



# **Medical Student Handbook 2018-2019**

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## Section I. GENERAL INFORMATION

### **PURPOSE OF THE STUDENT HANDBOOK**

This handbook contains information, policies, and procedures specific to students enrolled in the Doctor of Medicine program. It is to be used in conjunction with the MCW All Student Handbook which includes information, policies, and procedures that pertain to all students.

Although every effort has been made to verify the accuracy of information in this publication, the Medical School reserves the right to make changes to policies and procedures without notice as necessitated by governing authorities or administrative needs. Changes will become effective whenever the proper authorities so determine and will apply to all matriculated students.

Updates and changes are made annually to the handbook. Anyone with suggestions for amending or changing any of the information in this handbook should make those suggestions in writing to the Office of Student Affairs.

It is the responsibility of the student to seek out clarification of policies and procedures.

### **ACADEMIC CALENDAR**

The [academic calendar](#) outlines the dates classes are in session, holidays observed by MCW, and other important events.

### **ACCREDITATION**

The Medical College of Wisconsin is accredited by the Higher Learning Commission (HLC), as well as the Liaison Committee on Medical Education (LCME).

### **CEREMONIES**

The Medical School hosts the following ceremonies to celebrate the accomplishments of its students.

#### **White Coat**

The White Coat Ceremony formally welcomes first-year students to the Medical School as colleagues dedicated to patient care. The presentation of the white coat represents passage into the medical profession, with all the associated rights, opportunities and responsibilities. This event typically happens during Orientation week.

#### **Hooding & Awards**

A hooding and awards ceremony is held each year, typically the day before Commencement. It is an optional ceremony.

#### **Commencement**

MCW-Milwaukee, MCW-Central Wisconsin and MCW-Green Bay host commencement ceremonies. Attendance at Commencement is required.

#### **The Oath of Hippocrates**

The Oath of Hippocrates traditionally has been sworn by physicians at the time of graduation from medical school. The precepts of the Hippocratic Oath are important throughout undergraduate medical education as well.

Since it originally was developed as part of the Hippocratic Canon about 400 BC, the oath has undergone several changes from the original Greek. The version used by the Medical College of Wisconsin in its Commencement exercises is the following:

*I do solemnly swear by that which I hold most sacred that I will be loyal to the profession of medicine and just and generous to its members; that I will lead my life and practice my art in uprightness and honor; that into whatsoever house I shall enter, it shall be for the good of the sick and the well, to the utmost of my power; that I will hold myself aloof from wrong, from corruption, from tempting of others to vice; that I will exercise my art solely for the cure of my patients and the prevention of disease; that I will give no drug, perform no operation for a criminal purpose, far less suggest it; that whatsoever I shall see or hear of the lives of men, which is not fitting to be spoken, I will keep inviolably secret. These things I do promise, and in proportion as I am faithful to this my oath, may happiness and good repute be ever mine; the opposite if I shall be foresworn.*

## **CURRICULUM**

The Medical College of Wisconsin's [Discovery Curriculum](#) reflects a dynamic approach that cultivates each student's skills and interests into a passion for lifelong learning that inspires each student to continuously travel a path of exploration and discovery. The Discovery Curriculum features multifaceted learning modalities – including classroom experiences led by nationally recognized faculty, clinical experiences guided by expert mentors, peer-based small group interactions and opportunities for individualized career pursuits.

Courses in the Discovery Curriculum are led by [course coordinators and directors](#) in a number of basic science and clinical departments as well as centers and institutes.

The departmental faculty is responsible for developing the content material, evaluation system and standards of competence for each course. The standards for passing may differ from course to course. The faculty must distribute their course requirements at the beginning of each course. The students are responsible for being aware of those course requirements and meeting all deadlines.

The following Medical School websites include course descriptions and sample schedules:

[MCW-Milwaukee](#)

[MCW-Green Bay](#)

[MCW-Central Wisconsin](#)

### **MCW Requirements for the M.D. Degree**

To earn the M.D. degree from the Medical College of Wisconsin, students must:

1. Successfully complete all required basic science courses, clinical clerkships, and elective rotations.
2. Take and pass the United States Medical Licensing Examination (USMLE) Step 1 prior to beginning fourth year coursework at any campus or prior to March 1 of the final year of the three year program at MCW-Green Bay or MCW-Central Wisconsin. Additionally, Step 2-CS of the USMLE must be taken while Step 2-CK of the USMLE must be taken and a passing score must be reported by March 1 of the final (graduation) year at any campus.
3. Complete the pathway requirements and scholarly project.
4. Demonstrate competence in patient evaluation and management.
5. Demonstrate integrity in personal conduct, respect for the rights of others and evidence of ethical conduct and mature judgment throughout the course of study.
6. Receive the recommendation of the Academic Standing and Professionalism Committee to the Board of Trustees.
7. Meet the "Technical Standards for Admission and Graduation."
8. Attend the commencement exercises.

## **MCW Global Competencies**

MCW graduates will be able to:

### **1. Patient Care**

- 1.1. Perform medical, diagnostic, and surgical procedures considered essential for the start of internship
- 1.2. Gather essential and accurate information about patients and their conditions through history-taking, physical examination, laboratory data, imaging, and other tests
- 1.4. Interpret laboratory data, imaging studies, and other tests essential for the start of internship
- 1.5. Demonstrate independent problem-solving interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6. Develop and monitor patient management plans
- 1.7. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- 1.9. Understand and recommend health care services to patients, families, and communities aimed at preventing health problems or maintaining health

### **2. Knowledge for Practice**

- 2.2. Apply established and emerging biomedical scientific principles fundamental to health care for patients and populations
- 2.4. Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- 2.5. Apply social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care
- 2.6. Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices

### **3. Practice-Based Learning and Improvement**

- 3.1. Identify strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2. Set independent learning and improvement goals
- 3.3. Perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- 3.5. Utilize feedback to improve daily practice

### **4. Interpersonal and Communication Skills**

- 4.1. Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- 4.2. Communicate effectively with colleagues, health professionals and health related agencies
- 4.5. Maintain comprehensive, timely, and accurate medical records
- 4.6. Demonstrate sensitivity, honesty, empathy and compassion in difficult conversations
- 4.8. Elicit, listen to, recognize and respond to emotional as well as physical complaints
- 4.9. Elicit and negotiate appropriate care plans for patients from diverse, socioeconomic and cultural backgrounds

### **5. Professionalism**

- 5.1. Demonstrate honesty, integrity, and respect in all interactions and patient care
- 5.4. Demonstrate accountability to patients, society, and the profession
- 5.6. Demonstrate a commitment to ethical principles in everyday patient care including but not limited to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations
- 5.7. Continually strive to do one's duty and exceed expectations of patients, colleagues, society and members of the healthcare team

### **6. Systems-Based Practice**

- 6.1. Work effectively in various health care delivery settings and systems
- 6.2. Coordinate patient care within the health care system

- 6.3. Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- 6.5. Participate in identifying potential system errors and solutions
- 6.7. Develop awareness to discuss the influence of legislation and political policies on the practice of medicine

## **7. Interprofessional Collaboration**

- 7.1. Collaborate with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- 7.2. Identify one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served

## **8. Personal and Professional Development**

- 8.1. Develop self-awareness to engage in appropriate help-seeking behaviors
- 8.2. Demonstrate healthy coping mechanisms to respond to stress
- 8.3. Balance personal and professional responsibilities
- 8.6. Demonstrate level-appropriate leadership skills
- 8.7. Demonstrate appropriate self-confidence that puts patients, families, and members of the health care team at ease
- 8.9. Demonstrate resilience when dealing with unanticipated outcomes

Adapted from AAMC Physician Competencies Reference Set (PCRS), 2013

*Approved by CEC April 21, 2014*

## **Technical Standards for Admission, Retention, Promotion and Graduation**

The M.D. is a broad, undifferentiated degree attesting to general knowledge of medicine and the basic skills required for the practice of medicine. MCW has a responsibility for the safety and wellbeing of patients with whom students will come into contact, both before and after graduation. This societal obligation undergirds the establishment of minimum physical, cognitive, ethical and emotional requirements providing reasonable assurance that candidates/medical students for admission, retention, promotion and graduation have the capacity to complete the entire course of study and participate fully in all aspects of medical training. MCW expects that its graduates are fully competent, compassionate, and ethical physicians capable of completing graduate medical education, passing licensing exams and obtaining medical licenses. Furthermore, a candidate/medical student's technical abilities much extend to the general competencies of all medical practices and not be limited to a single medical discipline even if a student intends to restrict their future practice to a narrow part of clinical medicine in the future. Consequently, all students are required to meet all technical standards be met and to engage in the full medical school curriculum regardless of their future career plans.

Delineation of technical standards is required for the accreditation of medical schools by the LCME. MCW technical standards include the following abilities and characteristics:

### ***Physical Requirements***

After reasonable training and experience, the candidate/medical student must be capable of performing anatomic dissections of the human cadaver, study of microorganisms and tissues in normal and pathologic states including undertaking manipulations necessary for such studies. Observation of gross and microscopic structures necessitates the functional use of the senses of vision and touch and is enhanced by the functional sense of smell.

After reasonable training and experience, the candidate/medical student must be capable of performing a complete physical examination, including observation, auscultation, percussion and palpation. The candidate/medical student must be capable of using instruments, such as, but not limited to, a stethoscope, an ophthalmoscope, an otoscope and a sphygmomanometer. The candidate/medical student must be capable of performing clinical procedures such as, but not limited to, the following: pelvic examination, digital rectal examination, drawing blood from veins and arteries, giving intravenous injections, starting central lines (inserting a needle and/or catheter into a large vein in the chest or neck),

making incisions, suturing, spinal puncture (inserting a needle into a patient's spinal canal), paracentesis (inserting a needle and/or catheter into a patient's abdomen), thoracentesis (inserting a needle and/or catheter into a patient's chest cavity), intubation (inserting a breathing tube), assisting in surgery (holding retractors and providing instruments to surgeons), performing cervical dilatation assessments, participating in a vaginal delivery, and performing basic cardiopulmonary life support including chest compressions and ventilation of the lungs. The candidate/medical student must be capable of performing and interpreting basic laboratory tests, using a calculator and a computer, reading an electrocardiogram, and interpreting common imaging tests. The candidate/medical student must be able to act quickly in emergencies. The candidate/medical student must be able to legally operate a motor vehicle or have access to other transportation methods so they can commute between clinical sites. These activities require use of special senses, physical mobility, balance, gross and fine motor coordination.

### ***Communication***

A candidate/medical student must be capable of expressive and receptive (verbal and written) communication using the English language. A candidate/medical student must also possess the ability to appreciate nonverbal and gestural communication. Together, these communication skills must also enable the candidate/medical student to obtain a medical history in a timely fashion from a wide variety of patients, in a variety of settings and to communicate effectively and sensitively with patients, their families, members of the health care team, and other professionals. Finally, the candidate/medical student must also be able to comprehend written material well enough to accurately interpret common medical records, laboratory and other diagnostic reports and pharmacological prescriptions.

### ***Intellectual-Conceptual, Integrative and Qualitative Abilities***

A candidate/medical student must have sufficient cognitive capacities to assimilate the technically detailed and complex information presented in formal lectures, small group discussions/activities, and individual study and in clinical settings. A candidate/medical student must be able to measure, calculate, reason, analyze and synthesize information across modalities, appreciate three-dimensional spatial relationships among structures and logical sequential relationships among events, and form and test hypotheses in order to enable effective and timely problem-solving in diagnosis and treatment of patients.

### ***Behavioral and Social Attributes***

A candidate/medical student must possess the emotional health, maturity and self-discipline required for successful participation in and completion of the M.D. degree program. Certain characteristics are especially important in the clinical years. These include punctuality, adequate preparation, diligence, integrity, honesty, conscientiousness in work, knowledge of patients, and capacity for teamwork. The candidate/medical student must accept responsibility for learning and personal conduct, exercise good judgment and promptly complete all responsibilities necessary for sensitive and effective relationships with patients and others. Finally, the candidate/medical student must be able to tolerate physically and intellectually taxing workloads, to function effectively under stress, to adapt to changing environments and to display flexibility.

Meeting these aforementioned technical standards, with or without reasonable accommodations, is a pre-requisite for matriculation, retention, promotion, and graduation. Candidates/medical students are required to make attestation that they meet these requirements on an annual basis. Medical students are required to promptly notify the Associate Dean for Student Affairs in the event that their ability to meet the standards has temporarily or permanently changed.

MCW may require that a candidate/medical student provide medical documentation from their own physician or other treating health professional and/or undergo an evaluation, with a clinician chosen by MCW, at MCW's expense, for the purpose of determining whether the candidate/medical student meets the technical standards.

MCW prides itself on training diverse physicians, including physicians with disabilities. As such, MCW will not exclude or otherwise discriminate against qualified individuals who apply for admission to the M.D. degree program or who are enrolled as medical students based on their status as a person with a disability or member of any other protected class.

However, if a candidate/medical student, in spite of reasonable accommodations, fails to meet the technical standards, rescinding admission or dismissal may be necessary.

Approved Senior Associate Dean for Academic Affairs: August 14, 2017

Reviewed and approved by MCW Legal Counsel: August 14, 2017

Reviewed by MCW Medical School Admissions Committee: 2017

Reviewed by MCW Academic Standing Committee: 2017

## **CAMPUS REASSIGNMENT POLICY**

MCW and our Admission Committee strive to place students in a campus environment where it is believed students will be successful and have a career path consistent with each student's goals. Because of personal or academic reasons, there may be times that it may be in the student's best interest if they move from one MCW campus to another (reassignment). This policy delineates the process for how reassignment requests will be decided.

### ***Upon Admission at MCW:***

In general, students may not opt out of a specific campus and request reassignment to an alternate MCW campus once they confirm their acceptance to a specific campus. In exigent circumstances -that have developed after acceptance- students can request a reassignment. The reason(s) necessitating a reassignment will be reviewed by the Dean of the regional campus. If approved by the Dean of the regional campus and the Associate Dean of Student Affairs of the Milwaukee campus this request is forwarded to the Admissions Committee for consideration. In its review, the Admissions Committee may require additional materials, including personal interviews. Acceptance at the alternate campus is not guaranteed and is subject to the availability of space in the class at that campus. In circumstances where no space is available, students may be offered the option to defer matriculation for a year so that space will be available.

### ***Reassignment one campus to another campus once medical school is started:***

In unusual circumstances, where there are compelling reasons, students completing their first or second years at a regional campus may request reassignment between campuses or to the Milwaukee campus. Requests must be supported by the transferring Dean of a regional campus.

In these circumstances, the Dean will make this request to the Associate Dean of Student Affairs who will document the reasons for the request, consult with the appropriate dean at the campus that will be accepting the student, and decide if the reassignment is approved. Reassignments are not guaranteed and are subject to space at the campus to which the student would transfer. Students transferring from a regional campus to the Milwaukee campus will convert to a non-accelerated curriculum.

Reassignment mid-year is precluded.

Because the accelerated curriculum utilized at the MCW regional campuses provides required coursework is on a different timeline and additional courses that are not offered in Milwaukee during the M1 and M2 years, students from the Milwaukee campus cannot request reassignment to a regional campus after matriculation.

*Approved June 19, 2017*

## **DECELERATED/EXTENDED CURRICULUM**

While most students pursuing the MD degree will complete the requirements in four years at MCW-Milwaukee and in three years at MCW-Green Bay or MCW-Central Wisconsin, the College recognizes that some students will be in programs that require more time. Examples include: students in the MD/PhD (MSTP) program; students who take time off for research, not in a degree program; students in the post-sophomore pathology fellowship; students who pursue another degree; students who experience some academic difficulty; and students who wish to extend their education for personal (non-academic) reasons.

### **Decelerated Curriculum**

The Medical College of Wisconsin offers a Decelerated Curriculum that enables students to pursue their pre-clinical studies over an extended time interval. This decelerated program allows students to complete their study of the first year basic science courses across two years instead of one. The students resume taking a normal course load in the third year for the M-2 level courses. Deceleration provides students with opportunities for successful completion of first year courses, and in turn, a better foundation for subsequent courses.

Decisions regarding entry into the Decelerated Curriculum are made by the student in consultation with faculty and Academic Enrichment staff. Entry into the Decelerated Curriculum requires completion of a form available on the Office of the Registrar's [website](#), the approval of the campus dean (regional campus students only) as well as the Associate Dean for Student Affairs. Students should make the transition from the regular curriculum to the Decelerated Curriculum as early as possible, but no later than November 15 of the M1 year (first term of enrollment), to obtain the maximum advantage from the reduced course load. Students will be allowed to enter into the Decelerated Curriculum if they:

- have the desire to pursue research or other academic activities prior to their clinical training;
- have significant outside constraints on their study time, such as dependent children or medical disabilities;
- have other valid personal reasons and who consequently desire a decreased course load;
- have a history of academic difficulty.

In cases of academic or other difficulty, a dean or the Academic Standing and Professionalism Committee may recommend the Decelerated Curriculum.

Following the Unit I exam, students with unsatisfactory performance will be contacted by Academic Enrichment staff and invited to discuss the various support services available to assist them to improve their academic performance. The students may be assigned to tutorial groups and scheduled to meet with the coordinator for sessions on organization, learning skills, test-taking techniques, or time management. Following the Unit II exam, students whose cumulative performance remains below the satisfactory range will be considered for entry into the Decelerated Curriculum.

### ***MCW-Milwaukee, Decelerated Curriculum***

To achieve optimal benefit from the decelerated pace of this program, the following suggested sequence of course work during the first three years is outlined below. This progression may be modified in consultation with the Associate Dean of Student Affairs according to the specific needs of the student.

This suggested sequence of course work allows students to gradually increase their pace so that by the third year they will have been adequately prepared to resume taking a full course load.

Upon review and acceptance into the Decelerated Curriculum, students will receive a letter from the Associate Dean for Student Affairs detailing their academic program for the first two years. This letter will become part of the student's permanent record.

<b>Example 1: Year One Fall</b>	<b>Year One Spring</b>
Intro to Pathways	Foundations of Human Behavior
Molecules to Cells	Infectious Agents and Host Immunity
Foundations of Clinical Medicine	Principles of Drug Action
Pathways	Pathways
<b>Year Two Fall</b>	<b>Year Two Spring</b>
Clinical Human Anatomy I	Clinical Human Anatomy II
Physiology	Clinical Apprenticeship
Pathways	Bench to Bedside
	Medical Neuroscience
	Pathways

<b>Example 2: Year One Fall</b>	<b>Year One Spring</b>
Intro to Pathways	Clinical Human Anatomy II
Clinical Human Anatomy I	Medical Neuroscience
Foundations of Clinical Medicine	Infectious Agents and Host Immunity
Pathways	Pathways
<b>Year Two Fall</b>	<b>Year Two Spring</b>
Physiology	Foundations of Human Behavior
Molecules to Cells	Principles of Drug Action
Pathways	Clinical Apprenticeship
	Bench to Bedside
	Pathways

<b>Example 3: Year One Fall</b>	<b>Year One Spring</b>
Intro to Pathways	Clinical Human Anatomy II
Clinical Human Anatomy I	Medical Neuroscience
Physiology	Infectious Agents and Host Immunity
Pathways	Pathways
<b>Year Two Fall</b>	<b>Year Two Spring</b>
Molecules to Cells	Foundations of Human Behavior
Foundations of Clinical Medicine	Principles of Drug Action
Pathways	Clinical Apprenticeship
	Bench to Bedside
	Pathways

<b>Example 4: Year One Fall</b>	<b>Year One Spring</b>
Intro to Pathways	Foundations of Human Behavior
Physiology	Infectious Agents and Host Immunity
Foundations of Clinical Medicine	Principles of Drug Action
Pathways	Pathways
<b>Year Two Fall</b>	<b>Year Two Spring</b>
Clinical Human Anatomy I	Clinical Human Anatomy II
Molecules to Cells	Clinical Apprenticeship
Pathways	Bench to Bedside
	Medical Neuroscience
	Pathways

## **MCW-Green Bay and MCW-Central Wisconsin, Decelerated Curriculum**

To achieve optimal benefit from the decelerated pace of this program, the following suggested sequence of coursework during the first two years is outlined below. This progression may be modified in consultation with the Campus Dean and the Associate Dean of Student Affairs according to the specific needs of the student.

<b>Year One Fall</b>	<b>Year One Spring</b>
Intro to Pathways	Clinical Human Anatomy II
Clinical Human Anatomy I	Foundations of Human Behavior
Clinical Apprenticeship	Clinical Apprenticeship
Foundations of Clinical Medicine	Infectious Agents and Host Immunity
Continuous Professional Development	Continuous Professional Development
Pathways	Pathways
<b>Year Two Fall</b>	<b>Year Two Spring</b>
Physiology	Medical Neuroscience
Molecules to Cells	Principles of Drug Action
Clinical activity per dean	Bench to Bedside
Continuous Professional Development	Continuous Professional Development
Pathways	Pathways

### **Decelerated Curriculum Tuition**

#### *For 3-year programs:*

Decelerated Curriculum is 4 years in duration. The first three years (M1A, M1B, M2) are paid at full price, the fourth year is paid at 35%.

#### *For 4-year programs:*

Decelerated Curriculum is 5 years in duration. The first four years (M1A, M1B, M2, M3) are paid at full price, fifth year is paid at 35%.

Repetition of any year at any campus requires the full tuition payable for the repeated year, but allows for a reduction in tuition to 50% of the usual tuition in the final year of enrollment.

### **Wisconsin Residents**

The State of Wisconsin contributes money towards the tuition of Wisconsin residents for a set period of time based on the originally scheduled length of a program. If a student is enrolled for more than that scheduled time, the student is responsible for the entire tuition charge. The State will only make eight full payments for Milwaukee students and six full payments for Green Bay and Central Wisconsin students.

### **EXTENDED CURRICULUM**

On occasion, a student may find it necessary to decelerate the curriculum in the M2 or M3 years, or extend the curriculum in the final year due to exigent circumstances. In these rare circumstances, students must contact the Associate Dean for Student Affairs to discuss options.

### **SPECIALTY FOURTH YEAR AT REGIONAL CAMPUSES**

Students at the regional campuses may request a fourth year of studies for the purpose of pursuing a specialty upon graduation. The form to request a specialty year is available on the Office of the Registrar's [website](#) and must be submitted between February 15 of the M2 year and August 15 of the M3 year. Once a request is approved by the Campus Dean, a student may not revert to the three-year curriculum. All students pursuing this option are also encouraged to discuss this with the Office of Financial Aid and the Office of Student Accounts.

## **FIFTH YEAR ENRICHMENT PROGRAM**

To best prepare unmatched MCW-Milwaukee graduates to secure a residency position, a non-degree granting, post-graduate enrichment program is offered. This program focuses on refining job acquisition skills and continued immersion in clinical experiences.

### **Criteria for Acceptance**

In order to qualify for the Fifth Year Enrichment Program, medical graduates must:

1. Have an academic deficit (grades lower than "P," failing or low USMLE scores, etc...) to correct.
2. Not have any record of unprofessional conduct.
3. Have completed the entire process of application for residency including met for MSPE letter, completed application to ERAS, participated in mock interviews, and fully engaged the SOAP process.
4. Followed faculty counsel during the SOAP process.
5. Not have been offered any position (PGY1 or 2), in any specialty, in the SOAP and open match process.
6. Time spent earning a medical degree plus participation in enrichment program must not exceed six years (or nine years for MD/PhD students).

MCW-Milwaukee students will make their application to the ADSA by April 1. A decision regarding admissibility will be made by April 15. The Program begins in June after graduation and continues until either March of the following year or when a residency position is secured, whichever comes first.

Tuition will be charged at a substantially reduced rate of \$3,500.00 per term. No tuition waivers will be granted. Students will need to meet with their Clinical Advisor, the Associate Registrar for Medical School, Student Financial Services, and the Office of Student Accounts. This program is available to citizens of the U.S. per Student Exchange and Visitor regulations.

### **Components of Program:**

#### *Job Acquisition Skills*

June: Meet with the Career Counselor to:

- Re-write cv, personal statement
  - Hone interview skills
  - Develop a financial plan
  - Make life preparations to move out of town at short notice if needed
- Check job boards  
Network, including MCW faculty  
Engage and work with headhunter

#### *Clinical Program*

July: Medical Acting Internship

August: Another Acting Internship

September – March:

- Integrated Elective
- Electives focused on career choice (2) – with permission, may be done away
- Outpatient experience
- Vacation months to interview (2)

*Approved June 19, 2017*

## MEDICAL STUDENT SUMMER RESEARCH PROGRAM

Each year a limited number of 8-, 10- or 12-week paid research fellowships are available to MCW-Milwaukee medical students during the summer between their M1 and M2 years. These opportunities are designed to expose medical students to cutting-edge basic science, clinical or translational research and to encourage them to explore careers in research and academic medicine. Students are integrated into the laboratories of full-time Medical College of Wisconsin faculty investigators and gain valuable experience as a member of a research team working on some aspect of the preceptor's study. The training is designed to help medical students acquire greater understanding of and appreciation for the tools and methodologies that support healthcare innovation and to visualize themselves in the physician-scientist role.

The [Medical Student Summer Research Program](#) is [funded](#) by several agencies of the National Institutes of Health (NIH), small grants from other external and internal organizations and through a number of departments and research centers at the Medical College of Wisconsin. The program is competitive. Successful applicants work on a full-time basis during the summer months and receive a monthly stipend during the training period.

The Medical Student Summer Research Program website includes [a list of faculty members](#) working in various research areas who are interested in mentoring medical students on a summer research project. Personal guidance also is available to help students identify potential preceptors. Students and preceptors meet, and if they agree to work together, they complete an [application and research proposal](#) due on February 1. Fellowships are announced by April 15.

The Medical Student Summer Research Program is coordinated by the Clinical and Translational Science Institute of Southeast Wisconsin.

## SUMMER RESEARCH HONORS PROGRAM

The **Honors in Research Program** is an optional research training opportunity that enables medical students to extend their summer research training experience throughout their educational program with the goal of 1) exploring additional aspects of their projects that potentially may generate new data or add knowledge to their investigations, and 2) and further enhancing their overall research exposure. Students will be recognized at graduation with the *M.D. with Research Distinction* on their diploma and with *Honors in Research* designated on their transcript, pending the satisfactory completion of the requirements below. Additional benefits include increased opportunities to publish and/or present their expanded work.

The Honors option is open to MCW medical students who participated in the formal Medical Student Summer Research Training Program for 8 -12 weeks, supervised by MCW faculty investigators. Students participating in research programs away from MCW or outside of the summer research program are not eligible to apply. Students must: 1) complete a total of 16 weeks of mentored research training on one project, including the weeks spent during the summer research program; and 2) submit an approved research thesis by November 1 of the M4 year. The Honors project must be an extension of, or very closely related to, the original summer research project. Time spent writing the thesis does not count toward the 16-week requirement. Additionally, Honors candidates must maintain a satisfactory academic record throughout the medical education program.

## SENIOR YEAR ELECTIVES AND RESEARCH

The fourth year of the MCW-Milwaukee M.D. program provides the opportunity for elective rotations. Although most students choose clinical electives, as many as two months of this time can be spent in the research environment, working under the supervision of the student's faculty preceptor. There are a number of research electives listed in the Senior Elective booklet, as approved by the Curriculum and Evaluation Committee. In addition, "non-standard" research electives may be undertaken through mutual agreement among the student, the faculty member and the Associate Dean for Student Affairs. Use of elective time for an initial research experience is not encouraged. However, this time

may be particularly useful for students completing the Honors in Research Program and others with a continuing research interest.

### **MEDICAL SCIENTIST TRAINING PROGRAM**

The Medical Scientist Training Program (MSTP) at MCW-Milwaukee is designed for students interested in a career in academic medicine involving the aspects of medicine and basic biomedical research that are usually performed in a medical school environment. The Program provides an opportunity for highly motivated students to complete a course of study featuring an integrated curriculum for the combined M.D. and Ph.D. degrees. MCW's MSTP program provides a scholarly setting with in-depth training in a graduate program combined with the acquisition of experience in clinical medicine.

Students accepted into the Program enter a special track for the first two years of medical school, a track which encompasses all the first two-year courses for medical students, research rotations and additional MSTP educational activities. This is followed by three-four years of advanced graduate courses and an independent research project conducted under the supervision of a Graduate School faculty mentor. During this time, the trainee completes the requirements of the Graduate School for the Ph.D. degree and continues to participate in specialized MSTP training including, grant writing, manuscript writing, scientific presentations, clinical connections and residency selection.

Programs of study leading to the Ph.D. degree are available in the following fields: Basic and Translational Science (Biophysics, Microbiology & Molecular Genetics, Cell Biology, Neurobiology & Anatomy, Biochemistry, Physiology, Pharmacology and Toxicology), Biophysics, Biostatistics, Interdisciplinary Program in Biomedical Sciences (Biochemistry, Biophysics, Cell Biology, Neurology & Anatomy, Microbiology and Molecular Genetics, Pharmacology and Toxicology), Neuroscience Doctoral Program, Pharmacology and Toxicology, Physiology, Public and Community Health.

The final two years of study are spent in clinical rotations to complete the requirements for the M.D. degree while keeping up with scientific endeavors through the MSTP Research in Progress, Physician-Scientist Track, research, and other activities as clinical time constraints allow.

### **HONORS IN COMMUNITY ENGAGEMENT**

MCW-Milwaukee offers the Honors in Community Engagement program, the purpose of which is to:

1. Encourage, support and recognize medical students who work extensively with medically underserved, marginalized and vulnerable populations during their medical school careers and...
2. Improve community health and to eliminate health disparities through the development, implementation and evaluation of evidence-based population oriented health interventions.

Students will be recognized at graduation with the M.D. with Community Engagement Distinction on their diploma and with Honors in Community Engagement designated on their transcript, pending the satisfactory completion of the requirements below.

Student must demonstrate a sustained commitment to community engagement, service and leadership during the first three terms of medical school, exceeding minimum expectations, and including both preparation/formal coursework and community-engagement through service learning activities beyond the minimum course requirement that results in a measureable product.

Students submit their Honors in Community Engagement application between January 1 and March 31 of their M2 year including:

1. Letters from preceptor and community partner supporting application for the Program
2. Honors proposal and Learning/Mentorship Plan proposal.

Additionally, Honors candidates must maintain a satisfactory academic record throughout the medical education program.

Students must be approved for the Honors Program before work on their Honors project begins. Honors candidates must write and submit an approved Honors thesis by November 1 of their M4 year. The thesis product must be approved for the Honors distinction by February 1 of the graduation year.

### **ALPHA OMEGA ALPHA**

Alpha Omega Alpha (AOA) is a national medical honor society for individuals who have achieved scholastic excellence and have demonstrated qualities of integrity, leadership, compassion and fairness. As many as one-sixth of each class may be selected. Selection is made by faculty members of AOA in mid-April of the junior year and in late August of the senior year, and is based on academic achievement, character and nomination by classmates and faculty.

### **MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE)**

In accordance with the recommendations of the Association of American Medical Colleges (AAMC), MCW will provide a Medical Student Performance Evaluation (also referred to as the Dean's Letter) for all students who enter into the Match. The purpose of the MSPE is "to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments...."

At MCW, the MSPE includes (but is not limited to) information on a student's:

- Noteworthy characteristics
- Academic history, including any leaves of absence, academic probation, disciplinary probation
- Academic progress, with an emphasis on clinical performance
- Professionalism
- Significant examples of leadership, service, awards, honors

Apart from AOA designation, MCW does not compare a student's performance relative to his/her peers. If a student meets all the requirements for graduation, MCW attests that the student possesses the knowledge, skills and attitudes necessary to succeed in residency.

## Section II. STUDENT GOVERNMENT/STUDENT SERVICES

### STUDENT GOVERNMENT

#### The Role of Student Government

1. Facilitates constructive, effective and consistent communication among the student body, faculty and administration.
2. Maintains effective communication among students.
3. Ensures that student concerns remain visible to faculty and administration, and that students are represented in decision-making processes.
4. Focuses diffuse student ideas, concerns, and issues into coherent, well-considered plans of action.
5. Facilitates student development as adults and medical professionals;
  - a. Teaches students about process and consensus-building as constructive means of accomplishing goals.
  - b. Empowers students to positively influence their academic environment.
6. Works to improve student quality of life by implementing useful programs and support services.

#### Specifics of Student Assembly Affiliation

1. Administration: The Student Assembly shall primarily work with the Office of Student Affairs. The Associate Dean of Student Affairs shall be the primary liaison between the administration and the Student Assembly, as well as a non-voting member of the Student Assembly.

The Coordinator of Student Support Services is a non-voting advisor and staff member for the student representatives.

2. Faculty Council: In order to maintain a channel of communication between the Student Assembly and the Faculty Council, the President of the Student Assembly will make both written and oral reports to the Faculty Council as well as bring to the Student Assembly a summary of the Faculty Council's student-related agenda.

#### Affiliated Members and Organizations

1. Organization of Student Representatives (OSR): The Organization of Student Representatives shall have four (4) representatives, one from each of the M-2 to M-4 classes of the Milwaukee Campus and one from the RMC(s), serving as voting members on the Student Assembly. OSR representatives shall be elected according to guidelines previously set forth by the Student Assembly. The election will take place in the spring of the academic term. OSR representatives shall answer directly to Student Assembly, the Coordinator for Student Support Services and the Associate Dean for Student Affairs.
2. Student Representatives to Faculty Assembly Standing Committees: The medical student body shall elect medical students per class to the following Faculty Council standing committees: Curriculum and Evaluation; Academic Standing; Research Affairs; Admissions; and Library. In addition to their duties on the above-mentioned standing committees, the twenty-four (24) MCW-Milwaukee student representatives, along with the President and Vice-President of the Student Assembly, also will serve as members of the Student-Faculty Liaison Committee. This standing committee of the Faculty Council will be chaired by the President of the Student Assembly. The Vice-President of the Student Assembly will oversee and coordinate the daily activities of this standing committee. The Student-Faculty Liaison Committee shall meet throughout the academic year to discuss the activities of the various standing committees of the Faculty Council. This committee will be responsible for presenting pertinent information to the Student Assembly and to the student body at-large through class meetings.

The student representatives to the Faculty Council Standing Committees will have one vote per class for a total of four (4) votes at the Faculty Council Standing Committee meetings.

- Council of Presidents Representatives: The Council of Presidents (COPs), which is a council of the presidents of all the recognized student organizations and interest groups at the Milwaukee Campus and the RMC(s), will elect four (4) individuals from among its own members to act as representatives to the S.A. These representatives will represent the student organizations as a whole without preference or prejudice. This affiliation is intended to improve communication between the Assembly and the student organizations. Each COP Representative to Student Assembly will have one vote for a total of four (4) votes at Student Assembly meetings.

**Rights and Responsibilities of the Student Assembly**

The Student Assembly shall:

- Represent the student body of the Medical College of Wisconsin in good faith by soliciting and sharing information from a diverse and representative cross-section of the student body.
- Fairly administer and distribute all funds currently designated as Student Activity Fees.
- Maintain a constructive and professional relationship with students, faculty and administration at the Medical College of Wisconsin.
- Work to improve the quality of student experiences at the Medical College of Wisconsin.
- Create its own constitution, bylaws, subcommittees and agenda consistent with the overall mission of the Medical College of Wisconsin.

**OFFICE OF ACADEMIC AFFAIRS and MEDICAL SCHOOL CONTACTS**

<b>Administration (414) 955-8279</b>		
	William J. Hueston, MD Associate Provost Senior Associate Dean  Zandra Clevert Sr. Administrative Assistant	955-4208
	Cindy Mand Department Administrator	955-4864
	Karen Johnson Sr. Business Coordinator	955-4866
	Patricia Confer Business Analyst III	955-8206
	Tao Vang Student Information Systems Analyst	955-8409
	Seema Sernovitz Program Manager I	955-8865
	Sylver Slusar Administrative Assistant	955-8279
<b>Medical School Student Affairs (414) 955-8256</b>		
	Carol Tsao, MD, JD Associate Dean for Student Affairs	955-8256

<p>Student Support Services Student Organizations, Publications, Sports Programs, Social Events, Orientation</p>	<p>Mary Heim Program Manager I</p> <p>Marissa DuCharme Program Coordinator I</p>	<p>955-8361</p> <p>955-8256</p>
<p><b>Student Services</b></p>		
<p>Academic Support Services Academic Advising, USMLE Preparation, Career Counseling, Residency Application, Clinical Advisor Program</p>	<p>Cheryl Crawford Program Manager I</p> <p>Molly Falk-Steinmetz Education Coordinator II</p>	<p>955-8583</p> <p>955-8731</p>
<p>Career Counseling</p>	<p>Nai-Fen Su Career Counselor</p>	<p>955-4977</p>
<p>Student Health and Wellness Student health and life insurance, student wellness programming</p>	<p>Student Health and Wellness Coordinator</p>	<p>955-4219</p>
<p><b>Student Affairs/Diversity (414) 955-8734</b></p>		
	<p>Yvette Williams Administrative Assistant, Sr.</p>	<p>955-8734</p>
	<p>Jean Davis-Mallett Program Coordinator III</p>	<p>955-8735</p>
	<p>Crystal Jushka Pipeline Program Coordinator</p> <p>Adrienne German Pipeline Program Coordinator</p>	<p>955-8273</p> <p>955-8312</p>
<p><b>Medical School Office of Curriculum (414) 955-3636</b></p>		
	<p>Travis Webb, MD Associate Dean for Curriculum</p> <p>Lindsey Bowman Administrative Assistant Sr.</p>	<p>955-3636</p> <p>955-3636</p>
	<p>Barbara Beiswenger Administrative Assistant III</p>	<p>955-8604</p>
	<p>Diane Brown Program Manager II</p>	<p>955-4331</p>
	<p>Chris Loth, MS Data Analyst Sr.</p>	<p>955-8250</p>

	Patricia Lye, MD Director of Scholarly Activities	955-8587
	Bipin Thapa, MD Assistant Dean for Clinical Science Curriculum	955-4218
	Sally Twining, PhD Assistant Dean for Basic Science Curriculum	955-8431
<b>Medical School Discovery Curriculum</b>		
	Phil Allen Medical Education Coordinator II	955-2813
	Amber Boyle, MS Medical Education Coordinator II	955-8232
	Dana Sibilski Medical Education Coordinator II	955-3636
	Megan Waelti, MBA Medical Education Coordinator II	955-8684
<b>Pathways</b>		
	Meaghan Hayes, MEd Education Coordinator III	955-2812
	Jennifer Kraus Medical Education Coordinator II	955-2286
	Sarah Leineweber Medical Education Coordinator II	955-2811
<b>Medical School Admissions (414) 955-8246</b>		
	Jane Machi, MD Assistant Dean for Admissions and Recruitment	955-8557
	Alexis Meyer Director	955-8246
	Daniel Garcia Admissions Recruiter	955-4429
	Jordan Kirby Administrative Assistant, Sr.	955-8247
	Brigid Brennan Admissions Coordinator	955-4863
<b>Office of the Registrar (414) 955-8733</b>		
Academic Bulletin, Academic Calendar, Compliance, Degree and Enrollment Verifications, FERPA, Grades, Registration, Student Records, Transcripts, USMLE	Kerry Grosse University Registrar	955-8874

	Sarah Ashworth Academic Records Coordinator	955-8873
	Betsy Flood Academic Records Coordinator	955-8732
	Kari McDermott Associate Registrar, Medical School	955-8642
	Jana McDonell Administrative Assistant Sr.	955-8733
	Brenda Parsons Associate Registrar, Graduate School and School of Pharmacy	955-8232
<b>Office of Student Financial Services (414) 955-8208</b>		
Financial Aid Counseling, Debt Management, Loan Repayment, Long-term Financial Planning	Kristin Mootz Director	955-8208
	Laurel Halstead Sr. Financial Aid Advisor	955-8208
	Mark Beller Financial Aid Counselor	955-8208
	Scott Ziegert Financial Aid Counselor	955-8208
	Linda DiCesare Loan Originator	955-8491
	Sara Gascoigne Administrative Assistant III	955-8208
<b>Office of Student Accounts (414) 955-8172</b>		
Bill and collect student tuition and loans, issue student refunds for living expenses, 1098T preparation	Kate Thompson Director of Sponsored Programs and Accounts Receivable	955-8172
	Jean Sunby Senior Accountant II	955-8233
	Jen Gollnick Senior Accountant II	955-8124
	Kelley Skaletski Senior Accountant	955-8667
<b>Office of Educational Improvement</b>		
	Jose Franco, MD Associate Dean for Educational Improvement	955-8650
	Brett Becker Applications Systems Analyst II	955-3635
	Amy Bingenheimer	955-8026

	Program Manager II	
	Michelle Bigelow Database Analyst I	955-4658
	Jordan Cannon Medical Education Specialist	955-8718
	Christopher Glasel Applications Systems Analyst I	955-3632
	Greg Kaupla Program Coordinator I	955-8216
	Lynn Lewandowski Education Technology Specialist II	955-8157
	Kerrie Quirk Program Manager I, Faculty Development	955-8387
	Kelly Reinke Administrative Assistant Sr.	955-8880
	Larry Roscoe Applications Systems Specialist II	955-4384
	Robert Treat, PhD Senior Educational Evaluator/Psychometrician	955-4867

## **OFFICE OF STUDENT AFFAIRS**

The Office of Student Affairs offers academic and student support services to enhance medical students' academic achievement and quality of life. The programs offered by the Office of Academic Support Services are designed to facilitate learning, United States Medical Licensing Exam preparation, and specialty selection and the residency application process. The Office of Student Support Services is dedicated to improving the quality of student life. An overview of the programs and services offered by each office is presented below.

The Office of Student Affairs is open Monday through Friday from 8:00 a.m. to 5:00 p.m. During the summer months of June and July, office hours are Monday through Friday from 8:00 a.m. to 4:30 p.m.

### **Academic Support Services**

The Office of Academic Support Services is dedicated to enhancing students' academic performance and well-being, promoting student excellence, and advancing medical students' career goals. The Coordinator of Academic Support Services serves as a student advocate, working with individual students to identify and resolve academic or personal issues and problems that may be negatively affecting a student's academic performance, personal health and/or quality of life. The Coordinator advises students on matters of academic standing and may make referrals to appropriate professionals.

### **Academic Support Programs**

**Academic Advising:** The Office of Academic Support Services provides individualized and small group academic advising to students on matters such as the adjustment to medical school, learning strategies, knowledge organization, note-taking, exam preparation, test-taking skills, test anxiety, problem-solving, time management, stress management, course scheduling and conflict resolution.

**Small Group Tutoring Program:** Small group tutoring is available to those students experiencing academic difficulty or those at risk for academic difficulty. Tutoring sessions in the basic sciences are led by graduate and upper-level medical students in the course content area. Small group formats are used to review course content knowledge, prepare for course examinations, sharpen problem-solving skills and develop efficient learning strategies.

**MCW Peer Advising Program:** The mission of the MCW Peer Advising Program is to serve as a liaison between students and the Office of Student Affairs. Trained peer advisors aid medical students by providing individualized, confidential one-on-one advising on matters such as the adjustment to medical school life, referral to appropriate Medical College resources for specific problems, effective studying approaches, time management and recommendations for helpful reference materials for coursework and USMLE preparation.

**Non-Traditional Student Support Group:** The Non-Traditional Student Support Group provides a forum for non-traditional students to meet one another and to discuss issues that are unique to non-traditional students. Non-traditional students are those who have returned to school after pursuing other interests and careers, have a spouse or a significant other, are a parent, are "older" and/or have been away from an academic setting for a number of years

### **USMLE Preparation**

**Academic Support Services Resource Center:** a variety of resource books are available for check-out to assist students in USMLE Steps 1 and 2 board preparation.

**Sponsorship of Board Prep Programs:** The Office of Academic Support Services may arrange for the Medical College to serve as a host school for a commercial board prep program.

**USMLE Prep Resources:** The Office of Academic Support Services collaborates with Medical College Libraries and the Matthews MCW Bookstore on the identification, purchase and circulation of the most current and popular board prep resources including computer-based resources.

### **Career Counseling, Specialty Selection and Residency Application**

**Clinical Advisor Program:** The Office of Academic Support Services coordinates the medical student-faculty Clinical Advisor Program. All third-year medical students select a clinical faculty advisor who assists them in developing their senior schedule of medical electives. Clinical advisors also assist students in identifying suitable residency programs, write letters of recommendation in support of a student's residency applications and help students establish a network of contacts at the Medical College and other medical institutions.

**Glaxo Pathway Evaluation Program:** The Glaxo Pathway Evaluation Program is a decision support system model designed to guide medical students through the process of specialty selection. The three-hour workshop for second-, third- and fourth-year students is offered on a monthly basis.

**Soon-to-be-MD:** The goal of Soon-to-be-MD is to secure a residency position for those students who remain unmatched following the National Residency Matching Program. Students are provided with faculty, professional and administrative assistance in a confidential, supportive environment.

**Individual Career Counseling:** The Coordinator provides individualized career counseling to students on matters such as clinical advisor selection, self-assessment, specialty selection, residency programs, the residency application process, preparation of a curriculum vitae and personal statement, effective interviewing techniques and alternative career choices.

### **Student Support Services**

The Office of Student Support Services is dedicated to supporting and improving the quality of student life through:

- Addressing student concerns via Student Assembly (SA), the staff and the administration
- Promoting student development by providing leadership opportunities, personal advising and conflict resolution

- Providing a safe haven for discussing confidential issues
- Advising a variety student groups including the Student Assembly and the Council of Presidents (COPs)
- Designing and coordinating Orientation Programs which prepare students for life at the Medical College of Wisconsin
- Designing and delivering programs which provide professional development, community service, social and recreational opportunities
- Assisting with the delivery of career advising services
- Publishing a class yearbook and a student directory
- Overseeing student spaces including the Tonkens Exercise Center and the Student Lounge
- Coordinating the pager program
- Distributing housing information and resources

For more information on these services and activities, please contact the Coordinator for Student Support Services at (414) 955-8361.

### Section III. ACADEMIC REGULATIONS

#### ACADEMIC STANDING

This policy has been developed to ensure that students pursuing the Doctor of Medicine (M.D.) degree, including students in the MD/MS and MSTP programs, maintain an acceptable rate of academic progress toward the completion of that degree and meet the expected academic standards of the Medical College of Wisconsin. This policy will also ensure that the student financial aid program meets or exceeds requirements set forth by federal regulations governing academic standards for financial aid eligibility.

This policy applies to all students enrolled in the M.D. program.

#### Definitions

##### **Grading System**

The Medical School's grading system is as follows:

H	Honors
HP	High Pass
P	Pass
LP	Low Pass
F	Fail
AU	Audit (Academic Enrichment courses)
I	Incomplete
S	Satisfactory (Pass/Fail courses, 2016 forward)
U	Unsatisfactory (Pass/Fail courses, 2016 forward)
W	Withdrawn
Y	Year, assigned to a course that spans academic terms or years

##### **Grade Appeal Policy**

If a student has concerns regarding a grade in a course or clerkship, he/she must first address the matter with the course or clerkship director no later than 30 days after receipt of the grade. The course or clerkship director and the student should make every attempt to resolve the matter. If, however, the matter remains unresolved, the student may appeal to the Senior Associate Dean of the Medical School in writing within 5 days of the course or clerkship director's decision. If the matter is not resolved, the student may appeal to the Dean of the Medical School in writing within 5 days of the Senior Associate Dean's decision. The decision of the Dean is final.

A grade of *Incomplete* can be used only when a student has not been able to complete course requirements for some acute and unexpected circumstances beyond the student's control. If incomplete coursework is not completed by January 31 for the immediate preceding fall term or July 31 for the immediate preceding spring term, the incomplete grade will be converted to a grade of F or a grade of U pursuant to the course.

The academic transcript for a student who must remediate part of a class in the same term in which the class was originally taken will receive two final grades reflective of the first final grade and the remediated final grade.

The Medical School does not calculate a cumulative grade point average. Students may view final grades in [MCWconnect](#) and written assessments in OASIS.

### ***Fully Satisfactory Performance***

Fully satisfactory performance means that the student earns a minimum grade of *Pass* in every course or clerkship. A grade of *Low Pass* is not considered to be fully satisfactory performance.

### ***Full-time student status***

Students must be enrolled in a minimum of nine (9) credits per term in order to be considered a full-time student, as defined by the Office of Financial Aid.

### ***Time Limits***

Students are expected to complete the requirements for the M.D. degree within the following time limits:

<b><i>Definition of Terms</i></b>	<b><i>Standard</i></b>	<b><i>Maximum</i></b>
MD Program – MCW Milwaukee, MCW-Green Bay and MCW-Central Wisconsin MD/MS Program	4 years in MKE 3 years in CW or GB	6 years
Doctor of Medicine/ Doctor of Philosophy (MSTP)	7 years	9 years

## **Requirements for Satisfactory Academic Progress**

### ***Academic Probation***

Students pursuing the M.D. degree at the Medical College of Wisconsin are expected to demonstrate an acceptable rate of academic progress toward earning their degree by maintaining enrollment as a full-time student and by achieving an expected level of academic performance. Students who do not maintain adequate academic progress may be placed on academic probation. Exceptional circumstances will be considered by the Academic Standing and Professionalism Committee. Students may be placed on academic probation due to the following circumstances:

- two or more grades of Low Pass in any academic year
- any grade of Fail or Unsatisfactory in an academic year
- failure to complete three courses in any academic year
- other patterns of academic difficulty deemed to be of significant concern by the Academic Standing and Professionalism Committee, such as multiple Low Pass grades in consecutive years

Once placed on academic probation, a student will remain on probation for the subsequent six-month academic period at minimum. The duration of academic probation may be modified by the Academic Standing and Professionalism Committee, given extenuating circumstances, continuing academic risk, or other factors that may affect a student's progress. Students will be notified in writing when placed on or removed from probationary status. While academic and non-academic probation do not appear on MCW transcripts, such references do appear on Medical Student Performance Evaluations. Academic Dismissals and Disciplinary Dismissal do appear on MCW transcripts.

Students who are on academic probation must maintain acceptable academic progress in all subsequent coursework. If a student who is currently on academic probation or who has previously been on academic

probation meets any of the following conditions, he or she will be considered for dismissal. Those conditions include:

- a grade of Fail or Unsatisfactory in any course
- any grade of Low Pass in a repeated course
- any two grades of Low Pass in subsequent courses

#### *Financial Aid Eligibility*

Students must maintain acceptable academic progress to be eligible for Title IV financial aid programs, as set forth by federal regulations. Students who fail to maintain acceptable academic progress will lose financial aid eligibility.

Students on academic probation may receive financial aid for one academic year. At the conclusion of that academic year, the student must have achieved compliance with expected academic standards or will lose financial aid eligibility.

#### *Time Required to Complete Degree*

Students must successfully complete the curriculum of any given academic year in no more than two calendar years. Students must complete all requirements for the M.D. degree in no more than six years (nine years for MSTP students).

#### *Leaves-of-Absence*

Students may request a temporary withdrawal for a number of reasons. All requests for leaves of absence must be approved by the Associate Dean for Student Affairs or her/his designee (see Temporary withdrawal policy). Students may take a temporary withdrawal to pursue additional work (such as research or work toward an advanced degree) if they are in good academic standing. Such leaves of absence do not count against the time for degree completion, except for students in M.D./Ph.D. programs. Students may take a personal temporary withdrawal in accordance with the Temporary withdrawal policy. Students will be granted no more than twelve months of leave (including leaves mandated by the Academic Standing and Professionalism Committee or school policy as a result of academic difficulty) from scheduled academic time during the entire duration of their enrollment at the Medical College of Wisconsin. Students who take more than twelve months of leave will no longer be considered to be making satisfactory academic progress.

#### *Satisfactory Academic Progress*

Students who fail to maintain the expected and acceptable rate of academic progress for any reason, whether because they encounter academic difficulties while on academic probation, or because of excessive leaves-of-absence, or because they do not complete all requisite coursework of any academic year in two calendar years, or because they fail to complete degree requirements within the requisite time limits, will be considered for dismissal from the Medical College of Wisconsin.

*Adopted by Academic Standing and Professionalism Committee, August 1992*  
*Revised and Adopted by the Academic Standing and Professionalism Committee, July 1993*  
*Revised and Adopted by the Academic Standing and Professionalism Committee, November, 1994*

## **Guidelines of the Academic Standing and Professionalism Committee Medical College of Wisconsin Evaluation and Promotion System**

The Academic Standing and Professionalism Committee has attempted to formulate clear guidelines in regard to academic status and advancement. These guidelines are intended to present to all faculty and students the dispositions that may be applied to struggling students. It should be re-emphasized that the departments set the standards and determine if and when the standards have been met by the students. The Academic Standing and Professionalism Committee will not recommend any alternative that requires less remediation than that required by the department. It may, however, require more. This should not be viewed by the faculty or the student as being punitive but as serving the interest of the students.

Professional ethics and appropriate personal and professional conduct are as essential to the practice of medicine as academic excellence. Unethical and/or inappropriate behavior will be considered by the Committee in its advancement and academic standing deliberations.

The Medical College's evaluation system consists of eight categories:

- Honors (H), High Pass (HP), Pass (P), Satisfactory (S)
- Low Pass (LP), Fail (F), Unsatisfactory (U), and Incomplete (I).

1. Promotion from one year to another is contingent upon completion of the required work of each year and the demonstration of appropriate professional conduct.
2. A student who is judged unsuited to enter the profession of medicine for reasons of conduct, behavior, ethics, or quality of work may be dismissed from the College.
3. All final course evaluations are due within one month of the completion of the course. All final evaluation forms become part of the student's permanent record which is maintained by the Office of the Registrar.
4. Any student who encounters academic difficulties (including professional conduct related to academic performance) will be brought to the attention of the Committee. All options available to the Committee (listed below) may include placing a student on academic probation.
5. In reaching its decisions, the Academic Standing and Professionalism Committee utilizes all information available to it. All evaluations by departments, individual faculty members, the Associate Dean for Student Affairs, etc., are utilized to assess intellectual ability, motivation, and personality factors. Any student who encounters difficulties with academic and/or other professional development may be asked to meet with the Committee.
6. The Academic Standing and Professionalism Committee considers a course evaluation of *Low Pass* to be a permanent grade which cannot be changed or removed from the transcript. If a student has only one *Low Pass*, the academic status may not be significantly influenced. Two or more *Low Pass* evaluations may result in a requirement by the Committee for additional work up to and including repetition of the entire academic year. Further, several such evaluations or a combination of a *Low Pass* evaluation with any *Fail* evaluation may result in repetition of the academic year or dismissal from the College.
7. A student failing to meet the standards set by a department for a course will be given a grade of *F Fail* or or a grade of *U Unsatisfactory* pursuant to the grade mode of the class. *Fail* and *Unsatisfactory* evaluations must be accompanied by a statement from the department giving the requirements (repeat examination, repetition of the course, etc.) necessary to correct the deficiency.
8. One *Fail* or *Unsatisfactory* grade in a first or second-year course may be resolved by re-examination after further study or by repeating the course in a summer school program listed by the Association of American Medical Colleges. This decision must be with the approval of the Academic Standing and Professionalism Committee after consultation by the Committee with the department involved. If the department concerned gives the student an evaluation of *Pass* for such work, the Committee on Academic Standing will concur. The grade of *F Fail* or *U Unsatisfactory* remains on the transcript; a new grade is added.
9. When two *F failing* and/or *U unsatisfactory* grades are posted in either the first or second-year curriculum, the Academic Standing and Professionalism Committee will consider the requirements of the departments to correct the failures. A student usually cannot accomplish two course repetitions during a summer. Therefore, repetition of

the year may be necessary. The Committee has the option to require the student to repeat the year if it believes a stronger base for subsequent work is needed.

10. Repetition of the year, assuming space and equipment are available, is limited to students believed to have sufficient ability to do medical school work but who are slow to adapt to such work, were inadequately prepared, have personal or health problems affecting performance, etc. Students repeating the year will usually take all courses. Exceptions may be made in circumstances where both the department and the Academic Standing and Professionalism Committee agree the student has demonstrated adequate knowledge of the course material.
11. A student who does not obtain a grade of *P Pass*, *S Satisfactory* or better when repeating a course or courses will be considered for dismissal from the Medical College.
12. An evaluation of *I Incomplete* is used to identify a student who, at the time a course has ended, has not yet completed the usual course requirements, but has been temporarily excused (e.g., because of illness) from doing so by the department. *The grade of Incomplete can be used only when a student has not been able to complete course requirements for some acute and unexpected circumstance beyond the student's control.* The Academic Standing and Professionalism Committee expects that the *Incomplete* will be converted as soon as possible. If a supplementary evaluation is not received by the Registrar by August 1 following the academic year in which it was received, each *I Incomplete* grade will be converted to a *Fail* or *Unsatisfactory*. Both the *Incomplete* and the *Fail* or *Unsatisfactory* will remain on the student's permanent record regardless of when the final evaluation is received after August 1.
13. Students who have had academic difficulties or who have taken a leave-of-absence because of illness may be permitted alterations in the curriculum so they may be eligible to begin a residency program as close to the regular schedule as possible. Each case will be considered individually.
14. Students who have serious emergencies (e.g., extended illness) may request that the Academic Standing and Professionalism Committee waive one month of senior elective work. Students who fail the United States Medical Licensing Examination, Step 1 (administered by the National Board of Medical Examiners) will not be allowed routinely to waive one month of senior elective work. Each case will be considered individually.
15. For students with less than *P Pass* or *S Satisfactory* evaluations, the Committee may restrict the number of courses taken away from the college in the clinical years.
16. Students wishing reconsideration of decisions involving their record, with or without a personal appearance before the Committee, should send a written request that includes their reasons for reconsideration to the Associate Dean for Student Affairs for consideration by the Committee.
17. The Academic Standing and Professionalism Committee may request that the Associate Dean for Student Affairs communicate with course and clerkship directors regarding individual students.
18. Policy and Procedures for Examinations administered by the National Board of Medical Examiners:
  - a. Students enrolled at MCW are required to report a *passing* score on the United States Medical Licensing Exam (USMLE), Step 1 before beginning their senior year.
  - b. Students enrolled at MCW shall have three opportunities to pass the USMLE, Step 1. Failure to pass the examination on the third attempt will be considered grounds for dismissal from MCW. Only in exceptional extenuating circumstances, and with the permission of the Academic Standing and Professionalism Committee, will any student be permitted to take the examination a fourth time.
  - c. Students enrolled at MCW are required to take and report a *passing* score on the USMLE, Step 2-CK in order to graduate. Students planning to graduate in May or June of the senior year must report a passing score to the Medical College no later than March 1 of the fourth year (MCW-Milwaukee) or the third year (MCW-Green Bay or MCW-Central Wisconsin).
    - i. Students shall have three opportunities to pass the USMLE, Step 2-CK. For those students who fail to post a passing CK score by March 1 of the senior year (and were scheduled to graduate in May or June), a passing score must be posted by no later than 6 months subsequent to the May or June graduation date in order to maintain degree candidate status for receipt of the Doctor of Medicine degree. Failure to do so may place the student in jeopardy of losing degree candidate status and denial of the M.D. degree by MCW.
    - ii. USMLE Step 2-CS must be taken and a score reported by no later than March 1 of the student's senior year for students planning to graduate in May or June.

- iii. The scores earned on both parts of the Step 2 examination may be considered by the Academic Standing and Professionalism Committee in making graduation decisions.
  - d. Students admitted with advanced standing into the second-year class will be required to follow these guidelines. Students admitted with advanced standing into the third-year class must have reported a passing score on the USMLE, Step 1 examination prior to admission, as dictated by the Admissions Committee. They will be required to follow paragraph "C" above regarding USMLE Step 2.
19. Family Leave Policy. The Medical College of Wisconsin recognizes the need of students to assume family duties, which sometimes requires time away from the curriculum. In the interest of providing both a solid medical education and time for family responsibilities to students, the Medical College administrators will utilize all possible curriculum flexibility when family needs arise. Students who need family leave must plan their schedules individually and as far in advance as possible with the Associate Dean for Student Affairs. Requests for alternatives other than those allowed by the usual curriculum flexibility will be brought to the Academic Standing and Professionalism Committee. Students who require a leave-of-absence for several months should be aware that their graduation date may be delayed as a result. Each case will be considered on an individual basis.
20. Policy Regarding Vacation in MCW-Milwaukee, M3 and M4 Years. Students enrolled at MCW-Milwaukee are entitled to a total of two months of vacation during the M3 and M4 years. This time may be taken by the student at any time during this two-year period.

Students may elect to cluster vacation time to accommodate personal needs, allow time to review and prepare for the United States Medical Licensing Examinations, interview for residency or some other purpose. Students should discuss an atypical schedule with their clinical advisor and the Associate Dean for Student Affairs. Students may not, however, take more than 8 consecutive weeks of vacation, including winter break.

Students must register for Individual Professional Development (IPD) in the M4 year to be used for USMLE preparation and/or residency interviews. IPD is not considered vacation.

*Revised and Adopted by the Academic Standing and Professionalism Committee on: January 5, 1994; July 20, 1994; November, 1994; April 11, 2000; October 8, 2002, November 17, 2004; October 12, 2006; November 15, 2007 and December 15, 2011.*

#### **Procedures for the Academic Standing and Professionalism Committee Regarding the Dismissal of Students**

1. Whenever the Academic Standing and Professionalism Committee determines, on the basis of available information, that a student's performance might warrant dismissal from the Medical College, it should initiate a hearing by mailing (registered or certified mail, return receipt requested) or personally delivering a written notice\* to a student which:
  - a. Indicates that the possibility of dismissal is under consideration;
  - b. Describes the basis upon which dismissal is under consideration;
  - c. Notifies the student that a hearing is to be conducted by the Committee before final action is taken;
  - d. Notifies the student of the date, time and place of the hearing;
  - e. Encloses a copy of these procedures or notifies the student of the office where a copy may be obtained without charge;
  - f. Notifies the student that legal and/or academic counsel may accompany or represent the student at the hearing. If the student will be accompanied or represented by legal counsel, the student should notify the Academic Standing and Professionalism Committee of this fact no less than three (3) business days prior to the hearing. The student may choose not to be present;
  - g. Notifies the student that he/she may withdraw at any time prior to the beginning of the dismissal hearing. Once the hearing begins, withdrawal is no longer an option.
2. The Academic Standing and Professionalism Committee should conduct the hearing subject to the following:
  - a. Hearings should be held not less than five but no more than 15 business days after the date the notice is sent to the student. Extensions of time for hearings should be authorized only for good and compelling reasons, and should be submitted in writing not less than three (3) business days in advance to the hearing;

- b. The file pertaining to the student's case should be made available to the student or the student's advisor in advance of the hearing;
  - c. The student should be able to present any witnesses, data or evidence deemed appropriate by the Academic Standing and Professionalism Committee and should have the right to confront witnesses, if any. If the student wishes to present any information that is not contained in his or her permanent record, this information should be provided to the Committee two business days prior to the hearing. If the new data or evidence is not provided in advance, the Committee may choose not to consider it. The student should provide the Committee with a list of witnesses. This information should likewise be provided two business days in advance; if not, the Committee may choose not to hear those witnesses. The student and/or counsel, advocates and witnesses will have no more than 90 minutes to present evidence or testimony to the Committee;
  - d. If the student does not appear (personally or through counsel) without any satisfactory explanation for the absence having been made, or leaves the hearing before its conclusion, the hearing should proceed and a decision should be rendered based on the available evidence just as though the student had been present throughout the hearing;
  - e. The Academic Standing and Professionalism Committee should maintain an orderly hearing and permit no person to be subjected to abusive treatment. The Committee should also be able to question witnesses. The Chair of the Committee is the presiding officer of the hearing and should rule on all questions of procedure or admissibility of evidence, and this ruling should be conclusive;
  - f. The hearing is not public and should be closed to anyone other than members of the Academic Standing and Professionalism Committee, the student being reviewed, appropriate advisors for each (legal counsel, faculty advisor, student's family and friends), the person designated to record the hearing, and witnesses while they are presenting evidence. The student may have a total of two (2) advisers (counsel, witnesses, family members) present at any time. Additional witnesses, if any, will be called one at a time and shall leave the hearing and may not return after presenting testimony except upon request of the Committee
  - g. The Academic Standing and Professionalism Committee should make a summary of the hearing. Tape recordings of the conduct of the hearing should be permitted and may be requested by the student;
  - h. Following presentation of evidence, all other participants should be asked to withdraw and the Academic Standing and Professionalism Committee should privately consider the evidence and reach a decision. A majority vote of the Committee members present and voting should be required for a binding decision.
3. The Academic Standing and Professionalism Committee will make a decision, which will be effective immediately.
    - a. Should the Committee find that dismissal of the student is warranted, the student should promptly be so notified.
    - b. Should the Committee find that dismissal from the Medical College is warranted, the Committee should promptly prepare a written report, which should contain:
      - i. A brief summary of the facts found;
      - ii. A finding that the facts found demonstrated that the student failed to meet the academic and/or the professional standards of the Medical College;
      - iii. A statement of the action that the Committee has decided to take and the effective date of the action.
  4. A copy of the Academic Standing and Professionalism Committee's report should be delivered to the student personally or by registered or certified mail.
  5. The decision of the Academic Standing and Professionalism Committee will be treated as conclusive and binding unless appealed by the student.

\*All correspondence with the Academic Standing and Professionalism Committee should be directed to the AssociateDean for Student Affairs, who serves as its corresponding secretary.

*Developed by the Ad Hoc Committee of the Executive Committee of the Faculty and Committee on Academic Standing (1976-78). Approved by Executive Committee of the Faculty - May 9, 1978 Revised and Adopted by the Academic Standing and Professionalism Committee, April 11, 2000.*

**Procedures for Appeals of Dismissal**

1. A student may appeal a decision of the Academic Standing and Professionalism Committee or an Ad Hoc Hearing Committee to dismiss him/her from the Medical College by giving notice, in writing, of his/her intention to do so, to the Senior Associate Dean for Academic Affairs within ten (10) days of the date on which the decision was mailed or delivered to the student. A student who does not give such notice within ten (10) days shall be deemed to have waived his or her right to appeal.
2. The Senior Associate Dean for Academic Affairs shall inform the Dean of the Medical College of the student's appeal. The Dean shall appoint an Appeals Committee of three senior faculty members to consider the appeal and shall appoint the Appeals Committee Chair. At least one of these faculty members shall have previously served on the Academic Standing and Professionalism Committee. The Appeals Committee is advisory to the Dean; that is, the Appeals Committee will make a recommendation to the Dean. The Dean may accept or reject the recommendation of the Appeals Committee.
3. The Appeals Committee shall set a date for hearing the appeal which shall be not more than thirty (30) days after its creation, and shall give written notice of the date, time, and place of the hearing to the student by personal delivery or by certified or registered mail.
4. At least three days prior to the appeal hearing, a written report stating the decision of the Academic Standing and Professionalism Committee or an Ad Hoc Hearing Committee and the summary of the hearing conducted by that Committee, shall be delivered to the Appeals Committee Chair.
5. At least three days prior to the appeal hearing, the student, or his/her representative shall submit to the chairman of the Appeals Committee a written statement detailing the grounds on which the appeal is based.
6. The Chairman of the Appeals Committee shall distribute a copy of both these documents to members of the Appeals Committee at least two days prior to the appeal hearing.
7. The Appeals Committee shall conduct its review in the following manner:
  - a. The Appeals Committee will confine its consideration to the written report submitted by the Academic Standing and Professionalism Committee and the written statement submitted by the student. No new information and no new witnesses or advocates will be considered. The student, his/her faculty advisor and/or legal counsel may appear and present a statement. A representative of the Academic Standing and Professionalism Committee or Ad Hoc Hearing Committee may appear and explain the context of the particular committee's decision, make statements, ask questions and interact with all persons present at the hearing. Members of the Appeals Committee may question those present on pertinent matters, but these matters must relate to the grounds for the appeal or the basis for the particular committee's findings.

The Appeals Committee must determine whether the substantial rights of the student have been violated by virtue of the fact that:

- i. The decision of the Academic Standing and Professionalism Committee is arbitrary and capricious;
  - ii. The decision reflects an unfair or incorrect application of college policies.
- b. No irregularity in the procedure or deliberations of the Academic Standing and Professionalism Committee or Ad Hoc Hearing Committee shall be a ground for rejection of the Appeals Committee's decision so long as it has conformed substantially to suggested guidelines, unless the substantial rights of the student have been prejudiced by any such irregularity.

- c. The Appeals Committee shall recommend to the Dean of the Medical College that the decision by the Academic Standing and Professionalism Committee or Ad Hoc Hearing Committee to dismiss the student be confirmed or reversed.
  - d. Hearings before the Appeals Committee are not public. Members of the Appeals Committee, the student, his or her faculty advisor and/or his or her legal counsel, a representative of the Academic Standing and Professionalism Committee, or Ad Hoc Hearing Committee, legal counsel for the Medical College, and a person designated to record the hearing may be present. All hearings may be recorded.
  - e. Following the presentations and questioning, the Appeals Committee shall consider the matter privately. A majority vote of the three member committee will determine its recommendation. The legal counsel for the Medical College may remain for the deliberations of the Committee, if the Committee members so request.
  - f. The Appeals Committee will inform the Dean of the Medical College of its recommendation in writing and also in person, if the Dean so desires. In its written statement, the Appeals Committee shall state its recommendation and rationale.
8. The Dean of the Medical College shall consider the recommendation of the Appeals Committee and shall render his/her decision regarding the student appeal within seven (7) days. The Dean may investigate further, clarify issues and communicate with all persons involved in the case. The Dean may reconvene the Appeals Committee, if necessary. If the Dean requires additional time, he/she will notify the student when the final decision will be made. The Dean shall either:
- a. Accept the decision of the Academic Standing and Professionalism Committee to dismiss the student;
  - b. Reverse the decision to dismiss the student. If the Dean reverses the decision, the case may be returned to the Academic Standing and Professionalism Committee for further consideration.
9. A written copy of the Dean's decision shall be delivered with reasonable promptness to each of the following:
- a. The Senior Associate Dean for Academic Affairs;
  - b. The student, in person or by certified mail, return receipt requested;
  - c. The Chair of the Academic Standing and Professionalism Committee or Ad Hoc Hearing Committee.
10. The decision by the Dean of the Medical College shall be final.

*Approved by the Executive Committee of the Faculty, July 11, 1995*

### **PROFESSIONAL ATTRIBUTES AND ASSOCIATED OBSERVABLE BEHAVIORS**

In order to be aware of any problems in professional conduct or behavior, the Academic Standing and Professionalism Committee has instituted an "early warning system" for use by faculty and selected staff, including the University Registrar, Director of Student Financial Services, Director of Admissions and key staff such as Course Administrators and Clerkship Coordinators and other key personnel in Academic Affairs.

The "**orange card system**" is a way for the Associate Dean for Student Affairs to be aware of any problems in a timely fashion so that an early monitoring and prevention strategy may be implemented. The Medical College is interested in knowing about behaviors that may result from stress, problems in judgment, chemical dependency and other issues of professional conduct. The Medical College's goal is to prevent situations that may result in academic standing problems. If the Associate Dean for Student Affairs receives an orange card from a faculty or staff member regarding professional attributes and associated behaviors of a particular student, the Associate Dean may wish to speak with that student or to the Academic Standing and Professionalism Committee, depending on the severity of the problem. If two orange

cards are received by the Associate Dean, the student will be required to meet with the Associate Dean for Student Affairs and/or the Academic Standing and Professionalism Committee to review his/her professional conduct with the committee members. Based on the review of the Academic Standing and Professionalism Committee, a process may be initiated in accordance with existing policies on professional conduct.

## **MISCONDUCT**

### **Procedure Relating To Medical Students**

#### *Preliminary Investigation*

1. When an allegation of professional misconduct (dishonest, unethical or irresponsible behavior) is made, the Associate Dean for Student Affairs shall provide notice to the student concerning the grounds raised which may constitute a violation of the rules of professional conduct. The Associate Dean for Student Affairs, or his/her designee, will, at his or her discretion and with consultation as deemed necessary, investigate the allegations and attempt to determine the merit and validity of the allegations. The investigation, at a minimum, shall include an interview with the student. If, after investigation, the Associate Dean for Student Affairs determines that there are insufficient grounds to believe that a student has violated the rules of professional conduct, the complaint will be dismissed and will not be recorded in the academic file.
2. If, after the investigation, the Associate Dean for Student Affairs determines that there are sufficient grounds to believe that the student has violated the rules of professional conduct, the Associate Dean for Student Affairs may impose an appropriate disciplinary sanction other than dismissal, including disciplinary probation, reprimand, or suspension, as described in Section 2 below. If the Associate Dean for Student Affairs believes that dismissal may be an appropriate sanction, the case will be referred to an Ad Hoc Hearing Committee as described in sections 3 and 4 below.

#### *Disciplinary Sanctions*

The following disciplinary sanctions have been established:

1. Reprimand: formal action censuring a student for failure to meet the Professional Behavior Policy of the Medical College. Reprimands are made in writing and will become part of the student's academic file. A reprimand will include the statement that continuation or repetition of misconduct will normally result in a more serious disciplinary action.
2. Disciplinary Probation: formal action that establishes conditions upon a student's continued attendance in school, after failure to comply with the Professional Behavior Policy. The student will be notified, in writing, of the probation and conditions thereof. Disciplinary probation warns the student that any further misconduct will automatically raise the possibility of dismissal. Probation may be imposed for a specified length of time or until graduation.
3. Suspension (mandatory temporary withdrawal): formal action that defines a specific period of time during which the student may not attend any classes or clerkships, consequent to a breach of the Professional Behavior Policy. The student will accrue no academic credit for any coursework in progress when the suspension becomes effective. Students will be notified, in writing, of the suspension and conditions thereof.
4. Dismissal: formal action that results in a student's permanent separation from the Medical College. Dismissal will only occur following a formal hearing by the Ad Hoc Hearing Committee, following the guidelines and procedures specified in Section 4 below.

#### *Formation of the Ad Hoc Hearing Committee*

1. The Ad Hoc Hearing Committee shall consist of five members of the senior faculty, drawn from a panel consisting of the members of the Academic Standing Committee and the Chairs of the Faculty Council standing committees. Associate or Assistant Deans shall not serve as committee members. The Ad Hoc Hearing

Committee will be jointly appointed by the Dean and the President of the Faculty Council, who shall together designate the Committee Chair.

#### *Hearing Procedure*

1. The Associate Dean for Student Affairs shall give the student written notice of the charges and the grounds upon which, if proven, would justify expulsion. The notice shall also specify the time and place of the hearing, a list of the Ad Hoc Hearing Committee members, a list of witnesses, and copies of any documentary or other evidence that will be presented at the hearing. The notice may be amended at any time prior to the hearing, but if the amendment is prejudicial to the student's case, the hearing shall be rescheduled to a later date.
2. The hearings shall be scheduled no earlier than ten business days after notice is delivered to the student. Every attempt should be made to begin the hearing within 15 business days after notice is delivered.
3. No Ad Hoc Hearing Committee member shall participate in any case in which that member is a complainant or witness, in which the member has a direct or personal interest, or in which the member has acted previously in an advisory capacity to the student. A Committee member's eligibility to participate in cases may be challenged by the Associate Dean for Student Affairs, the student, or other Committee members. All challenges must be exercised at least five business days before the hearing and will be ruled upon by the Chair. Replacement Committee members will be named from the remaining panel members in the manner described in Section 3 above.
4. Five members are necessary to conduct a hearing or take a vote. The Chair shall preside over the hearing, decide any evidentiary and procedural questions that arise, and inform the student in writing of the action taken by the Ad Hoc Hearing Committee. The Medical College's Office of the General Counsel shall advise the Chair of the Committee on any evidentiary or procedural questions that may arise.
5. The Associate Dean for Student Affairs or his/her designee will be responsible for presenting the charges and the evidence to the Ad Hoc Hearing Committee. The individual who thus presents the case may question witnesses for both sides, will pursue other data or evidence requested by the Committee, and may make summary statements to the committee. This individual will be present throughout the hearing, but will not be present once the Committee begins its closed deliberations.
6. The student may present evidence and witnesses, question any of the witnesses and make statements to the Ad Hoc Hearing Committee. The student shall provide the Chair of the Committee with a list of witnesses who will appear at the hearing on behalf of the student, counsel and/or advisors who will be present and copies of any documentary or other evidence that will be presented, at least two days prior to the hearing.
7. The Ad Hoc Hearing Committee may question the witnesses and make whatever other inquiries it deems appropriate. The hearing need not be conducted according to the rules of law or evidence, and the Committee may admit any evidence that is of probative value in determining the issues.
8. No one will be required to give self-incriminating evidence.
9. The student may be represented by legal counsel and/or accompanied by a faculty advisor of the student's choice, and the Associate Dean and the Ad Hoc Hearing Committee may be represented by legal counsel. Legal counsel and the advisor, however, may not question witnesses and may not make statements to the Committee.
10. The hearing shall be closed except for members of the Ad Hoc Hearing Committee, the student being reviewed, the Associate Dean or designee and his/her staff, appropriate advisors for each of them, the person designated to record the hearing, and witnesses while they are testifying.
11. The Associate Dean or his/her designee shall have the burden to prove, by a preponderance of the evidence, that the student violated the rules of professional conduct. Only those matters presented at the hearing will be considered in determining whether the student violated the rules of professional conduct, but the student's past record or conduct may be taken into account in determining disciplinary action.
12. If the student does not appear (personally or through counsel) without any satisfactory explanation for the absence having been made, or leaves the hearing before its conclusion, the hearing shall proceed and a decision should be rendered based on the available evidence just as though the student had been present throughout the hearing.
13. The Ad Hoc Hearing Committee will make a record of the hearing, which may be a tape recording. The Committee shall have sole discretion to determine the medium for recording the hearing. A copy of the recording will be provided to the student at the student's request and expense.

14. Following the presentation of evidence, all other participants except the Ad Hoc Hearing Committee and its legal counsel will withdraw and the Committee will privately consider the evidence and reach a decision. A majority vote of the Committee members present shall be required for a binding decision. The Committee shall determine the appropriate sanction, which may range from reprimand to dismissal, as defined in Section 2 above.
15. The student shall be notified of the Ad Hoc Hearing Committee's decision in writing by the Committee Chair, including a description of any sanction imposed, if applicable. If the student is sanctioned, a copy of the Chair's letter shall be placed in the student's academic file. If no sanctions are imposed, no record will be placed in the permanent academic file.
16. Should the Ad Hoc Hearing Committee find that dismissal from the Medical College is warranted, the Committee will promptly prepare a written report that shall contain:
  - a. A brief summary of the facts found;
  - b. A finding that the facts found demonstrated that the student failed to meet the professional conduct standards of the College;
  - c. A statement of the action that the Committee has decided to take and the effective date of the action.
17. A copy of this report will be delivered promptly to the student, personally or by certified mail, return receipt requested.
18. The decision of the Ad Hoc Hearing Committee will be treated as conclusive and binding, without right of appeal, unless the Committee decides that dismissal from the Medical College of Wisconsin is warranted. In that instance, the student may appeal the dismissal to the Dean of the Medical College of Wisconsin, in accordance with the standard appeals mechanism.

*Approved by Faculty Council, November 16, 2005*

## **PROFESSIONAL BEHAVIOR POLICY**

Honest, ethical, and responsible behavior is as essential to the medical and scientific professions as academic excellence and scholarship. It is incumbent upon all members of the academic community to uphold high standards, to monitor these standards and to bring to appropriate Medical College administrators concerns regarding dishonest, unethical or irresponsible behavior.

Professional behavior is necessary in all areas of education including, but not limited to, relationships with patients, handling of patient information, academic coursework, scientific research, ethical use of information and relationships with peers.

Allegations of dishonest, unethical, or irresponsible behavior by medical students should be brought to the attention of either the Senior Associate Dean for Academic Affairs or the Associate Dean for Student Affairs in the Medical School. These responsible administrative officers will, at their discretion and with consultation as deemed necessary, attempt to determine the merit and validity of the allegations. Based on this preliminary analysis, the matter may be dismissed for lack of substantive data, investigated further over time, or forwarded to an Ad Hoc Hearing Committee in the Medical School. All decisions regarding action based on established professional misconduct will be made by the appropriate individual or committee and will be documented in the student's academic file. Unsubstantiated or dismissed allegations will not be recorded in the academic file.

## **POLICY FOR IMPAIRED MEDICAL STUDENTS**

Medical College of Wisconsin (MCW) is committed to providing a safe and healthy learning and work environment for our medical students. Additionally, School of Medicine must also ensure the safety, health and welfare of the patients whom we serve.

MCW prohibits the abuse, unlawful possession, distribution and illegal use of drugs and/or alcohol by students. This policy is intended to delineate disciplinary sanctions that the School of Medicine may impose on students who are suspected, or accused of, being under the influence of alcohol or illicit/ illegal substances.

We recognize that medical students may have a history of, or develop, alcohol and other drug use disorders. The School of Medicine is committed to a program that will assist impaired students in regaining their health while protecting the well-being of patients as well as classmates, residents/fellows, faculty, and staff.

#### *Routine Alcohol and Drug Testing at Clinical affiliates*

Many affiliate hospitals and health care facilities have policies requiring routine drug testing and/or criminal background checks for employees, students and volunteers. The cost for testing is variously paid for by the affiliate, medical school (mandatory rotations), students (elective rotations, particularly away rotations).

Students who test positive on a routine drug test will be referred to the Associate Dean, Student Affairs (ADSA). If a student refuses evaluation or consent to share the results of this evaluation, he/she may be subject to disciplinary procedures including eligibility of recommendation for dismissal.

#### *For Cause Alcohol and Drug Testing*

The School of Medicine may require students to submit to drug and/or alcohol testing “for cause” based upon reasonable suspicion of substance abuse. Reasonable suspicion of substance abuse may be based upon, but is not limited to, the following criteria:

- a. Direct observation of drugs or alcohol use or possession.
- b. Possession of drug paraphernalia.
- c. Demonstration of physical symptoms of alcohol/drug intoxication or withdrawal.
- d. A pattern of abnormal or erratic behavior, consistent with alcohol or drug abuse.
- e. Arrest or conviction for a drug or alcohol related offense.
- f. Identification as the focus of a criminal investigation into illicit drug use, possession or trafficking
- g. Evidence that a student has tampered with a previous drug or alcohol test

If in the judgment of the ADSA the student is a danger to self or to others, the ADSA may take immediate steps to temporarily withdraw the student. The ADSA may also take additional steps that may be necessary to minimize hazards to the student or to others, including securing emergency professional assistance.

When determination to test for cause has been made, the student will be given instructions on how to proceed. Testing will be done according to standard procedure for the specific settings. The cost of the testing will be paid for by the SOM.

The drug testing results will to be sent to the ADSA. Prior to making a final decision to confirm a positive test, the student will have the opportunity to discuss the test results and provide any documentation for a legitimate medical explanation for the positive test result.

Positive tests may be appealed by submitting a written request to the ADSA within three (3) business days after being informed of the positive test results. The student has the right to have a second test performed on the original specimen for qualitative presence only at a certified laboratory of his/her choice and all expenses of such retest will be the responsibility of the student. The specimen transfer between laboratories will follow standard protocol.

Students with a positive drug test result will be subject to disciplinary sanctions. These sanctions could result in dismissal. An individual’s participation in, and successful completion of, an approved drug or alcohol counseling program coupled with his/her consent to random testing may be considered in the disciplinary process but does not ensure that dismissal will not occur.

Any student who is given the option to participate in a rehabilitation program<sup>4</sup> will comply with the treatment and rehab requirements set forth below:

1. Satisfactorily participate in a substance abuse assistance program or rehabilitation program approved by the ADSA for this purpose.
2. Provide evidence satisfactory to the ADSA of continued outpatient therapy in an approved program appropriate to the treatment recommendation.
3. Remain substance free after completing a rehabilitation program for chemical dependency and participate in random drug screening during rehabilitation and for the duration of their medical education at the School of Medicine.
4. Failure to comply with these requirements may result in recommendation for dismissal.

Any student who refuses to consent to an alcohol or drug test for cause or fails to provide an adequate specimen will be subject to discipline (as per c. above), up to and including recommendation for dismissal.

Every effort will be made to keep the results of alcohol and drug testing confidential. Students should be aware that test results may be used for administrative hearings and court cases and may be sent to state and /or federal agencies as required by applicable law.<sup>5</sup>

#### *Substance Abuse Self-Identification*

The School of Medicine encourages students who have developed substance abuse problems to voluntarily identify themselves and to seek immediate treatment.

1. A student who voluntarily self-identifies as an abuser may be permitted to continue his/her current course of study without suspension, provided:
  - a. This self-identification occurs PRIOR to any incident that is grounds for suspension or dismissal under institutional policy.
  - b. The student immediately enters an approved treatment program<sup>8</sup> for the drug or alcohol abuse.
  - c. The student's conduct and academic performance remain consistent with the demands of the curriculum and profession.
2. A student who voluntarily self-identifies as an abuser and who, by his /her own admission, by the testimony of approved abuse counselors, or by the determination of institutional authority is no longer capable of acceptable academic and professional conduct will be required to take a medical leave of absence from the School of Medicine. Nothing in this paragraph will preclude the School of Medicine from suspending, dismissing or taking other appropriate action against the student for unacceptable academic performance or lack of professional conduct.

#### Notification of Arrests/Convictions

Students must notify the School of Medicine of any drug or alcohol related arrests or convictions within ten (10) working days after charge of an offense. Failure to do so and subsequent notification during a required background check may result in disciplinary action including dismissal

#### **References and Related Policies**

NOTE: This policy was adapted from the medical school substance abuse policies of Texas A&M, UC Davis & UC San Diego.

*Approved June 17, 2017*

#### **UNIFORM PROFESSIONAL CONDUCT POLICY FOR CLINICAL ROTATIONS**

During Clinical Experiences, medical students will adhere to the following standards of professional conduct:

1. Professional Appearance
  - a. Identification: While on clinical rotations, students at all times must wear a Medical College of Wisconsin Name Tag/ID Badge and appropriate identification as outlined by the facility at which they are rotating.

- b. Clothing and Accessories: Clothing, including white coats, must be clean and professional-looking. Any clothing or personal accessories (e.g., jewelry, tattoos, or piercings) that interfere with the provision of patient care is not acceptable. This includes clothing or personal accessories that limit a student's ability to effectively communicate with patients, families, staff and/or their ability to perform a physical examination or procedure.
2. Communication
    - a. Introduction to Patient: Students will introduce and identify themselves to the patient and their families as "medical students." The student will advise the patient that he/she has been directed to evaluate the patient and share the findings with the staff physician who is responsible for the patient's care.
    - b. Cultural Differences: Students must acknowledge and respect the cultural differences of patients, families and staff.
    - c. Respect: Students will demonstrate respect in all interactions with patients, families, supervisors, peers and members of the healthcare team.
  3. Patient Care Responsibility
    - a. Responsibility: Patient care is the responsibility of the supervising physicians.
    - b. Supervision: Students must be supervised in their interactions with patients. Student/patient interactions must be within the confines of resident/faculty teaching.
    - c. Patient Access: Student interaction with patients is limited to only those patients of the supervising physician or service to which they have been assigned. Student should limit and qualify discussions of any findings (e.g., H and P, laboratory findings, prognosis, treatment) with the patient.
    - d. On Call: When the student is on call, he/she may interact with patients seen in consultation by the service to which they are assigned or with those patients in need of emergent/urgent problems that require evaluation/treatment.
    - e. Confidentiality: All aspects of patient care (e.g. conversations re: H & P, diagnosis, test results, treatment, prognosis, and written medical record) will remain confidential. Discussions should occur in appropriate venues with treating physicians for the purposes of patient care or education.
    - f. Medical Records: Students may make notations in the actual or electronic chart consistent with the protocol of the facility to which they are assigned and at the direction of the supervising physician.
  4. Professional Responsibility
    - a. Responsibility to the Profession: The student will report any witnessed violations of this policy or other forms of unprofessional behavior to his/her immediate supervisor and/or Clerkship Director.
    - b. Attendance: The student will participate in clinical care activities as assigned by the supervising physician. In case of a personal emergency, the student must contact the supervising physician and the Clerkship Coordinator to discuss absence from the assigned service. Students are required to provide their own transportation for all Educational and Clinical Experiences. When students are assigned to a rural rotation, housing will be provided by MCW. Students with personal circumstances that would make a rural rotation a hardship should contact the clerkship coordinator no later than 60 days before the start of the rotation. Regional campus students should contact their Campus Administrator for further information on the housing and fuel policy.
    - c. Sick Leave/Time Off: A written request to the Clerkship Director must be submitted at least one month before the start of the rotation. The Clerkship Director, per the attached policy, will evaluate requests individually.

### **EXCUSED ABSENCE REQUESTS**

The knowledge and experience acquired during required classroom sessions or while in the clinical setting cannot be replicated by independent study alone. There are, however, occasions when time away may be necessary. In cases requiring substantial time away from the school, the student must contact the Associate Dean for Student Affairs to arrange for a formal leave of absence, also known as a temporary withdrawal.

There are two types of absences:

#### **Unplanned Absence:**

- Medical and family emergencies outside a student’s control qualify as an unplanned absence. These include medical emergencies or acute illness and follow-up care, family deaths or emergencies, and sudden changes in life circumstances.

**Planned Absence:**

Except in rare incidences, students will not be excused from any scheduled, required Course or Clerkship exam, quiz, Scholarly Pathway core session or other graded activity. A student is expected to be present for all scheduled days of course work, exams, class meetings, clinical duties and mandatory meetings. Students should e-mail course directors or coordinators to confirm dates and times of exams and quizzes prior to making plans to be absent.

For mandatory sessions, excused absences may be granted under certain circumstances such as the following:

- Physical and mental healthcare appointments for needed diagnostic, preventive and therapeutic services.
- Attendance at a scientific conference or meeting for the purposes of presentation of a paper, poster or other academic work as PRESENTING author.
- Invited Meetings/Conferences – a student officially representing MCW as a delegate at regional/national meetings may request to be excused from classroom sessions and/or a clerkship.
  - A student may only be excused for one meeting per academic year.
  - A student may be restricted from attending a conference if he/she is not in good academic standing per the Office of Student Affairs.
- Residency interviews.
- Day of major family event, plus necessary travel time.

Each class will be expected to follow the academic calendar identifying observed holidays. Students should also check with their course syllabi for how holidays are handled, specifically in the clinical courses. Every reasonable effort is made to avoid scheduled conflicts with religious holidays; however, not all requests for excused absences can be accommodated. These will be evaluated on a case-by-case basis by the Associate Dean of Student Affairs.

**Process for Requesting Excused Absences**

A student may submit a request via the [Excused Absence Request Form](#). The request must be submitted **at least 60 days** before the start date of a Course, Pathway or Clerkship. Exceptions to this time requirement can be made for unplanned absences, as outlined above, where the student should notify the Course, Pathway or Clerkship coordinator or Director before the session is missed, unless there are extenuating circumstances.

Please be aware that requests should not be expected to be granted. A student should not make any travel plans until a request is approved.

After approval of a submitted Excused Absence Request Form, the student is required to notify both the director(s) and coordinator(s) of the Course(s), Pathway(s) or Clerkship(s) that will be missed to inform them of the absence. The student is still responsible for the material and concepts including clinical skills that are taught during these session(s).

**MCW-Milwaukee, Central Wisconsin (CW) and Green Bay (GB) M1-2 Excused Absence Guidelines for Basic Science and Early Clinical Courses**

**Pathway Core Sessions – All sessions are mandatory.**

**Early Clinical Course Sessions –Sessions are mandatory for Foundations of Clinical Medicine, Clinical Apprenticeship, Bench to Bedside and Foundational Capstone. At CW and GB, Continuous Professional Development Sessions are mandatory.**

**Exams or Quizzes**

- 1) Excused: Only unplanned absences are excused. Planned absences are not allowed except for very rare occasions.
  - a. Student illness or emergency.
  - b. Family (child, spouse – significant other, parent) illness or emergency.
- 2) Make up: Exam or Quiz may be rescheduled OR the grade based on the remaining exams at the discretion of the course director(s).

### **Mandatory Sessions**

- 1) Excused: *Unplanned and Planned absences may qualify*
  - a. Student illness or emergency.
  - b. Family (child, spouse – significant other, parent) illness or emergency.
  - c. Presentation as first author of paper or poster at a local, regional, national or international meeting.
  - d. Attending a national or international meeting as an official MCW delegate
- 2) Make up: Remediation as determined by the course/pathway director(s)

### **MCW-Milwaukee M3 Excused Absence Guidelines**

#### **Pathway Core Sessions**

For a student in third year Pathways, all sessions are mandatory.

#### **Clerkship Days off Requests**

Students will have an average of one day off per week during their clerkship rotations. For clerkships that are four weeks long or more

- A student who wishes to request a particular day or days off from the allowed one day off per week (total of four weeks for four-week clerkship and total of eight days for eight-week clerkship) for personal reasons or as a planned excuse must complete the Excused Absence Request Form at least 60 days before the first day of the clerkship. Clerkships will make every reasonable attempt to schedule the student to meet the request, but are under no obligations to accept a student's request. The clerkship is not required to alter an already created schedule to accommodate the student.
- Students requesting more than the allotted average of one day off per week must provide rationale to the clerkship director, and it is up to the clerkship director's discretion to grant any such request. The maximum additional days off per clerkship are as follows: Four-week clerkship - two days; eight-week clerkship - four days.

For clerkships less than four weeks long

- The clerkships are under no obligations to accept a student's request.

#### ***Exams:***

- Excused: *Only unplanned absences are excused. Planned absences are not allowed*
  - Student illness or emergency.
  - Family (child, spouse – significant other, parent) illness or emergency.
- Make up: Exams – will be rescheduled

### **MCW-Milwaukee M4 Excused Absence Guidelines**

#### **Required Rotations**

- Applies to Medically-Oriented Acting Internship, Acting Internship and Ambulatory Rotation.
- Students will have at least four days off in a four-week rotation.
- Students will be allowed no more than two additional flexible days for last minute interview opportunities.
  - **MUST** be approved by course director before rotation begins with appropriate documentation provided.
  - Cannot occur during scheduled night shifts or required events (i.e. exams, no coverage).
  - May be consecutive days or two separate days.
  - Arrangements for appropriate coverage or make up need to be agreed upon before approval.

## Elective Rotations

- Time away requests should be discussed directly with M4 elective course directors and/or coordinators.

### **MCW-Central Wisconsin Clinical Rotation Excused Absence Guidelines**

MCW-CW students are required to adhere to the applicable MCW attendance guidelines as outlined in the student handbook and below. For unplanned, emergent, or other unexpected absences, students must notify the clinical coordinators, Heather Roth (CWIC) or Eric Wenninger (Electives and Acting Internships), their preceptor(s) and site coordinator, as soon as feasible. For planned absences, students are strongly encouraged to submit the Excused Absence Request Form as soon as they are aware of the need for time away. Requests for excused absences made less than 60 days prior to the potential absence may not be granted. All planned absences require completion of the Excused Absence Request Form and Clinical Course Director approval prior to being excused. MCW-CW students will follow the MCW-Milwaukee M4 Excused Absence Guidelines for the Medically-Oriented Acting Internship and Acting Internship.

During clerkships and clinical rotations, **learning through care of your patients** is always your primary responsibility, and your patient care obligations must always be met. However, there are other important professionalism activities that must also be included in a balanced curriculum, and our accelerated and longitudinal curriculum requires a different approach than for a traditional block rotation.

Professionalism goals for MCW-CW include:

- Meeting patient care obligations
- Meeting educational objectives
- Supporting professional development goals
- Developing healthy and sustainable habits and practices
- Learning and practicing work life integration
- Empowering good decision making

Activities related to professional development are important and students have some discretion over when they participate in these activities. Examples include:

- Attending conferences where interaction with prospective residency directors is a major component
- Speaking or presenting papers/posters at a conference
- Travel for unexpected residency interviews (outside designated time in November – December of M3 year)

Students will work with the Course Directors, Assistant Dean for Clinical Learning (ADCL) and Educational Coordinators to request time away during clinical rotations using the request form in Brightspace. Requests are not finalized until officially approved. When feasible, cross coverage should be arranged by other students at each site for call, rounding or other scheduled patient responsibilities. Once requests are approved, students are responsible for notifying their clinical preceptors and the site coordinators of their upcoming absence. Your bank of available days includes **both** vacation and professional development time.

Time away will be scheduled as follows (avoiding orientation, exams, and other required activities):

- Students will schedule 5 days (1 work week) of time away during CWIC 1 (not to be taken during the first 2 days or the final week). Time away is an important contributor to your mental wellbeing.
- Students will have a bank of 5 days total (1 work week) of time away during CWIC 2-6 which may be used for professional development time and vacation. Absences of more than 3 consecutive days may be denied.

Approval must be obtained in **advance** for time away, subject to the following guidelines:

- One-month notice required (excepting short notice residency interviews and emergencies) via the Request for Excused Absence form in Brightspace.
- Requests are not final until official approval is received via email. Purchasing nonrefundable tickets prior to receiving official approval is at the student's own risk.
- The student is responsible to notify the site clinical preceptors and site coordinator well in advance of the planned absence.
- Time away is not available during Acting Internships. Special situations can be discussed with the course director.
- Requests that exceed the allotted time away will be considered by the course director. A make-up plan for the additional time away must be included in the absence request.

All students have one month (4 work weeks) of time away during November-December of the M3 year - a combination of Individual Professional Development elective, USMLE study time, if needed, and residency interviews. This time away must be requested using the Request for Excused Absence form in Brightspace, but is not counted in your time away bank.

The following activities may not be missed, so do not schedule time away during these scheduled events (Students should check the campus schedule for dates). In the event of an emergency absence, the Course Director or ADCL should be notified immediately via email.

- Objective Structured Clinical Exams (OSCEs)
- Scheduled NBME (shelf) exam dates
- Required campus events
- First 2 days of CWIC 1, first day of CWIC 2 and CWIC 6

### **MCW-Green Bay Clerkship Excused Absence Guidelines**

MCW-GB students are required to adhere to the applicable MCW attendance guidelines as outlined in the student handbook. For all absences, including unplanned, emergent, or other unexpected absences, students must notify the appropriate clerkship coordinator, Marissa Popp ([mpopp@mcw.edu](mailto:mpopp@mcw.edu)) or Shelly Jarosinski ([SJarosinski@mcw.edu](mailto:SJarosinski@mcw.edu)) for M3/M4 rotations and their preceptor(s), as soon as feasible.

**Students are strongly encouraged to contact the appropriate coordinator first**, and then submit the [Excused Absence Request Form](#) as soon as they are aware of the need for time away.

Requests for excused absences made less than 60 days prior to the potential absence may not be granted. All planned absences require completion of the Excused Absence Request Form and MCW-GB Assistant Dean for Clinical Learning approval prior to being excused. Third year students in their final year will be allowed no more than a total of one day per 2-week block, and not to exceed 3 days on a required clerkship rotation for last minute interview opportunities.

MCW-GB students will follow the MCW-Milwaukee M4 Excused Absence Guidelines for the Medically-Oriented Acting Internship, Acting Internship, and Ambulatory Rotation.

### **MCW DUTY HOURS POLICY**

Approved by MCW's M3/4 Curriculum & Evaluation Committee

1. To be compliant with LCME ED-38, clinical time for medical students cannot exceed the 80/30 rule with one day off per week averaged over four weeks.

*Approved April 18, 2005*

- Clarifications – per CEC provided by M3 Clerkship Directors (from OASIS Duty Hour Evaluation)
  - 30 hours = work more than 30 hours consecutively in clinical or educational activities
  - 80 hours per week (averaged over a four-week period) during a clerkship in clinical or educational activities
  - Hours refers to time spent in hospitals, clinics or attending required didactic sessions. It does NOT refer to time spent studying or working on other clerkship/self-study projects.

2. M4 students on any MCW rotation must not be placed on call the last night of the rotation.

*Approved May 19, 2008*

## **RULES FOR ADMINISTRATION OF MEDICAL SCHOOL EXAMINATIONS AT MCW**

This exam policy supersedes its counterpart contained within the All Student Handbook.

Students are responsible for learning the mechanics of examination navigation and submission and for following the rules for administration of examinations. Failure to follow the Rules for Administration of Medical School Examinations may result in the issuance of an Orange Card that is submitted to the Associate Dean of Students promptly and in some cases, loss of exam credit as described below.

1. Students will receive exam instructions (e.g., exam room assigned and exam start time) from the appropriate Course/Clerkship Director/ or coordinator via a D2L Brightspace Announcements.
2. Students cannot carry unauthorized items and/or mobile devices into the testing room. These items include but are not limited to the following:
  - a. ALL mobile devices (phones, pagers, smart watches, fitness or activity trackers, recording/filming/transcription devices) except one personal computer with the exam downloaded.
  - b. Ear buds/headphones unless specified by the appropriate Course Director for a video (Ear plugs are allowed.)
  - c. All watches
  - d. All writing devices including pens and pencils other than a personal computer
  - e. Reference materials (books, notes, papers)
  - f. Backpacks, briefcases or luggage
  - g. Beverages or food of any type (except those required for personal medical reasons. See below.)
  - h. Coats, outer jackets, hooded clothing that can be converted to headwear or ones with a built-in head cover or scarves. If the student gets too warm, the student must leave the item with one of the proctors. Clothing is not allowed on the back of the chair, tied around waist/shoulder, or carried in.
  - i. Students will not be permitted to wear headwear during the examination (unless for religious or medical purposes). Hair ties or bands of ¼ inch or less are acceptable.
  - j. Electronic devices (including but not limited to iPads, computers) are restricted to those required to take examination in the exam software.
  - k. Any other item or material that raises reasonable suspicion or may reasonably be construed to enable academic dishonesty.
3. Any student with any of the above banned items after the beginning of the exam will be required to give the item(s) to a proctor.
  - a. An orange card may be issued and sent to the Associate Dean for Student Affairs in a timely manner. The appropriate Course Director(s) will be promptly notified.
  - b. Additional disciplinary action may be warranted and administered, in MCW's sole discretion.
4. Students who take electronic course/clerkship exams are required to:

- a. Download the exam file for each exam in advance of the exam start time.
  - b. Bring a fully charged and working laptop, compatible with the exam software platform.
  - c. Bring a charging cable, privacy filter, exam software credentials, their MCW ID badge, and ear buds/headphones when required to the exam session.
  - d. Stow all personal items, other than those previously identified in this section, in student lockers for M1 and M2 students and in the cubbies in the exam room for M3 and M4 students. (M1 and M2 students are encouraged to store their privacy screen in their student locker when it is not in use.)
  - e. Report to their assigned testing room **before the exam start time**.
5. Technology support resources are provided adjacent to the examination room before, during and after the exam. If technical assistance is needed for student-owned laptops as part of an exam session, an MCW ID badge must be provided at the time of assistance. For an emergency situation, loaner laptops, privacy screens and technology assistance can be obtained from the Exam Team at the entrance to the exam room. Written acknowledgement of assistance from the Exam Team will be sent for all students needing assistance to the student, Course Director(s) and the Associate Dean of Students.
    - a. Repeated request - A second request for a loaner laptop or privacy screen or failure to download exams before arriving to the exam session or to resolve computer compatibility or functional issues will result in the loss of 5% of the final grade of the exam. A third incidence will result in the loss of 10% of the final grade of the exam and the issuance of an "orange card" and meeting with the Associate Dean for Student Affairs. Repeat requests need not be for the same incident (i.e. a loaner laptop) in order for the consequences stated herein to apply.
  6. Exam software records date and time stamp records of all student activity within the exam software including, but not limited to, start time, answers selected, questions skipped and exam submission. These log files may be used to address student questions, verify exam taker behavior, or for other purposes in MCW's sole discretion.
  7. The exam proctor is the official time keeper. Exam software displays the amount of time remaining for examination which may be inaccurate for late arriving students. At the end of the examination allotted time, regardless of late arrival, students must immediately submit their answers.
    - a. Premature closure of the examination window will not merit additional examination time, except at the discretion of the proctor.
    - b. At the discretion of the appropriate Course/Clerkship Director, the percentage and/or raw score(s) may be displayed upon submission of exam.
    - c. Students are required to display their "Green Screen" to a proctor before exiting the testing room for any exam delivered via examination software. If the student has already closed this screen, the student must consult with an Exam Administrator to confirm the exam submission prior to leaving. Failure to show the "Green Screen" to a proctor may result in the issuance of an Orange Card sent promptly to the Associate Dean for Student Affairs.
  8. An electronic mechanism is used to determine students who are in the exam room and the time students arrive in their **assigned** room for the exam.
    - a. In Milwaukee, students use their MCW ID to scan in as they enter the room. If a student does not badge into the room for any reason, they **must** check in with the head proctor and record the time. If a student does not scan in or have their entry time recorded by the head proctor, they in will be considered late.
    - b. At the Regional Campuses, students use Top Hat to record their attendance prior to the start of the exam.
  9. Students will be provided with writing materials for use during the exam. These materials include but are not limited to any of the following:
    - a. A marker, eraser and whiteboard or official NBME green board. Students must erase and hand in their marker/eraser/whiteboard or green board as they exit the classroom.
    - b. Pencil and paper: These may be given to the students when entering the room or placed on the tables prior to the students' arrival.
    - c. Students are given detailed instructions at each of the tables that they cannot take/use these exam materials until they have entered the exam code and received access to the exam. Notes or calculations may be written on both sides of the paper/NBME green board during the examination. The paper/NBME

green board will be collected at the end of examination session by proctors. Students are not permitted to take the paper/NBME green board with them after the exam.

- d. Notes written or recorded in any way prior to initiating the start of the exam/entering exam password are not permitted. If discovered, notes will be confiscated and an orange card may be issued in a timely manner and sent promptly to the and Associate Dean for Student Affairs. The appropriate Course Director(s) will be promptly notified. Additional disciplinary action may be warranted and administered, in MCW's sole discretion.
10. Calculators will be provided as part of the examination software for electronic exams or as physical devices for paper-based exams. In addition to the on-screen calculator, a highlight function, a cross-out function and a list of normal lab values will be provided for electronic exams. Students are not permitted to bring their own calculators or lab values to the exam, unless expressly instructed to do so by Course Director(s).
11. Students are required to use their privacy screens throughout the entire exam.
  - a. If a privacy screen is removed, an orange card may be issued and sent promptly to the Associate Dean for Student Affairs. The appropriate Course Directors will be promptly notified. Additional disciplinary action may be warranted and administered on a case-by-case basis pursuant to applicable policies.
12. Immediately prior to all exams, an abbreviated list of these Exam Rules will be presented via a video recording or in person by the appropriate Course Directors or other designated faculty members. An abbreviated form of these rules will be projected during the exams.
13. Students will be permitted to leave the examination to use the restroom one-at-a-time for exams in the Learning & Skills Rooms and one per designated restroom near the test site in Kerrigan, Alumni Center and the Discovery Classrooms in Milwaukee and at the regional campuses. A Milwaukee student requiring a restroom break must scan their MCW ID when they leave and upon their return. Any notes taken on paper during the exam as well as paper examinations must also be left with the proctor during their absence. These items may be collected from the proctor when the student returns to the room. The timer for the exam will continue during restroom breaks. In other words, students taking a break will not be allotted additional time to complete their exams. Proctors will determine whether the time that the student is absent from the room during examinations is reasonable. The proctor may keep a sign-in/sign-out sheet to track the duration of student absences. These breaks are solely for the purpose of using the restroom, thus students should not visit other areas and should not communicate with others while on break.
14. Students are monitored by proctors throughout the examination, so that students are not consulting sources, exchanging information or engaging in any other behavior that might reasonably be construed as or enabling impermissible academic conduct. Any student exhibiting cheating, suspicious or unusual behaviors during exams will be promptly reported to the appropriate Course/Clerkship Directors and the Associate Dean for Student Affairs. The student will be required to meet with the appropriate Course Director(s). The Associate Dean for Student Affairs will determine if meetings with the Associate Dean for Student Affairs and/or Academic Standing and Professionalism Committee are necessary. Meetings with the latter may result in notation in the permanent academic file, Academic Probation, Disciplinary Probation, and/or student dismissal.
15. Proctors are not allowed to answer questions that pertain to exam questions or content during the exam.
16. Special accommodations may be granted for medical conditions in advance by the Associate Dean for Student Affairs. Examples include but are not limited to access to food, beverage or medical testing supplies during an examination period due to medical necessity. These items should be left with the proctor at the beginning of the examination session. A student may be asked to leave the room to consume food or beverage if required as such activity may be disruptive to other students. The exam time allotted will not be extended in these cases, unless extra time has been pre-approved by the Associate Dean for Student Affairs as part of an accommodation. The Associate Dean for Student Affairs should be notified by students of this requirement in writing at the beginning of the year for known medical issues. If this is a new medical condition, the Associate Dean for Student Affairs should be notified before starting a new course or at least one week prior to examinations, or as soon as reasonably possible following diagnosis. A letter from a licensed medical provider is usually required to support this exception to standard examination rules. In the case of a recurring need for food/beverage available due to medical necessity, the request will only need to be made once sometime before the first examination and approval will carry over to subsequent examinations during the academic year. Subsequent requests will need to be made at the beginning of a new academic year.

17. All students, by taking the examination, acknowledge and consent to the following, which may appear on the computer screen at the beginning of each examination administration: *All of the test questions used are owned by the Medical College of Wisconsin. Any dissemination, disclosure or reproduction of the materials or any part of them through means including, but not limited to, photocopy, dictation, photography or reconstruction through memorization and/or dissemination (oral or written) in any form to any individual, platform, and/or party, or for the purpose of disseminating the information now or in the future, is prohibited and constitutes a violation of the MCW Student Professional Misconduct Policy. Resulting disciplinary action of an appropriate nature will be administered in MCW's sole discretion.*
18. At the discretion of the proctor, the format of the examination (computer v. non-computer) may be changed or the examination may be rescheduled even when an examination is in progress.

### **Policy for Students Arriving Late to Take an Examination**

1. The appropriate Course/Clerkship Director or their representative(s)/coordinator will clearly communicate the expected exam start time for students. Students should be in the exam area prior to the expected exam start time to assure "on-time" arrival on examination days.
2. Students arriving late to take an examination must "badge in" and quietly inform the appropriate Course Director or chief proctor of their arrival.
3. The appropriate Course/Clerkship Director or the chief proctor has authority to decide how to manage a student arriving late for an exam. In accommodating the late student, every effort will be made to minimize the disruption to other students taking the exam.
4. The student will be expected to complete the exam in the time remaining for the original testing session.
5. Arriving late for exams (badging in after the expected start time (1:01) is an issue of professionalism. After the exam, students arriving late will be required to arrange and meet promptly with the appropriate Course/Clerkship Directors.
  - a. First offense: a warning from the Course Director and an orange card sent to the Associate Dean of Students
  - b. Second offense: 5% taken off the exam
  - c. Third offense: 10% taken off exam
  - d. Fourth offense: additional 10% taken off and students will meet with the Associate Dean for Student Affairs with possible disciplinary action.
  - e. After one year, each student lateness occurrences shall be reset to zero

### **Medical School Exam Review and Appeal Procedure for M1/M2 Exams**

1. Course Directors or their representatives will clearly communicate exam review procedures to students by way of D2L Brightspace Announcements and the course syllabus in the event one exists. Course examination items, including completed and returned exams, are confidential documents not to be released, reproduced, disseminated or shared in any forum outside of the testing/review setting.
2. For courses in which the exams are returned directly to students, the returned exam will serve as the vehicle for student learning.
3. For courses in which exams are not returned to the students, the following will serve as the mechanism for students to learn from the testing process.
  - a. Shortly after electronic exams, students will receive an initial score and the number for those questions incorrectly answered.
  - b. Shortly after the exam, the exam and correct answers will be posted in a room proctored by non-faculty for the duration of one hour. This exam review is to stimulate group interaction and peer learning between students.
    - i. Only a student's exam report or a sheet of standard letter paper with question numbers for review may be brought into the room
  - c. Students are not allowed to bring in the items listed in section 2 of Rules for Administration of Medical School Examinations.
  - d. For M1 Courses

- i. Students will have until the end of the Review Session to report ambiguous questions. No reports will be accepted after the completion of the review session.
  - ii. Students may e-mail or meet with the appropriate Course Directors about questions reported during the Exam Review Session.
- e. For M2 Courses
  - i. Questions may be marked in ExamSoft for review during the exam. An exam time extension of 10 minutes will be given and built into the ExamSoft timer.
  - ii. Any question can be commented upon/challenged after the post exam review through the course e-mail using the following guidelines:
    - a. The email subject line **must** be “Comment on/challenge of Question or Question Topic” and the question number or topic repeated in the body of the email.
    - b. Each question **must** be submitted in an individual email by 8 AM on the day following the exam review.
    - c. Students **may** include in the body of the email an explanation of the issue with the question based on the information sources given in Brightspace by the faculty including their lectures.
- 4. Decisions about challenged questions.
  - a. The appropriate Course Directors will review both the reported questions for accuracy and the question statistics for all questions.
  - b. Statistical analysis of student performance will determine the validity of all exam questions. The Difficulty Index, Answer Frequency, Discrimination Index and Point Biserial are provided to the Course Directors.
  - c. Questions that do not meet statistical standards for validity, or receive large numbers of consistent student comments are marked for follow-up
  - d. This follow up question review is performed immediately after the exam by the Course Directors in discussion with the faculty teaching the content area.
  - e. The decision to drop a question or accept two answers as correct on an exam rests with the appropriate Course Director. This decision may be based on consultation with faculty and/or psychometric data for the overall exam and individual questions. The Course Directors will consult the MCW Assessment Team.
  - f. Changes such as acceptance of more than one answer or dropping a question will be communicated through Brightspace Announcements
  - g. Credit will not be given to all students for a specific flawed question. Flawed questions will be removed from the scoring of the exam.
  - h. Responses to individual comments/challenges are at the discretion of the course directors.

### **Medical School Lab Practical Examinations**

1. At the beginning of the course, students will be assigned to a group before testing. Throughout the course of the term, group assignments to testing sessions will be rotated.
2. For timed examinations, students may not begin the examination until instructed by the proctor.
3. For a non-computerized laboratory practical examination that is timed, students must remain at a given station during allotted time (i.e., students will not be allowed to return or advance to a given station during or after the examination unless permitted by the proctor).
4. At the end of an examination, students' must immediately:
  - a. Move from the Form and Function Lab to a specified room, transfer answers to the testing program, and submit the answers
  - b. Refrain from any type of communication while moving from lab to classroom.
  - c. Turn in their paper answer sheets to a proctor.

Disclaimer: Nothing in this policy is intended, nor shall it be construed, to conflict with policies set forth in the Medical Student Handbook, or to limit the rights students have by law including but not limited to those pertaining to ADA accommodations. Questions regarding ADA accommodations or interpretation or application of this policy should be directed to the Associate Dean for Student Affairs.

### Medical School Weather Policy for Exam Administration

1. The status of Milwaukee, Central Wisconsin and/or Green Bay campuses as to whether they are opened or closed due to severe weather or extreme emergencies is determined by the President, Provost/Executive Vice President/Dean of the Medical School, and Executive Vice President/Chief Operating Office for Finance and Administration.
2. In the event of closing one or more campuses, the Office of Communications will coordinate the announcement of a closure through the news media.
3. If an examination is scheduled when one or more campuses are closed, the open campuses will administer the exam as scheduled.
4. The examination at the close campus(es) will be administered as soon as possible following reopening. Students will be notified of the rescheduled date and time by an Announcement on the D2L-Brightspace site for the affected course.

### Procedures for Evacuation during ExamSoft and NBME Assessments

1. In the event an emergency evacuation (e.g. fire alarm) is required during an ExamSoft or NBME assessment, faculty and students must evacuate according to the [emergency procedures established by MCW Public Safety](#).
2. **ExamSoft** Computer Instructions:
  - a. Before exiting the classroom, faculty proctors should instruct students to **PRESS** and **HOLD** the power button on their laptops until the computer powers off.
    - i. When the computer powers off, the ExamSoft timer will pause until the computer is powered back on. Student progress (completed questions and selected answers) is saved; no responses are lost.
    - ii. If students quickly press and release the power button, this does not power down the computer fully, and the ExamSoft timer will continue to run. Student must PRESS and HOLD. If a student neglects to PRESS and HOLD and fully power off their machine, they forfeit the time lost during the evacuation.
    - iii. Students must leave their laptops in the classroom.
3. **NBME** Computer Instructions:
  - a. Before exiting the classroom, faculty proctors should instruct students to **PRESS** and **HOLD** the Ctrl+Shift+Q on their laptops until the web browser closes.
    - i. Closing the browser will prevent the examinee(s) from losing time in the exam.
4. Paper and pencil Exam Instructions:
  - a. Before exiting the classroom, students will turn in exams with student name to a proctor.
5. Evacuation Instructions:
  - a. Students should exit the classroom and follow the head proctor to the designated Evacuation Assembly Area outside of the building found in the [emergency procedures established by MCW Public Safety](#).
6. Students are prohibited from discussing assessment content during the duration of the evacuation.
7. Once the all clear has been given and it is safe to re-enter the building, students should follow the faculty proctors back to the classroom, take their seats, and press the power button on their laptop to resume their ExamSoft assessment. A universal continuation code will need to be entered by each student on their machine, and this will be provided by exam support staff. Once students have entered the continuation code,

their timers will resume from where they stopped when they powered down their machines. No time is lost if the student powered down correctly.

8. Once students have resumed testing, the faculty proctors will consult with exam support staff regarding any additional actions that may need to be taken, including adjustment to the academic schedule for the remainder of the day, if warranted.

### **Procedure for Loss of Power or WiFi Connection during Examinations**

#### **1. Loss of WiFi Connection**

- a. ExamSoft Exams: Because WiFi is only required for opening an exam with an exam code and for closing an exam, students can continue the exam during an outage of WiFi. If there is an outage at the time the exam is ready for submission, the Exam Team or Proctors will give instructions as to where to find WiFi for uploading the exam.
- b. NBME Exams: Because WiFi is required to obtain each individual question, the head proctor will evaluate the situation with consultation with the Exam Team and NBME determine the course of action: wait for restoration of WiFi or reschedule the exam.

#### **2. Loss of Power**

- a. ExamSoft Exams: The head proctor in consultation with the Exam Team, the Facilities Team and the Course Directors will determine whether the examination will continue or will be rescheduled.
- b. NBME Exams: The head proctor in consultation with the Exam Team, the Facilities Team and NBME will determine whether the examination will continue or will be rescheduled.

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### **STUDENT COURSE EVALUATIONS**

Evaluation is a critical part of your education at the Medical College of Wisconsin. While a student here, you will be asked to evaluate each of your courses and clinical clerkships. Your input on the strengths and weaknesses of each course informs instructional decision making that will, in turn, facilitate student learning in the future.

Evaluation data is processed and compiled in the Division of Educational Services while evaluation data for away rotations is maintained by the Office of the Registrar. A cumulative report of the MCW data, including all narrative comments, is sent to the Course Director and to the Curriculum and Evaluation Committee (CEC), which is comprised of faculty and student representatives with responsibility for curriculum oversight. Committee members discuss and review each course and write a summary of its strengths and weaknesses. This summary is then sent to the Course Directors and chair of the pertinent department with a request that the Course Director respond in writing, or sometimes in person, to address modifications and/or changes he or she will make in response to feedback. Course evaluations for away rotations are posted on the Office of the Registrar's scheduling website for review by fellow students.

You can be most helpful in this process by both recognizing effective teaching and giving clear, specific feedback when your learning needs and course objectives are not met. Concrete suggestions for improvement and thoughtful reflections about approaches to the course as a whole can help course directors think about and reflect on changes to implement in future courses. For example, "The unit on such and such was difficult to follow because the presentation didn't follow a logical sequence," tells the professor that perhaps outlining the process up front and then going back and presenting it from beginning to end, referring to the outline and following a sequence, would make it easier for students to follow. In contrast, a comment like, "The course was lousy," offers no insight into what a professor might do differently to be more effective the next time he/she presents the course.

Your participation in the evaluation process actually gives you experience in a skill that will be valuable to you throughout your career as a physician. As a resident, and later as a physician in practice, you will be constantly involved in evaluation from both sides of the process with patients, colleagues and various licensing bodies. It is important, then, to develop an open and positive attitude as well as experience and proficiency in giving, accepting, and learning from evaluative feedback.

Course evaluation allows you and the faculty to collaborate in the mutual process of medical education. Faculty and Course Directors seek information from you because they value your input. Your evaluations are taken seriously as evidenced in the many significant and positive changes that already have been implemented in the curriculum. You are a partner in the process of continually improving medical education and this is your legacy to those who follow in your footsteps.

Professionalism, as one of MCW's Global Competencies, is expected of all medical students. The Medical College is committed to providing you with outstanding educational experiences to support your preparation for the M.D. degree. In order to continuously improve our educational programs, we regularly seek student perceptions regarding their educational experiences. In accordance with our professionalism competency, the Curriculum & Evaluation Committee expects that all students complete all evaluations within the established timeframes providing honest and constructive feedback as appropriate. Consistent with this expectation, the time frame in which you complete your evaluations is recorded. Failure to complete your evaluations by the stated evaluation time frame will result in your grade being withheld for selected evaluations and will be addressed consistent with the established policies and procedures associated with academic progress.

All end-of-instruction evaluations (e.g., course, unit, module, clerkship, elective, Pathway) are open for 35 days. The evaluation is opened two days prior to the end of course/clerkship date and is closed 33 days after the end of course/clerkship.

## REGISTRATION

MCW students register for fall term in April of each year, and for spring term in October of each year. The Office of the Registrar will provide detailed instructions on how to register in [MCWconnect](#).

### **Add/Drop Courses**

Students must register for courses in accordance with the dates and deadlines established by the University Registrar. It is the responsibility of the student to address any holds prior to registration.

Add/Drop Dates for Medical Students	For Rotations That Begin In the Month of . . .
May 15	July
June 15	August
July 15	September
August 15	October
September 15	November
October 15	December
November 15	January
December 15	February
January 15	March
February 15	April
March 15	May

Students who seek an exception to the add/drop deadline must consult the Associate Dean for Student Affairs for permission, and only in extenuating circumstances such as a family emergency or personal illness.

## **Permanent and Temporary Withdrawals**

### *Permanent Withdrawal*

A student wishing to completely and permanently withdraw from the Medical College of Wisconsin must meet with the Associate Dean for Student Affairs\* and sign a written withdrawal form. The student will receive written acknowledgment from the Associate Dean for Student Affairs. Formal withdrawal from the Medical College is not complete until the withdrawal form has been returned to the Office of the Registrar. Upon withdrawal, an individual ceases to be a student at the Medical College. If, for any purpose, an individual wishes to continue his or her medical education at the Medical College of Wisconsin following withdrawal, he or she will need to reapply by formal application process through the Office of Admissions.

\*MCW-Green Bay and MCW-Central Wisconsin students may meet with their Campus Dean.

### *Temporary Withdrawal (Leave of Absence)*

#### *MCW-Milwaukee:*

A student seeking a temporary withdrawal must submit a written request, including the reason for the request and the proposed duration, and meet with the Associate Dean for Student Affairs.

#### *MCW-Green Bay and MCW-Central Wisconsin:*

A student seeking a temporary withdrawal must submit a written request, including the reason for the temporary withdrawal and the proposed duration, and meet with the Campus Dean. The Campus Dean will communicate his/her recommendations to the Associate Dean for Student Affairs.

#### *All Campuses:*

The request may be granted or denied at the discretion of the Associate Dean. If the request is approved, the student will receive written approval from the Associate Dean for Student Affairs. This approval will summarize any conditions pertinent to the individual student's leave and will set a date by which the student must notify the Registrar of his or her intent to return as scheduled. Failure to provide the required notice of intent to return and/or failure to return as scheduled will be deemed to constitute a decision to withdraw from MCW. The temporary withdrawal status will become official when the completed temporary withdrawal form for the student has been returned to the Office of the Registrar. Students may not complete any clinicals, coursework, projects or research while on leave.

The Associate Dean for Student Affairs may place a student on temporary withdrawal for administrative purpose, e.g., a hiatus in scheduling a student for required or elective courses; pending a decision from the Academic Standing Committee; or other administrative reasons. Administrative temporary withdrawals are brief in duration and are not considered disciplinary in nature. The Associate Dean for Student Affairs may place a student on temporary withdrawal for disciplinary reasons, such as academic misconduct.

In general, temporary withdrawals for medical students will not be granted for a period in excess of one year. Renewals of temporary withdrawals may be approved on a yearly basis for students enrolled in other degree programs. An exception to this policy pertains to students in the Milwaukee campus Medical Scientist Training Program, where a three-year temporary withdrawal is granted for the Ph.D. component of the program.

### *Insurance Considerations for Students on Temporary Withdrawals (Leaves of Absence)*

A student who is on temporary withdrawal from the Medical College of Wisconsin is not considered a matriculated student. MCW will not assume any responsibility for any student who is not matriculated and cannot officially be involved in any effort by the student to obtain credit towards the M.D. degree granted by the MCW. In addition, a student on a temporary withdrawal is not covered by the MCW's malpractice insurance umbrella provided for

matriculated, tuition-paying students and does not qualify for the other insurance programs offered to active students.

*Approved by Academic Council May 1987*

## **Section IV. NON-ACADEMIC REGULATIONS**

### **MEDICAL STUDENT IMMUNIZATION REQUIREMENTS**

Review and approval of documents demonstrating completion of immunizations (b through i), infra) is required for class registration.

Review and approval of documents demonstrating completion of a, infra) is required to participate in any clinical activities.

- A. Hepatitis B: Completion of primary Hepatitis B series of immunizations and serologic testing of immunity to Hepatitis B (titer). If Hepatitis B Titer is negative, repeat booster and re-do titer in 4 weeks. If, no response to Booster Dose, completion of second Hepatitis B series and re-do titer in 4 weeks.
- B. Influenza: Annual influenza vaccination.
- C. Mumps: Either a positive mumps antibody titer or two documented MMR vaccinations.
- D. PPD (mantoux or quantiferon-TB): TB test done within one year and 90 days OR IGRA within 90 days of start date. If PPD is positive, chest x-ray completed within six months of starting school and Symptom Survey.
- E. Polio: Completed the three-dose series of Sabin-type Trivalent Oral Polio Vaccine (TOPV) or four doses of Salk-type Inactivated Polio Vaccine (IPV).
- F. Tetanus/Diphtheria: Initial series of three TD immunizations, plus a TD booster within the past 10 years. Tdap, one adult dose, if given more than 10 years ago, Td within the last 10 years is also required.
- G. Rubella: Positive rubella antibody titer or a documented MMR vaccination.
- H. Rubeola (common measles): Positive measles antibody titer or two documented MMR vaccinations.
- I. Varicella: Positive varicella antibody titer or two documented varicella vaccinations.

### **MEDICAL STUDENT POLICY REGARDING HIV INFECTION**

The Medical College of Wisconsin implements this policy to help assure expert and safe care to all patients while also protecting the rights of HIV infected medical students. This policy also reaffirms the mission of the Medical College to educate and inform medical students of the risks of HIV infection and provide a safe work environment. The Medical College is dedicated to equal, high-quality, non-judgmental care for all patients regardless of HIV status. Medical students are individually bound to provide safe health care to their patients. With this policy, the Medical College endeavors to limit the risk to medical students and retains the right to monitor or modify the clinical activities of its students. The Medical College commits itself to strict adherence to confidentiality and anti-discrimination regarding all health matters of its students, including HIV infection.

#### **Goals of Policy**

1. Prevention: Medical students must use "standard precautions" and understand how to minimize risk of acquiring or transmitting infection.
2. Screening: At-risk medical students should seek confidential HIV screening.
3. Management: HIV-infected medical students should have easy access to comprehensive medical care.

4. Counseling: Psychological and career counseling is provided to HIV-infected medical students.

### **Infection Control**

1. Patient-to-medical student transmission:
  - a) Educate all students (graduate and medical) on high-risk HIV behaviors and methods to avoid HIV infection in and outside the workplace.
  - b) The risk of HIV transmission and other blood-borne pathogens will be minimized by strict adherence to "Standard Precautions" (Appendix 1) and continuing education regarding potential risks.
  - c) Insure that all MCW students receive sufficient training in the performance of invasive procedures that could expose them to blood borne pathogens.
  - d) Educate students on the procedures to follow after an exposure to potentially infectious agents. MCW will provide medical students with a history of significant exposure occurring during clinical activities, medical care and treatment according to standard guidelines.
2. Medical student-to-patient transmission:
  - a) Provide confidential HIV testing upon request to all medical students and strongly encourage testing of medical students who are at high risk of HIV infection. Testing can be performed at the Student Health Clinic (SHC). Pre- and post-test counseling will be provided.
  - b) Medical students who participate in activities known to pose a high risk of HIV infection are strongly encouraged to avail themselves of this service. The Student Health Clinic will provide a list of anonymous state-run HIV testing centers in the community to all medical students who may prefer off-site HIV testing.
  - c) All medical students who test positive for HIV are encouraged to report to the Director of Student Health Services, who will act as advocate, advisor and initial counselor. He/she will assist the student in obtaining a physician with expertise in HIV treatment. Strict confidentiality will be adhered to per Medical College and State of Wisconsin statutes. A separate confidential medical record containing HIV test results and recommendations will be maintained at the Student Health Clinic. It will be accessible to the physician and the student only.
  - d) The Director of Student Health will maintain regular contact with the HIV-infected student and his/her personal physician. If the student should become impaired or require modification of his/her duties, the Director of Student Health will strongly encourage the student to discuss his/her situation with the Associate Dean for Student Affairs. The student's academic schedule or course load may then be modified.
  - e) If the student is felt to be physically or mentally impaired and does not notify the Associate Dean of Student Affairs, the Director of Student Health will personally notify the Physician AIDS Specialist (who also is the Chairman of the MCW Medical Student HIV Review Board) to convene a meeting, within four weeks, at a time that is convenient to all participants. The Board will serve as an advisory panel to the medical student and the Medical College.
  - f) The MCW Medical Student HIV Review Board will consist of:
    - a. Physician AIDS Specialist
    - b. the student's attorney (if desired)
    - c. the student's personal physician
    - d. a Medical College third-year student elected by the entire student body
    - e. Director of Student Health (not a member of the board). He/she would serve as advocate and advisor to the student and liaison to the Associate Dean for Student Affairs when necessary.
  - g) Since a student on the board could violate an HIV-infected student's rights to confidentiality, the HIV-infected student has several options:
    - a. Request that his/her case be presented anonymously (without using a name)
    - b. Request that the student representative not be present at the meeting where he/she is revealed or when his/her case is presented
    - c. Waive his/her right to confidentiality to all members of the Board
  - f) The Board will evaluate the student's activities, his/her technical expertise, the risk posed by HIV infection, attendant functional disabilities, and the transmissibility of simultaneously carried infectious agents (e.g.,

TB, hepatitis B). Input will be received from the medical student and his/her legal counsel and the student's personal physician.

- g) If alterations in the student's clinical rotation or academic schedule are required due to deteriorating health or risk to patients, the Board will notify the Associate Dean for Student Affairs, who in turn will notify the appropriate course director in a confidential manner. Under no circumstances will the student be dismissed solely due to HIV status. Recommendations by the Board to monitor further or modify the activities of the medical student will be made to maximize and balance patient safety and student confidentiality. Failure to comply may result in further review and action by the Medical College Review Board.
- h) All HIV-infected medical students will be instructed by the Director of Student Health or their personal physicians regarding measures to limit the risk of acquiring opportunistic infections.

### **Career Counseling**

1. Career counseling is necessary for HIV-infected medical students. The Director of Student Health will serve as the initial counselor and will then refer the student to a list of resources for career, psychological and financial counseling. It would be the student's choice as to whom he/she discloses his/her status for counseling. Possible resources include an HIV-positive physician, Student Mental Health staff, Student Affairs staff or a Physician AIDS Specialist.
2. Career counseling should include information on non-invasive career choice options, residencies and matching, and guidelines for the safe performance of invasive procedures and patient care.

### **GUIDELINES FOR MEDICAL STUDENT DRESS**

Students are expected to dress in a way that is appropriate for a medical training environment. Students should represent themselves in a way that will reflect positively on their professional achievements, the Medical College of Wisconsin and the profession of medicine.

Any time students anticipate that they will have contact with patients, students should dress in a manner that will enhance their ability to earn the respect of their patients and other healthcare professionals. This includes a clean, short white coat worn over business attire (shirt and tie for men, and appropriate business dress for women). Each rotation may have specific guidelines for dress, and students are strongly advised to follow them.

Endorsed: Executive Committee of the Faculty; August 9, 1983 Revised August, 1997

### **PAGERS**

Pagers are issued to all third- and fourth-year medical students and are to be used as a primary means of contact for the Medical College. Students are responsible for the care and maintenance of their pagers and will be charged for any missing or damaged pagers. Students should not rely on personal cell phones or other devices to communicate private patient information. Students are expected to have a working pager with them during business hours, Monday through Friday, 8:00 a.m. to 5:00 p.m.