies, scale formation, and validity and reliability.

3. Ask the statistician what else you should bring to the meeting. For example, if you are asking the statistician to check your programming analyses or to show you how to run a particular statistical test, bring your electronic data set or send it to the statistician in advance of the meeting. If you are asking the statistician to comment on your analysis runs or the results, bring them to the meeting.

4. Remember that many issues can be addressed via e-mail or phone. The statistician will counsel you as to which consulting format(s) is best for your issue.

PhD Products by Year of Program

PhD Products by Year of Program for Full Time MS to PhD Students

Outcome	Unmet	In Progress	Met
Year 1 (MS to PhD)			
1. Selection of research topic of interest.			
2. Completion of appropriate coursework.			
3. Submission of minimum of one paper (i.e., concept development/analysis paper, integrated literature review, methodological paper).			
4. Development of F31 preliminary draft of pre-doctoral fellowship application.			
Year 2 (MS to PhD)			
1. Completion of appropriate coursework and cognates.			
2. Development of hands-on research skills (NSG 691).			
3. Development of teaching skills.			
4. Submission of minimum of one paper (i.e., results of Advanced Clinical Research Practicum, collaborative student/faculty paper, clinical paper).			
5. Development of leadership plan.			
6. Attendance/Presentation at a minimum of one professional conference.			
7. Resubmission of F31 application, as deemed appropriate by advisor.			
Year 3 (MS to PhD)			
1. Enrollment in dissertation hours (i.e. proposal development, conduct of research, writing results) (NSG 699).			
2. Submission of minimum of one paper (i.e., collaborative student/faculty paper, clinical paper).			

3. Refinement and implementation of leadership plan.			
4. Attendance/Presentation at a minimum of one professional conference.			
Year 4 (MS to PhD)			
1. Enrollment in dissertation hours (i.e. proposal development, conduct of research, writing results) (NSG 699).			
2. Submission of minimum of one paper (i.e., results of dissertation research, collaborative student/faculty paper, clinical paper).			
3. Attendance/Presentation at a minimum of one professional conference.			
4. Implementation of leadership plan.			

PhD Products by Year of Program for Part Time MS to PhD Students

Outcome	Unmet	In Progress	Met
Year 1 (MS to PhD)			
1. Selection of research topic of interest.			
2. Completion of appropriate coursework.			
3. Submission of minimum of one paper (i.e., concept development/analysis paper, integrated literature review, methodological paper).			
Year 2 (MS to PhD)			
1. Completion of appropriate coursework and cognates.			
2. Submission of minimum of one paper (i.e., integrative review, collaborative student/faculty paper, clinical paper).			
3. Development of F31 preliminary draft of pre-doctoral fellowship application.			
4. Attendance/Presentation at a minimum of one professional conference.			
Year 3 (MS to PhD)			
1. Completion of appropriate coursework and cognates.			
2. Development of hands-on research skills (NSG 691).			
3. Development of teaching skills.			
4. Submission of minimum of one paper (i.e., results of Advanced Clinical Research Practicum, collaborative student/faculty paper, clinical paper).			
5. Development of leadership plan.			
6. Attendance/Presentation at a minimum of one professional conference.			
7. Resubmission of F31 application, as deemed appropriate by advisor.			

Year 4 (MS to PhD)			
1. Enrollment in dissertation hours (i.e. proposal development, conduct of research, writing results) (NSG 699).			
2. Submission of minimum of one paper (i.e., collaborative student/faculty paper, clinical paper).			
3. Refinement and implementation of leadership plan.			
4. Attendance/Presentation at a minimum of one professional conference.			
Year 5 (MS to PhD)			
1. Enrollment in dissertation hours (i.e. proposal development, conduct of research, writing results) (NSG 699).			
2. Submission of minimum of one paper (i.e., results of dissertation research, collaborative student/faculty paper, clinical paper).			
3. Attendance/Presentation at a minimum of one professional conference.			
4. Implementation of leadership plan.			

Student Authorship Guidelines

Authorship identifies those individuals who hold primary responsibility for the content of the manuscript. Students should discuss authorship eligibility and responsibilities with the major advisor and committee members at the inception of their projects. Because research is a dynamic process, it is possible that substantive changes will occur in the contributions of research team members over the course of the project. Consequently, students may need to renegotiate author credit and/or order.

It is expected that students will be the first author on all manuscripts that emanate from their doctoral studies. The following criteria should be used to guide discussions regarding authorship eligibility and order:

1. Students may be the sole author on manuscripts that result from their doctoral work.
2. Authorship credit is awarded to committee members and other individuals who make a substantial contribution to the manuscript. Substantial contributions include:
 - a. Formulation of the research question and hypotheses
 - b. Conceptualizing the study framework and design
 - c. Performing data analysis
 - d. Interpreting the data
 - e. Writing or critically revising sections of the manuscript
 - f. Serving as principal investigator of a funded study that generated the data
3. Authorship order is jointly negotiated among the first and co-authors. Authors who make major contributions in the analysis and interpretation of data and/or writing of the manuscript may precede authors who contribute in other areas.

As the primary author, the student is responsible for assuring that:

1. Each named author meets authorship criteria
2. Each author has reviewed the entire manuscript and approves of its content
3. Each author has consented to authorship

Individuals who provide minor and/or general support, but who do not make substantive contributions to the design, conduct, analysis, or write-up of the study, may be recognized in the Acknowledgements section of the manuscript. Examples of minor/general support include technical support, data collection and entry, proofreading, participant recruitment, and financial/budgetary assistance.

References

<http://www.apa.org/research/responsible/publication/index.aspx>

http://www.icmje.org/ethical_1author.html

DNP Advisement Process – Roles

Advisor. Your advisor has been assigned based on an expectation that s/he will be a good fit to guide your clinical area of interest and/or a prospective project. Ideally, your advisor has already interviewed you and is familiar with your specialty area/project. In addition to being an important resource person regarding your ongoing DNP project, your advisor will also assist you with matriculation, progression, and other academic issues. Communication expectations between advisee and advisor should be established at the beginning of the program. There is not a requirement for the frequency of communication and varies from advisor to advisor. Some advisors plan weekly communications either by email or phone at the beginning of the program; others plan weekly or monthly meetings. In the new student orientation, it is suggested you make ongoing scheduled appointments with their advisor. If not needed, these can always be cancelled.

Second Reader. The reader serves as the secondary faculty member to evaluate the DNP project proposal and final report, oral and written versions. The reader assists the student's advisor, or in other words, serves as a fresh set of eyes to review and offer suggestions to the advisor for the advisor and student to consider. Final approval of the quality of the project proposal and final report is the both the advisor's and second reader's responsibility.

Project Facilitator. The Doctor of Nursing program requires completion of a minimum of 500 clock hours of clinical practica. During this time, the student will implement and evaluate a project approved by both the project facilitator and academic advisor. The facilitator provides local oversight and support of the student and facilitates access to resources required to complete the project. A Project Facilitator form must be completed and sent to your advisor. Specific Project Facilitator responsibilities include:

1. Assisting the student in selecting realistic and specific goals within the framework of the objectives of the Doctor of Nursing program.
2. Guiding student in acquisition of leadership skills.
3. Providing feedback to student and student's advisor throughout practica.
4. Facilitating completion of leadership project.

DNP Project Guidelines

The purpose of the DNP project is to allow the student an opportunity in which to synthesize the strategic management and leadership skills developed in DNP coursework. The student demonstrates the synthesis of leadership skills through the development, implementation, and presentation (oral and written) of a DNP project. The following paragraphs describe the process for developing a suitable DNP project.

Developing the DNP Project

During NSG 603* and 604A*, the DNP student delineates a specific leadership project. Students will be expected to provide a problem statement, the challenges/problems that led to the identification of the project, and a brief description of the project. The student will receive feedback from both the course director and their advisor. The student and advisor should also agree upon who the project facilitator will be and their readiness to assume such a role.

During subsequent terms the student is enrolled in didactic coursework, preparation for IRB approval (if required), and clinically engaged in project planning. During the term in which NSG 604C*: DNP Project Planning III is offered, the advisor and project facilitator review the proposed plan and the student makes a campus visit to publicly present their project. The advisor and second reader must approve the proposal prior to enrollment in the residency courses. If the student's proposal is not approved by the end of the following term, the student shall enroll in NUR 999, Continuous Enrollment, until a proposal is approved. During the last term of enrollment the student makes a campus visit to present their final project.

* Students enrolled in the APHN or Leadership to Enhance Population Health Outcomes take NSG 566 and 567. Students enrolled in the FNP program take NSG 566, 567, and 604A.

What Constitutes a DNP Project?

The project must be one that allows the student to have an opportunity to develop and ultimately demonstrate a synthesis of leadership skills within the context of improving health care. Given this requirement, the setting, purpose, and objectives of student projects will vary but every project will include the synthesis of evidence and outcomes based thinking, strategic decision making, effective project management, and proficient communication skills that are hallmarks of a DNP graduate.

A variety of forms have been created to guide the student through their project. These forms are found in the next section.

Student Handbook

DNP Forms and Documents

[The Role of the Second Reader](#)

[DNP Project Overview for Facilitators](#)

[DNP Project Facilitator Form](#)

[Clarification of Work Done in Pairs](#)

[IRB Information](#)

DNP Project Proposal

- [Guidelines](#)
- [Paper Grading Rubric](#)
- [Oral Presentation Grading Rubric](#)

DNP Project Final

- [Paper Grading Rubric](#)
- [Oral Presentation Grading Rubric](#)

[DNP Permission to Copy](#)

GEM Advisement Process

All GEM students are assigned to a program advisor. The program advisor is a valuable resource to help students get acclimated to nursing school, navigate to appropriate resources, and assist in program of study changes as required. The advisor works in coordination with the GEM program director and other university services to coordinate the GEM academic experience.

GEM Forms and Documents

[Uniform and Equipment Form Information](#)

[Test Review Policy](#)

[Clinical Performance Appraisal](#)

[Course Evaluation Policy and Procedure](#)

[Portfolio Requirements](#)

[Professional Development Hours Opportunities](#)

[Clinical Assignment Record](#)

[Graduate Nursing Student Academy Brochure](#)

CNL Advisement Process

Students admitted to the CNL program are assigned a faculty advisor. Besides engaging in the advising activities outlined under the General Advising Process, the faculty advisor also directs the CNL student in their Capstone Project. It is important that the CNL student communicate with their faculty advisor in the manner outlined by the course syllabi regarding capstone requirements during the latter half of the program.

Post-Graduate Certificate Advisement Process

The program of study for the post-graduate non-degreed certificate student is the most individualized. A thorough transcript review is necessary to give credit to previous course work and generate a program of study which meets program requirements. The faculty advisor and Program Director work closely to ensure consistency of program requirements.

Progression Criteria

- All college policies of academic progression apply to certificate students. Certificate students must be in good standing in order to graduate.
- All programs of study and related courses must be approved by the Program Director.
- All requirements must be completed prior to the student receiving verification of his/her eligibility to take the certification exam.

Rush Medical College Student Handbook

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Introduction

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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

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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

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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

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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

OMSP Office Phone Number: (312) 942-6915

Admissions		
Boyd, Cynthia, MD	Assistant Dean, Admissions and Recruitment	Cynthia_E_Boyd@rush.edu
Gallegos, Bernadette	Manager, Admissions	Bernadette_Gallegos@rush.edu
Volk, Jill, MSED	Director, Admissions and Recruitment	Jill_M_Volk@rush.edu
Administration		
Baker, Elizabeth, MD	Senior Associate Dean, Education	Elizabeth_Baker@rush.edu
Busse, Judith	Manager, Special Events	Judith_Busse@rush.edu
Hooper, Joy	Administrative Assistant	Joy_Hooper@rush.edu
Meyer, Jonathan, MBA	Director, Operations	Jonathan_Meyer@rush.edu
Education		
Szewka, Aimee, MD	Assistant Dean, Education	Aimee_Szewka@rush.edu
Blood, Angela, MPH MBA	Director, Curriculum and Education Management	Angela_Blood@rush.edu
Finley, Ellenkate	Manager, Simulation Education	Ellenkate_Finley@rush.edu
Grichanik, Mark, PhD	Director, Assessment	Mark_Grichanik@rush.edu
Ham, Jennifer	Clinical Education Coordinator	Jennifer_Ham@rush.edu
Johnson, Lisa	M1 Education Coordinator	Lolesia_Johnson@rush.edu
Leven, Robert, PhD	Assistant Dean, Basic Science Education	Robert_Leven@rush.edu
Patwari, Rahul, MD	Assistant Dean, Innovation and Technology	Rahul_Patwari@rush.edu
Schmidt, Jan	Assistant Director, Clinical Education	Jan_Schmidt@rush.edu
Solic, Angela, PhD	Manager, Instructional Design and Curriculum	angela_solic@rush.edu
Szzech, Maria	Manager, Assessment	Maria_Szzech@rush.edu
Tonietto, Janice	M2 Education Coordinator	Janice_Tonietto@rush.edu
Watkins, Gloria	Education Coordinator	Gloria_Watkins@rush.edu
Student Development		
Behel, Jay, PhD	Associate Dean, Student Affairs	Jay_M_Behel@rush.edu
Corral, Christine, PhD	Director, Student Professional Development	Christine_Corral@rush.edu
Konieczny, Mary	Education Coordinator	Mary_C_Konieczny@rush.edu
Sclamberg, Joy, MD	Associate Dean, Student Affairs	Joy_Sclamberg@rush.edu
Systems		
Fleming, Bill, MSIS MS	Director, Medical Student Systems	Bill_P_Fleming@rush.edu
Triche, Jason	Web Developer	Jason_Triche@rush.edu
Yuen, Owen	Database Analyst	Owen_Yuen@rush.edu

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

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- ☐ **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

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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

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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

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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

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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.sfmach.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

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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

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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

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.

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 as 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

See <http://www.usmle.org>.

RMC recognizes the importance of the Step exams and therefore provides a variety of curricular and co-curricular 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/> for guidelines, forms, and FAQs.

Request for USMLE Step Delays

Refer to [Appendix B – Request for USMLE Step Delays](#).

The Learning Environment

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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.rushu.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: Kaele 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

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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
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<http://www.aamc.org/newsroom/reporter/july06/word.htm>.
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- Kirk, Lynne, Professionalism in medicine: definitions and considerations for teaching, Proc (Baylor Univ Med Cent). 2007 Jan; 20(1): 13-16.
- Medical Professionalism in the New Millennium: A Physician Charter ; 2002, the ABIM Foundation, the ACP Foundation and the European Federation of Internal Medicine.
<http://www.abimfoundation.org/Professionalism/Medical-Professionalism.aspx>

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.surveymzmo.com/s3/2262654/Educational-Vendor-Forms>

Communication

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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

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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>. 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

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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

Student Services & Resources

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

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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.

Technology & Student Accounts

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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	
Component	Minimum Requirements
Operating System	PC ¹ : Windows 7, 8 and 10. Mac ² : OS X 9, 10, 11 and 12
Processor	1.0GHz Intel processor or better
RAM	2GB
Hard Drive	20GB of available space
Monitor	13" or larger color monitor recommended
Screen Resolution	1280 x 800 or higher

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 ³	
Component	Minimum Requirements
Hardware	iPad 4, 5 (Air), 6 (Air 2), or any iPad Mini
Operating System ⁴	iOS 7 through iOS 9 only
Hard Drive	500 MB of free space

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.

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

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 (attending 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.surveymoz.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 process 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>)
- 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. 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-esteem or confidence of a student. Sexual harassment includes but is not limited to: offensive comments to or about the student; unwanted attention or unwelcome verbal 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. A

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.