Hackensack Meridian
School of Medicine

Student Handbook
2024-2025

Revision 1—February 2025 (see Change Log)

Change Log

1. **February 2025**
   - 1.1. An update to Section 7: Professionalism.
   - 1.2. An update to Section 8: Title IX Policy and Grievance Procedure.
   - 1.3. The addition of Section 13.3.1: Delayed VA Chapter 31 or 33 Disbursements.

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1 Welcome

1.1 Message from the Dean

Welcome members of the 2024 Cohort to the **Hackensack Meridian School of Medicine (HMSOM)**! You are embarking on a career and entering a profession that offers enormous opportunities to benefit your community, the nation, and all of humankind and provides incredible personal and professional satisfaction and accomplishment.

Welcome back to all other Cohort Members! The Academic Year from July 2024-June 2025 will be even better for you than the last!

Founding a new school of medicine was a rare opportunity to create transformative change...one that starts with a tabula rasa, a blank slate, and builds from there to accomplish actual paradigm shifts.

Our school is founded on the cornerstones of improving value in healthcare, correcting health inequities, and teaching in a new way that creates critical thinkers, lifelong learners, and change agents for community advocacy with an innate understanding of the importance of the social determinants of health.

We will teach you how to learn, and then you will learn how to teach in this new way. We will always teach it in the context of the community.

We are driven by our vision: that persons in New Jersey and the USA, regardless of race or socioeconomic status, will enjoy the highest level of wellness in an economically and behaviorally sustainable fashion.

Our curriculum makes no distinction between basic science and clinical knowledge; basic science content is always presented in the clinical context, where you can see the medical relevance. We do this in a brand-new facility designed specifically to teach our curricular emphasis on small group team-based learning and flipped classrooms.

We are focused on improving the transition between medical school and residency. Our accelerated program will allow you to graduate after three years and transition seamlessly into residency. You may also elect to stay for an enriching and exciting fourth year, which allows you to develop an individualized learning plan that develops your intellectual and educational passions and prepares you fully to transition to residency.

We will do our best to nurture and develop the empathy and compassion that you entered with. You are joining us because you believe in our vision and mission. You believe in a school with a community-based curriculum. You understand our innovative way of teaching medicine, which produces critical thinkers and problem solvers. You share our aspirations to create a different generation of physicians.

We admitted you all to our school because you are creative, caring, empathetic, intellectually curious, and dedicated to changing how we view health and deliver healthcare. We believe in you and your ability to effect this kind of change.

I look forward to accompanying you as you embark on this journey to make health and healthcare better for **everyone**. It will be a fulfilling journey for all of us.

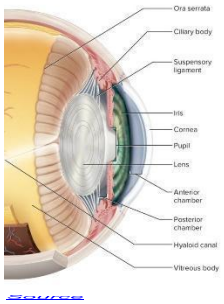
Source

Jeffrey R. Boscamp, M.D.
President and Dean

1.1.1 Our Mission

To develop our students, residents, faculty, and healthcare environment to deliver the highest quality care for all.

- Embrace and model our professional roots of reverence for the human condition, empathy toward suffering, excellence in medical care, research and discovery, and humility in service;
- Continue to serve and learn from the engagement of underrepresented minority populations among students, faculty, staff, and community;
- Integrate lifelong learning and inquiry into their practice;
- Work in communion with scholars and practitioners of other disciplines to integrate their perspectives, experiences, and tools; and
- Understand that context, community, and behavior drive well-being.



Source

1.1.2 Our Vision

Each person in New Jersey and the United States, regardless of race or socioeconomic status, will enjoy the highest levels of wellness in an economically and behaviorally sustainable fashion.

1.1.3 Diversity and Equity Policy and Statement

Consistent with its Mission, HMSOM is committed to quality education, research, and service in an environment that prepares students for serving a diverse community. Training and working in environments and settings that are diverse and inclusive and contain persons from all backgrounds is critical to ensuring that our graduates will have the highest level of knowledge, attitudes, skills, and behaviors exemplary for the medical profession. It will enhance the training, education, and practice of all clinicians and is essential to ensuring the highest quality healthcare outcomes for all populations.

🔎 Please review the Diversity and Equity Policy and Statement for more information.

1.2 School History

Initially organized as a joint venture with Seton Hall University, the HMSOM has operated independently as an Institution of Higher Education (IHE) since July 3, 2020.

Though less than nine years old, HMSOM now holds its fourth name! The school was incorporated in March 2015 as the Seton Hall-Hackensack School of Medicine. When the Hackensack University Health Network, Inc. merged with Meridian Inc. in 2016, the name changed to the Seton Hall-Hackensack Meridian School of Medicine. In 2018, **Hackensack Meridian *Health* (HMH)** became the sole Member of HMSOM, leading to the third name, the Hackensack Meridian School of Medicine at Seton Hall. Upon the final approvals to operate an independent IHE on July 3, 2020, the name became the current Hackensack Meridian School of Medicine.

A SHORT TIMELINE OF HMSOM

May 31, 2018 | Ribbon cutting for the Hackensack Meridian School of Medicine at Seton Hall University.

Summer 2018 | First students admitted, a cohort of 60, that inaugurated the HMSOM's White Coat Ceremony.

Summer 2019 | Second cohort admitted, of roughly 90 students.

March 2020 | COVID-19 pandemic sweeps the globe. The HMSOM, its students, and instructors pivot to continue education with virtually no interruption. The HMSOM also helped in times of need; students volunteered independently, assisted with mass vaccination, conducted real-time research to help clinicians, and even formed a group to help front-line nurses and doctors with child care. The Human Dimension Support Our Schools program assisted public school districts with protocols for staying safe amid the surges of SARS-CoV-2.

July 2020 | HMSOM secures all necessary regulatory and accreditation approvals and achieves independent status.

July 2020 | Cohort of roughly 120 admitted.

March 2021 | First Match Day held - but virtually, due to the COVID-19 pandemic restrictions on in-person meetings.

June 2021 | First-ever commencement ceremony, with 18 graduates all starting residencies at Hackensack Meridian *Health* hospitals.

July 2021 | HMSOM is honored with the prestigious NOVA Award from the American Hospital Association, particularly for the community health improvements effected by the Human Dimension course.

July 2021 | Cohort of roughly 160 students admitted.

January 2022 | Unexpected passing of Founding Dean, Dr. Bonita Stanton. Stanton later receives a posthumous Special Recognition Award from the American Association of Medical Colleges for her long and illustrious career.

June 2022 | Commencement ceremony held at NJPAC, with 63 new doctors heading to residencies in New Jersey and beyond.

November 2022 | Full accreditation from the Middle States Commission on Higher Education.

December 2022 | Dr. Jeffrey Boscamp named dean of the HMSOM after being vice dean since inception and a year as interim dean.

February 2023 | Full accreditation from the Liaison Committee on Medical Education achieved.

1.3 IHSC Public Safety

1.3.1 Role of Public Safety

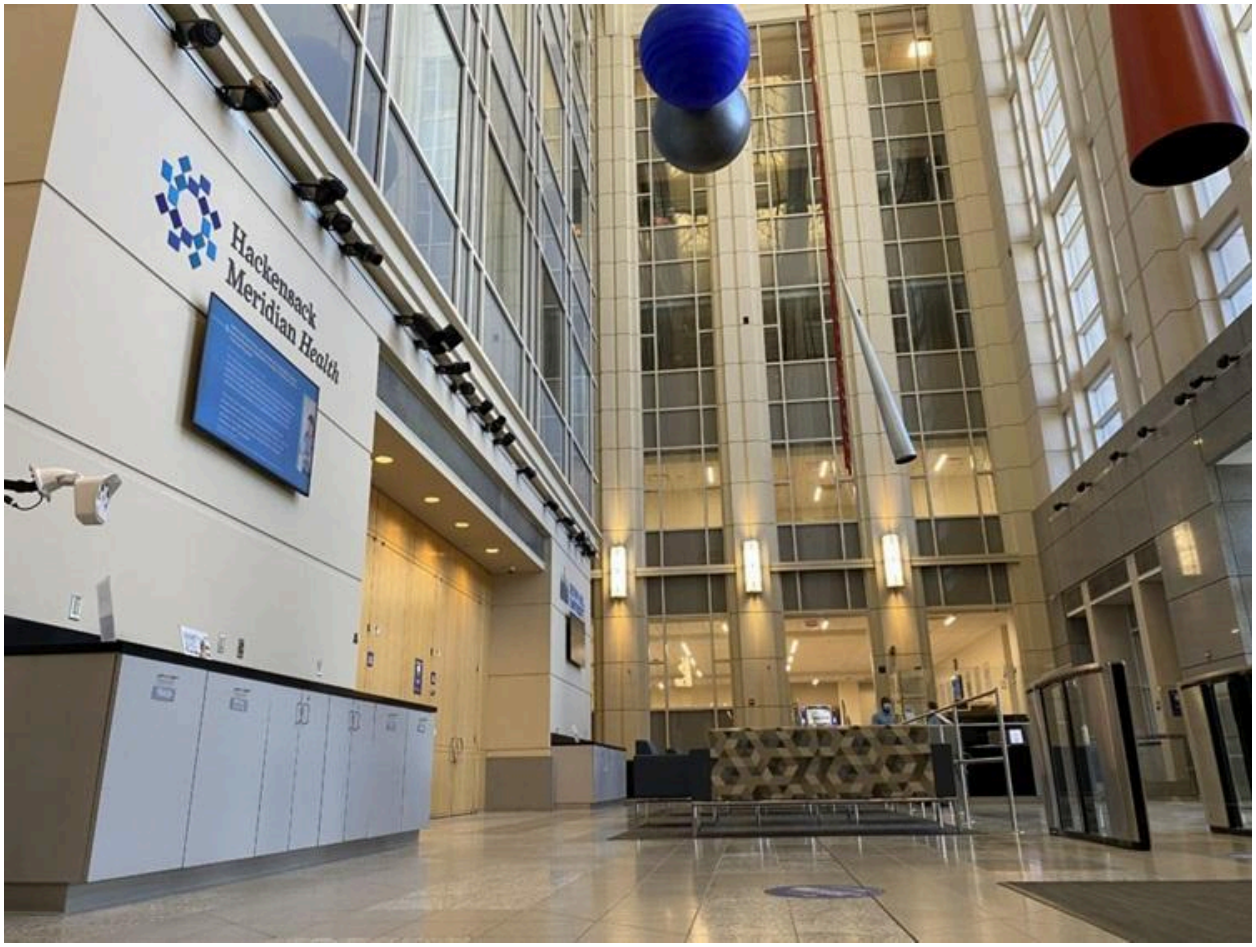
The safety of all students, faculty, staff, and visitors is paramount. HMSOM strongly encourages that all crimes committed at or immediately adjacent to the **Interprofessional Health Services Campus (IHSC)** be directly reported to the **Department of Public Safety (Public Safety)**. Public Safety also accepts anonymous reports online.

Your safety is delivered via security patrols, campus access control, and emergency communications. Public Safety is responsible for emergency response and management, fire safety, medical assistance, and investigations. Security Officers are not armed and are not sworn law enforcement personnel. Security-related infrastructure includes alarm monitoring and response, CCTV surveillance, medical emergency response (**cardiopulmonary resuscitation (CPR)**/AED trained), and general customer service.

At the IHSC, the physical condition of the building is monitored by Facilities Engineering and requests of a security nature (keys and access cards, etc.) are coordinated through Public Safety. Electronic surveillance systems monitor IHSC property and adjacent areas of public property. But it's not just about physical security. We also prioritize your awareness and preparedness. That's why our emergency notification systems, including the emergency overhead alert system,

emergency alarm, and Everbridge System alerts, are regularly tested throughout the year. This ensures that you are always informed and prepared for any emergency.

1.3.2 Access to the School



Source

All HMSOM faculty, students, and employees have ID cards (see below) to access the facility. Turnstiles, card swipes, and security personnel are strategically placed for your convenience and safety. Turnstiles are utilized in the main lobby, card swipes at the rear entrance, and on the elevated fourth-floor connector to the **Center for Discovery and Innovation (CDI)**. Students, faculty, and staff of all other building inhabitants must also swipe their ID cards. All visitors to any building office must use the front entrance and register with security. These measures are in place to ensure that only authorized individuals can access the facility, giving you peace of mind.

Public Safety personnel are positioned at points of entry to the building. Ground floor turnstiles may only be opened upon a valid card swipe and in the presence of an officer in the main lobby entrance; an officer is also located at the rear entrance of the first floor (from the North lot).

1.3.3 Emergency Preparedness and Response Plan

HMSOM has a comprehensive Emergency Preparedness and Response Plan. The Plan details the processes and communications for a successful response to and recovery from an emergency incident. Public Safety also coordinates closely with surrounding cities' (e.g., Clifton and Nutley) local police, fire, emergency services, and state and national agencies.

ⓘ General information about the emergency response and evacuation procedures are part of HMSOM's Campus Security Act compliance efforts and is available on the Public Safety website at https://www.hmsom.org/en/ihs/public-safety/.

HMSOM will, without delay and considering the safety of the community, determine the content of any emergency notification and initiate the notification system unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. Public Safety is responsible for issuing emergency notifications. HMSOM may use several systems to communicate quickly with the community, including the Everbridge System (see below).

When there is adequate time to alert the HMSOM community, warnings and detailed emergency instructions may be posted on the HMSOM website and broadcast via Email Community Alerts. Emergency notification may be disseminated to the larger community through the HMSOM website and local, regional, or national media.

1.3.3.1 Everbridge System

This is HMSOM's electronic mass notification system, through which warnings and instructions are transmitted to the HMSOM community via cellular voice, cellular text, landline telephone, and e-mail. The Everbridge System is used throughout an emergency event to alert and warn the community of an impending or occurring hazard, to provide instructions such as shelter-in-place, or to inform the community when the hazard has been abated. The Everbridge System may also alert the community to hazards beyond the scope of crimes and locations specified by the Clery Act (see below).

All HMSOM community members may register to receive email messages. You must opt-in to the Everbridge System alerts at the start of each academic year. An online Activity Guide is available for reference in the School of Medicine Access (SOMA) portal (see 2.5.2 below).

1.3.3.2 Clery Act

ⓘ Among other activities, HMSOM complies with the annual reporting and other requirements of **The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)**. HMSOM's Annual Security Report (see the calendar year 2022 report) is posted online under the heading Campus Disclosures" on the School's website (Student Resources >Student Right-to-Know).

1.3.3.3 Network (HMH) Policies

HMH generally posts policies concerning safety responses to carbon monoxide, COVID-19, fire, bomb threats, hazardous materials, and hazardous spills. HMH also generally posts plans regarding hazard communication, security management, hazardous materials and waste management, and network safety.

Department of Public Safety: (973) 542-6600 IHSC.SecurityRequest@shu.edu

🔎 Please review the IHSC Public Safety page for more information.

1.4 Campus History

HMSOM is an anchor presence at the IHSC at 123 Metro Boulevard, Nutley, New Jersey 07110, and is affiliated with the HMH network of 18 hospitals and more than 36,000 Team Members statewide.

Its 116-acre site spans the townships of Nutley and Clifton. It was formerly the North American home of F. Hoffmann-La Roche AG, commonly known as Roche, a Swiss multinational holding healthcare company. Roche had been an integral part of Nutley, New Jersey, since the late 1800s, significantly influencing the town's economic and social fabric. The campus on which you study is known for pioneering medical advancements, including the invention of Valium and significant cancer research. Roche decided to close its Nutley site by the end of 2013.

Today, it is a mixed-use hub focused on life sciences and biotech firms. It is called ON3 and is owned by Prism Capital Partners. We share the campus with Ralph Lauren and Eisai on the immediate west side of the student parking area, Quest Diagnostics to the far west, and the CDI, a member of HMH, immediately to the east.

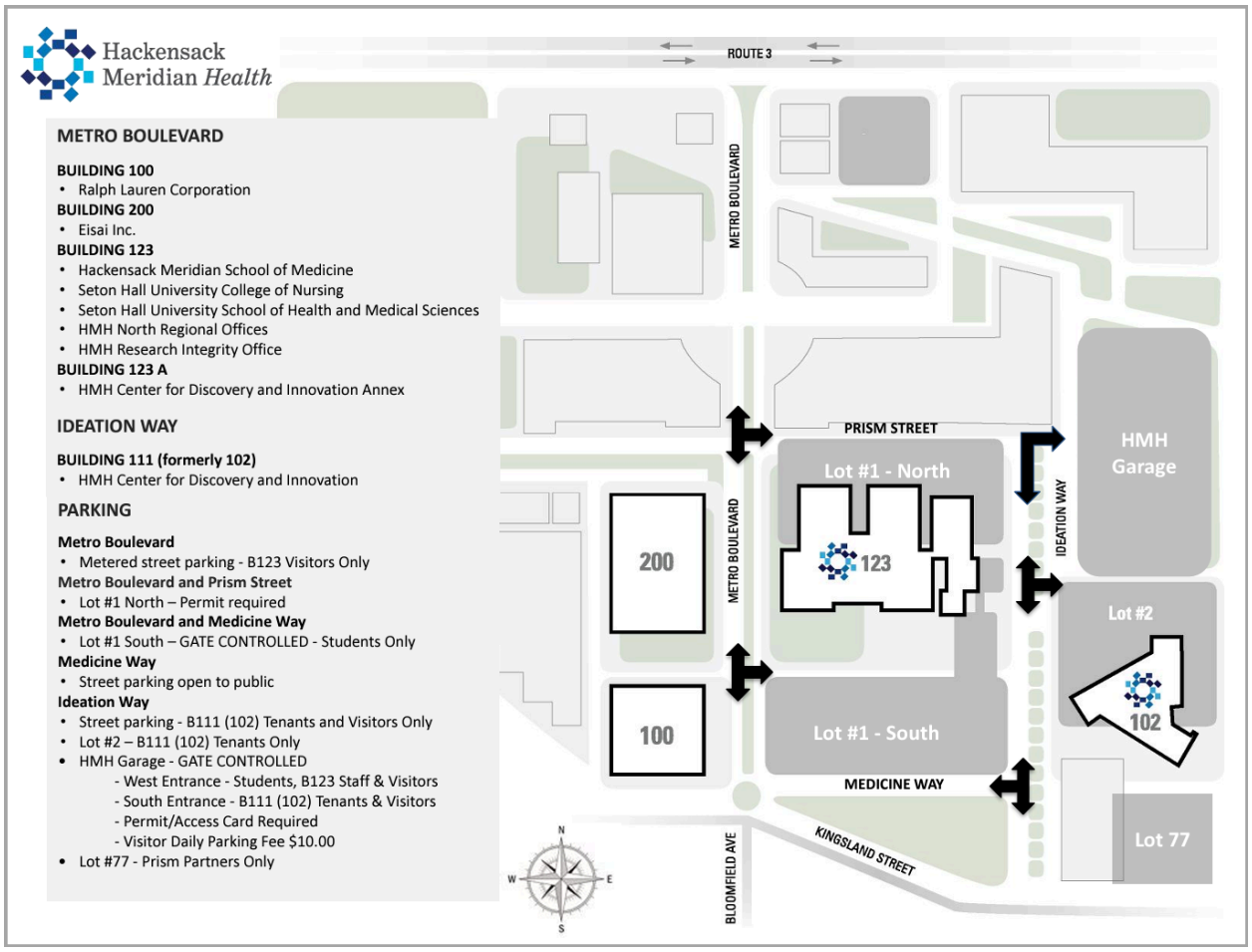
Source

1.5 Campus Orientation

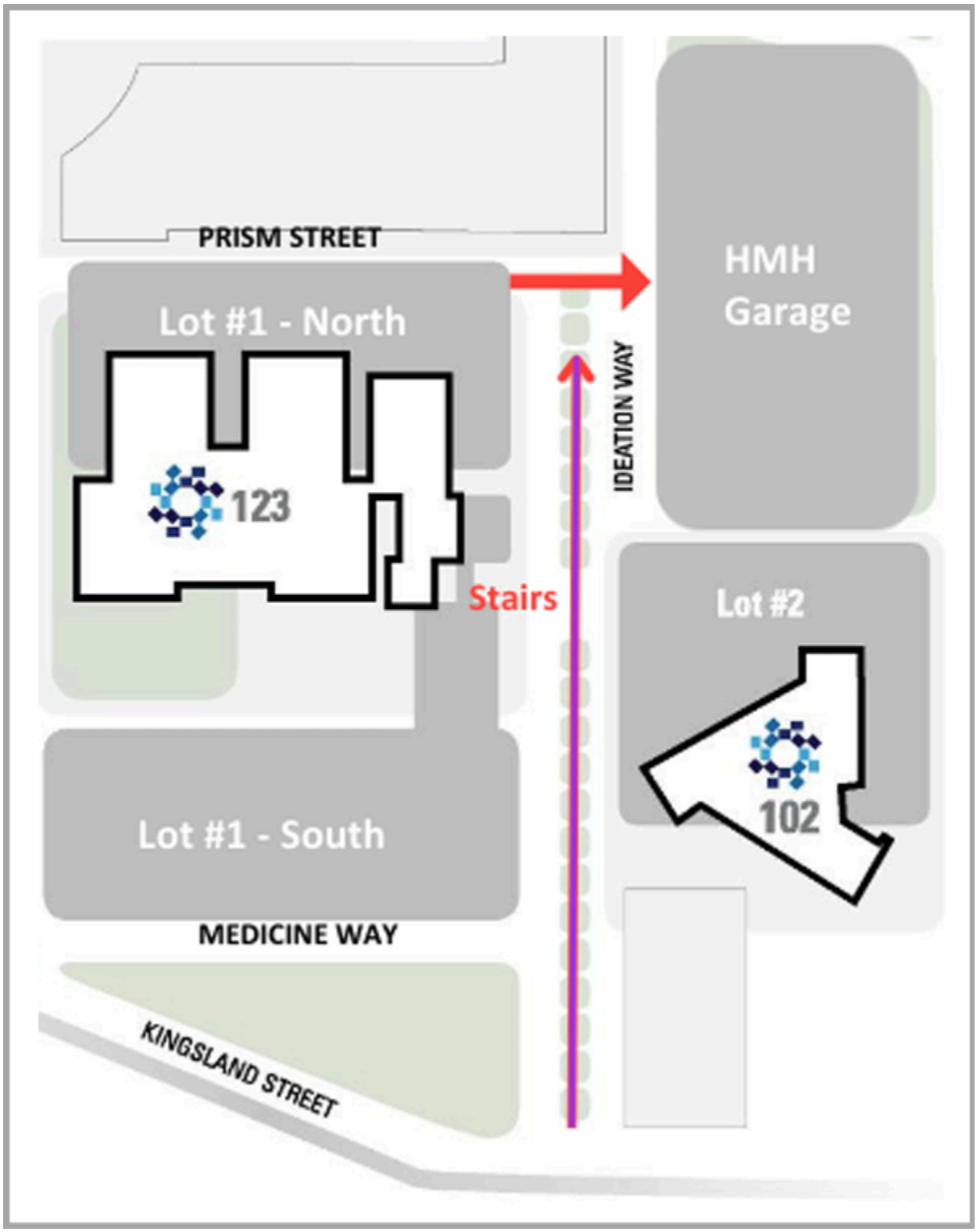
HMSOM shares the newly renovated IHSC with the HMH CDI, Seton Hall's College of Nursing and School of Health and Medical Sciences, and additional third parties.

The IHSC occupies 20 acres of a 120-acre site, which straddles two towns (Nutley and Clifton) and two counties (Essex and Bergen). It is located on Route 3, a centrally located commuter route that provides direct access to the Lincoln Tunnel, a primary portal into Manhattan. As described above in Campus History, the site is also referred to as ON3, slated to be a vibrant mixed-use development that will include retail, restaurants, housing, office, biomedical companies, hotel space, and a fitness center. The site connects to adjacent parks and waterways. Abundant green space connects with walking, jogging, and bicycle trails into the adjacent towns.

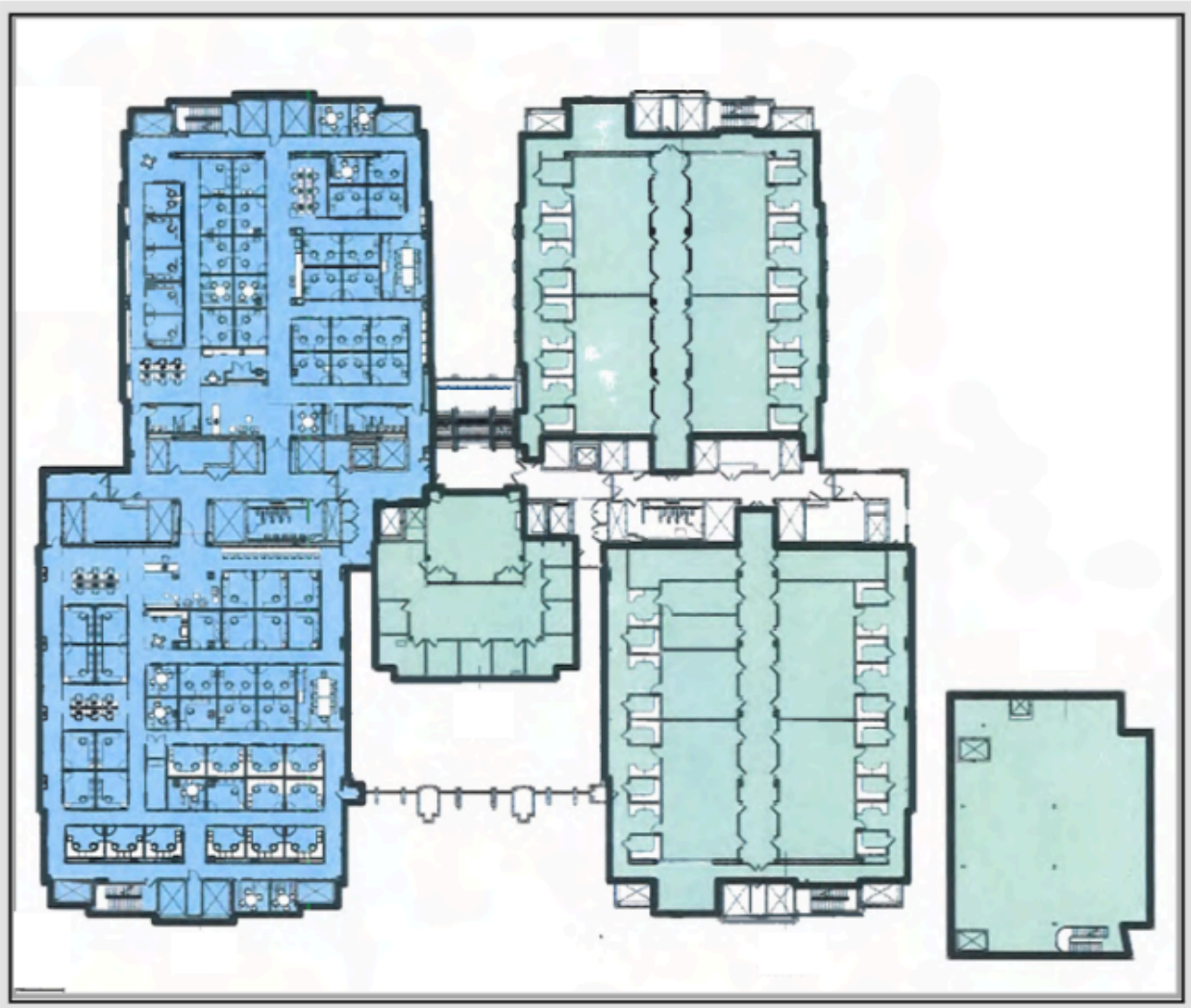
1.5.1 Campus Map



1.5.2 Parking Map



1.5.3 Interior Building Layout



The SOM building has been renovated to create teaching spaces that support the curriculum. The renovations created new simulation centers, **Standardized Patient (SP)** clinics, a wet and dry anatomy lab, information commons (library), student support services, casual eating facilities, student lounges, and classroom space specifically designed to support our pedagogical approach employing student-centered, small group pedagogies. There is also ample independent student learning space for individuals and small groups. There is also extensive research-ready laboratory space.

State-of-the-art audiovisual equipment is in all learning spaces, allowing for active collaboration between students and faculty. The state-of-the-art simulation center and learning facility is designed for doctors educated in the 21st century, bringing their expertise to support doctors in actual clinical environments. The IHSC includes approximately 30,000 square feet of space dedicated to teaching and assessing students' clinical and procedural skills.

This space includes:

Clinical Skills Center:

- 16 Examination Rooms designed to look like and function as an outpatient medical space for learning clinical skills and formative and summative assessment.
- Full digital video/audio recording for all exam rooms, allowing for faculty observers to be stationed in a central control room or outside of the individual examination rooms

Medical Simulation Center:

- Seven (7) simulation rooms designed as Medical/Surgical Inpatient Units
- Two (2) Intensive Care Units
- Two (2) Post-Anesthesia Care Unit
- Operating Room
- Labor and Delivery (with capability for newborn care simulation).

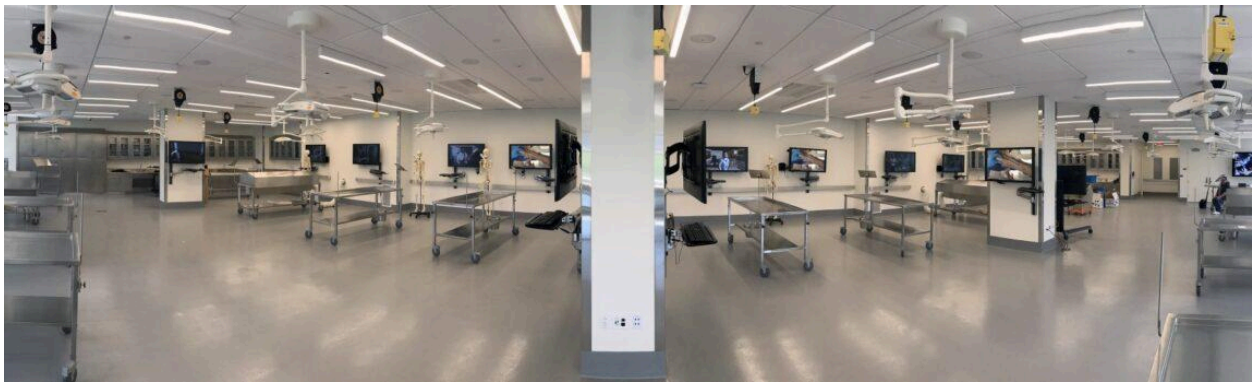
All rooms have full video/audio recording and dedicated control room space for mannequin control and student observation.

Many task training and exam table labs complete these two robust centers, where multiple exam tables in a room, video recording and demonstration, and flexible space provide the ideal environment for physical exams, physical diagnosis, and procedure training.

Gross Anatomy Facilities: The IHSC features a state-of-the-art gross anatomy facility that allows for traditional dissection, prosections, and computer-based imaging. The lab is flexible and can be set up in various ways to match a particular session's pedagogical needs.

The gross anatomy lab is an interdisciplinary facility that will teach anatomy, medical imaging, histology, pathology, and clinical skills.

Students, faculty, and staff must maintain the utmost respect and professionalism in the anatomy lab. This space is dedicated to serious study and learning, and treating all specimens and equipment with the utmost care is essential. Disrespectful behavior not only disrupts the learning environment but also dishonors the contributions made to medical education.



Source

2 General overview

2.1 IHSC Identification (ID) Cards

All students will receive an ID card for the IHSC, identifying them as HMSOM students. Students must always possess their ID card while on campus and in school. The IDs are also required to gain access to parking and select affiliated HMH sites, lobby turnstiles, and classrooms and labs during business and after hours.

Information about Public Safety activities is presented at the **Human Dimension Immersion & Orientation (HDI&O)** sessions for new matriculants. That initial presentation includes information about all services, equipment (fire alarms, defibrillators, etc.), evacuation procedures, and notification services (Everbridge, loudspeaker announcements, and visual messaging). Questions at any other time may be directed to Public Safety or any faculty or staff member.

⚠ Note §IV(H) of the Student Code of Academic and Professional Integrity. Each HMSOM student's professional responsibility is to understand and abide by such rules, policies, guidelines, and procedures as apply to them at affiliated institutions or clinical/practicum/learning sites.

After-hours is considered between 6 pm and 6 am, Monday through Friday, all day on Saturday and Sunday, and all HMSOM-observed holidays.

Students are required to produce their IHSC ID if requested by any Safety Officer. Students must not lose their ID cards. Please get in touch with Public Safety for a replacement if they are lost or stolen. A replacement fee will apply.

2.2 Laptop/Mobile Wi-Fi Access, Credentials, etc.

Source

Wireless access is available in all areas of the building. Computers located in the Health Campus Library or the Medical Student Lounge can be used to access email messages.

ⓘ Students should use the HMH guest network to access the Wi-Fi networks while on the IHS campus.

Network: TeamHMH **Password**: bestcare

Hackensack Meridian *Health* uses Zscaler to filter internet content. If you receive an error message mentioning Zscaler when accessing the network, please refer to the Zscaler Certificate download instructions.

2.3 Social Media Guidelines

⚠ The scope and implications of an internet presence are broad. They can affect students personally (residency interviews, employment, promotion, legal exposure) and professionally (social contract, institutional, and professional integrity). The concept of the intended audience no longer pertains: Once something is posted on the internet, the audience is anyone and everyone, its presence is permanent, and that information (photograph, comment, posting, personal information) is no longer in the student's control. Please make informed choices regarding an online presence and encourage colleagues to do the same. All students, faculty, and staff are responsible for knowing and abiding by the HMH Social Media Policy. These guidelines are designed to ensure all HMSOM students utilizing any form of social media (including but not limited to Facebook, Twitter, Instagram, YouTube, TikTok, Post. News, Mastodon, Blogs, Forums, Messaging Boards & Social Bookmarking Sites) adhere to and align with HMH's policies and practices.

⚠ All HMSOM students must follow other existing HMH policies and procedures and HMSOM student policies and procedures when relevant to this policy. **Students are accountable for being informed and familiar with the contents of the Related Policies listed below.**

⚠ Inappropriate postings by any student, such as discriminatory remarks, sexual harassment, threats of violence, or similar inappropriate or unlawful conduct, will not be tolerated and may result in disciplinary action up to and including referral of the HMSOM student to the **Student Professionalism Subcommittee (SPS)**. Any questions regarding this policy and procedure may be referred to the HMSOM Senior Associate Dean for **the Office of Student Affairs and Wellbeing (SAW)**.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies**

Acceptable Use
General Grievance Policy
General HIPAA Security Rule Compliance Policy
Non-Retaliation/Retribution for Reporting; Conscientious Employee Protection Act (CEPA)
Preventing Student Mistreatment and Promoting a Positive Learning Environment
Recording of Educational Sessions Policy
Social Media Policy
Student Code of Academic and Professional Integrity
Title IX Policy and Grievance Procedure

2.4 Cost of Attendance & Tuition and Fees

ⓘ Academic Year Cost of Attendance information for the relevant academic year may be viewed at hmsom.edu. In rare cases, students may be considered for Extended Enrollment Tuition rate.

The student is responsible for obtaining all bills, whether distributed by mail, e-mail, or another recognized notification avenue. Failure to review bill notifications does not absolve the student

of the responsibility for payment by the due date. Failure to submit payment within 30 days of the due date may result in late fees applied to the student account. Students have 24/7 access to view any HMSOM bill by accessing their TouchNet account via the student portal (see §2.5.2 below).

Since most of the charges or credits on Student Account statements originate in the Office of Student Accounts (Bursar/OSA), questions about a specific charge and payment options should be directed to the Bursar/OSA.

Financial Aid questions should be directed to the **Office of Student Financial Services (OSFS)**.

ⓘ **Bursar/OSA**:	studentaccounts@hmsom.edu
ⓘ **OSFS**:	sfs@hmsom.edu

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policy**
Billing, Collection, Write-offs, and Unclaimed Property Policy
for Tuition, Fees, and Other Charges Policy
Extended Enrollment Tuition Policy

2.5 Important Acronyms

In addition to turning out exceptional MD degree holders, HMSOM excels at creating acronyms. WHMAAWDL (we haven't met an acronym we don't love). Here is a set of the ones we most commonly use.

2.5.1 Learning Management System (Leo)

Leo by DaVinci Education (Leo) (now a subsidiary of Elentra Corp.) is an advanced **learning management system (LMS)** designed specifically for healthcare education. HMSOM introduces the use of Leo during HDI&O.

Like most LMS platforms, Leo integrates various administrative and educational tools to streamline curriculum management, accreditation reporting, and teaching and learning measurement. Its comprehensive functionality improves the efficiency and effectiveness of healthcare education programs, making it a preferred choice for many leading medical institutions.

Critical functions of Leo include:

- **Curriculum Management**: Leo allows for the efficient organization and mapping of courses, events, and session objectives to program competencies. It also includes tools for managing small groups, clerkships, and faculty effort tracking.
- **Assessment and Evaluation**: The platform supports various assessment types, including formative and summative assessments, and provides robust tools for 360-degree

evaluations. It includes features for creating and managing question banks, live monitoring of assessments, and providing detailed feedback to students.
- **Content Management**: Leo enables uploading and organizing multimedia content and documents at course and event levels. It supports LTI- and SCORM-compliant materials, making integrating with other educational tools and systems effortless.
- **Student and Faculty Engagement**: The system facilitates communication and interaction through announcements, personalized calendars, and role-based access. It helps students stay organized by centralizing access to their coursework, schedules, and learning materials.
- **Data Analytics and Reporting**: Leo provides real-time insights into student, faculty, and program performance, aiding in accreditation and continuous improvement. It offers detailed reporting capabilities to track and analyze various educational outcomes.

2.5.2 The SOMA Portal

ⓘ The HMSOM student portal is called the **School of Medicine Access (SOMA)** portal, and it can be accessed at https://campus.hmhn.org. Students utilize SOMA to update registration information and access financial aid and other services. They are introduced to the SOMA portal during HDI&O.

2.5.3 DEI, SAW, OME, ETC.

ⓘ HMSOM identifies and refers to most of its divisions and departments by acronym. These comprise the majority of the student-facing groups.

- DEI: Diversity, Equity, and Inclusion
- OME: Office of Medical Education
- SAW: Student Affairs and Wellbeing

These pedagogical abbreviations are also heavily utilized.

- LGAL: Large Group Active Learning
- TBL/PBL: Team- and problem-based learning
- PPPC: Patient Presentation Problem-Based-Learning Curriculum
- HD: Human Dimension

Several standing committees that this Handbook and official policies reference are also affectionately referred to by their initials.

- SPRC: Student Performance Review Committee
- SPS: Student Professionalism Subcommittee

Finally, we tend to obsess around these organizations' initials, too.

- ACGME: Accreditation Council of Graduate Medical Education
- GME: Graduate Medical Education
- LCME: Liaison Committee on Medical Education
- MSCHE: Middle States Commission on Higher Education

- OSHE: NJ Office of the Secretary of Higher Education

2.6 Student Financial Services Overview

The OSFS covers some critical issues, including general advice and assistance with understanding financial aid, scholarships, questions about awards, financial planning, the impact of loan debt, and loan repayment programs.

The Student Financial Services team meets with students several times during the admissions process and periodically throughout the student's educational journey to review medical school financial management, including expenses, financial aid, scholarships, grants, loans, repayment, and refunds. Individual counseling sessions are encouraged throughout a student's enrollment.

Before orientation, a student financial services representative, in conjunction with the **Association of American Medical Colleges (AAMC)**, presents to all new students the cost of attendance, financial management, financial aid process, scholarship options, grants, loan types, and an overview of repayment. Students receive email notifications regarding financial aid-related requirements and are encouraged to meet individually with a financial aid representative if they have specific questions.

SEQ Figure * ARABIC 1Source

Before the start of Phase 2, a student financial services representative will meet with students to assist with the next phase of their educational journey.

During Phase 3 and before graduation, a student financial services representative, in conjunction with the AAMC, will conduct in-person/virtual group exit counseling sessions with all students to discuss loans and repayment. Individual counseling sessions with graduating students will be encouraged.

Email notifications are the primary method of communication to remind students of deadlines or to submit information that needs immediate action. HMSOM's website lists resources on budgets, planning, essential deadlines, loan and debt management, etc. Student Financial Services encourages students to schedule individual meetings and welcomes walk-in appointments.

ⓘ Counseling is available Monday through Friday, 8:30-5:00 pm. Please call or email for an appointment or stop by during business hours. For more information, contact SFS@hmsom.edu.

ⓘ Information for completing the **Free Application for Federal Student Aid (FAFSA®)** can be found at https://studentaid.gov/h/apply-for-aid/fafsa.

ⓘ The Federal school code for HMSOM is 042933-00. For more information, please visit www.studentaid.gov.

2.6.1 Tuition Refund Policy

A student may withdraw from the HMSOM for various reasons, including medical, personal emergencies, or dismissal. All withdrawals must be made following HMSOM policies if the student is to receive a tuition refund. HMSOM applies the following Tuition Refund schedule for prorated reimbursement of any tuition and fees paid to the school. Financial Aid loans and scholarships may be removed entirely or reduced after withdrawing. Consult Student Financial Services for further information, as it may result in a balance owed to the HMSOM.

The following is the 2024-2025 Tuition Refund schedule with the appropriate dates to calculate prorated reimbursement of any tuition and fees paid to the school.

🔎 *View the complete Tuition Refund Policy online. (No login required.)*

2.6.2 HMSOM Scholarships

ⓘ To assist with the burden of funding medical education, the HMSOM offers both merit and need-based scholarships. The OSFS provides information on the requirements and the application process for available scholarships via the HMSOM website.

2.6.2.1 Need-Based

Need-based institutional scholarships require approval for the AAMC Fee Assistance Program by December 31 of the previous year. Once obtained, the application process only entails submission of a FAFSA®. A separate application is not required.

Depending upon funding availability, candidates who have previously received a Pell Grant at another institution receive a $12,500 need-based scholarship per academic year. The scholarship will be renewed automatically each subsequent academic year if the student meets applicable requirements and remains in good academic standing at HMSOM. The availability and amounts of scholarships may vary based on the applicant pool size, admission dates, and scholarship funding.

2.6.2.2 Merit-Based

Merit-based scholarships also require a FAFSA®, in addition to a completed application for admission to HMSOM. Applicants to HMSOM are automatically considered for merit-based scholarships at the time of admission. An HMSOM scholarship committee will conduct a review of students and determine the eligibility of students and the amounts of scholarships based on assessments of a broad range of factors, including Medical College Admission Test® (MCAT®) test scores, grade point averages, advanced degrees, financial need, student background (including whether the student is a first generation medical student and/or whether the student is from a group that is Underrepresented in Medicine), research experience, community service, and any personal statements, interviews, or letters of recommendation.

Students will be notified in writing by the Admissions Office if they qualify for receipt of a merit-based scholarship.

2.6.2.3 Primary Care Scholars

HMSOM introduced the Primary Care Scholars program for the 2024 Cohort and expects to encourage all accepted students to apply for the award upon entrance to HMSOM in future years.

The Program aims to (a) advance progress relating to the **Social Determinants of Health (SDOH)** and health equity missions of HMSOM and HMH, (b) attract and reward students who go into primary care, and (c) encourage, train, and retain those who continue to be employed HMH primary care physicians (currently family medicine, general internal medicine, and pediatrics).

The program provides a 50% scholarship applied to tuition for the duration of the MD Program, a one-time award of $7,500 at the start of HDI&O to assist with relocation, and a monthly award of $2,500 to assist students with living expenses.

HMH will forgive all tuition and award funds (plus accrued interest) to program participants who, among other requirements, completed their residency and now work full-time as physicians in these specialties at HMH-controlled locations.

2.6.2.4 Institutional Need- or Merit-Funding Renewal Requirements

⚠ Any HMSOM student who has received Institutional Need or Merit funding to be applied to HMSOM tuition may expect that aid to be renewed through the first eight terms, so long as the student (a) remains enrolled full-time, (b) submits the annual FAFSA®, and (c) meets Satisfactory Academic Progress (see below) by the end of each term. If the criteria are unmet, the OSFS will notify the student, who may appeal the decision. Students who have withdrawn or stopped attending HMSOM while receiving Institutional Need or Merit funding may not receive the same or any support if readmitted.

2.6.3 Bursar Activities (Office of Student Accounts)

2.6.3.1 Paying Tuition Without Federal Funding

Payments are accepted 24/7 via the TouchNet Payment Gateway. Students should access this portal by navigating to the Financial Accounts tile in the SOMA Portal. These payment methods may be used to submit payments in full or with installments when enrolled in the HMSOM payment plan.

Payment Method	Instructions
Check/Money Order	● **Make Checks Payable to** Hackensack Meridian School of Medicine (Be sure to include your 7-digit SOMA ID number in the check memo) ● **Mail Checks to** Hackensack Meridian School of Medicine, The Office of Student Account, 123 Metro Boulevard, Suite 4448, Nutley, NJ 07110. ● **Drop off** a check in the depository safe located in suite 4400
Electronic Check	Electronic check or ACH payments are made by accessing the TouchNet payment gateway

Payment Method	Instructions
via TouchNet	in the Financial Accounts tile in the SOMA portal. Please have your account and routing numbers available to make this payment.
Credit Card via TouchNet/Paypath	Credit card payments can be made by visiting the TouchNet payment gateway on the Financial Accounts tile in the SOMA portal. A service fee of 2.95% will be charged for this payment.
Installment (electronic check or credit card via TouchNet)	Students may enroll in a four-installment plan via TouchNet each term. Information, including installment due dates and amounts, will be sent with student bills in mid-June and December for the upcoming terms. Payment plans incur a fee of $45 for setup, and there are set due dates each term.

2.6.4 Satisfactory Academic Progress (SAP)

ⓘ Federal regulations (34 C.F.R. §668.34) mandate that institutions define **Satisfactory Academic Progress (SAP)** for enrolled Title IV recipients. SAP requires the successful completion of degree requirements according to established increments that lead to awarding the degree within known completion limits. The SAP evaluation measures the student's progress qualitatively and quantitatively. The student must complete the program within 140% of the program's published duration. The following policy outlines the standards for SAP as defined by the HMSOM. The policy applies to all enrolled students, whether or not they are recipients of financial aid.

SAP is assessed annually at the end of the academic year, which ends approximately June 30 each year. Students who fail to achieve SAP during any established increment may be placed on financial aid probation and/or an academic plan following a successful appeal, suspended, and/or dismissed. Students placed on any of these statuses will be informed of their status in writing.

To graduate with the MD degree, each HMSOM student must complete all the required courses, clerkships, examinations, and advanced clinical rotations.

Following the annual Satisfactory Academic Progress evaluations, the OSFS will send a written notification to all students who have not met the SAP standards via email and mail. The notification shall indicate the nature of the deficiency, any methods available for correcting the deficiency, and any consequences that have resulted or may result, such as financial aid probation and/or academic plan following a successful appeal, suspension, or dismissal.

A student who fails to meet one or both of the SAP (qualitative and/or quantitative) standards is ineligible for financial aid beginning with the term immediately following the term in which the SAP requirements were not met, pending the results of the appeal process outlined below.

2.6.4.1 Qualitative Measures

Phase 1

HMSOM measures progress with Phase 1 courses with grades of Pass or Fail. Each summative component of the final grades is evaluated using a specific rubric. Performance reports of **Meets**

Expectation (ME), Meets Expectations with Recommendations (MER), or **Does not meet Expectation (DNM)**, are assigned for each component of the course. Any course from which the students have received a withdrawn, incomplete, or failed grade during the annual review will be considered unsatisfactory when measuring SAP. Currently, HMSOM does not allow the transfer of credits from another institution; therefore, it is not counted in SAP.

When SAP is measured, a student cannot have more than one unsatisfactorily completed course to meet the requirements successfully. Students who have withdrawn from HMSOM are not making SAP.

Phases 2 and 3
HMSOM measures progress with Phase 2 Clerkships and Sub-Internships with the following grade assignments. Each summative component of the final grades is evaluated using a specific rubric. Grades of **Honors (H)**, **High Pass (HP)**, **Pass (P)**, or **Fail (F)** are assigned for the final grade. Electives, Selectives, **Human Dimension (HD)**, and Phase 3 ILP completion will be graded as Pass/Fail. Any clerkship, rotation, or activity from which the student has received a withdrawn, incomplete, or failed grade during the annual review will be considered unsatisfactory.

To successfully meet SAP requirements, a student cannot have more than one unsatisfactorily completed, non-remediated clerkship/rotation when SAP is measured.

Students are expected to take and successfully pass **United States Medical Licensing Exams (USMLE)** Step 1 and Step 2 CK. Students must pass USMLE Step 1 to progress into Advanced Clinical Rotations. Students must pass USMLE Step 2 to move on to Phase 3 of the curriculum, including before graduating. If each Step Exam is not passed, the student is not considered to be making SAP. A student who has not passed Step 2 CK by the expected graduation date but has completed all other graduation requirements will not be enrolled as full-time and will not be eligible for financial aid.

2.6.4.2 Quantitative Measures

Students who complete the required coursework within established cohort timeframes are considered to meet the quantitative measurement at the end of each academic year, even though the phase is incomplete. In those cases where students take more than the initial allotted time, the following timeframes are considered to meet the quantitative component. Each student's progress will be measured at the end of the academic year regardless of their position in the phase. Students are expected to be on track to meet the following progression expectations during their enrollment. Those not on track to complete within the below timeframes are not meeting the quantitative component for SAP.

Source

Phase 1: All Phase 1 courses and units will be completed within 20 months.
Phase 2: All Phase 2 Courses and Clerkships are on track to be completed within 20 months. Required courses and rotations during Advanced Clinical Rotations will be completed within nine months.

Phase 3: Activities conclude no later than six months past the end of the 4th year.

Approved leaves of absence for a family member's pregnancy, illness, or death may be excluded from this calculation.

2.6.4.3 Financial Aid Probation and Academic Plans

Students can appeal an unsatisfactory determination of their Satisfactory Academic Progress. If approved, a student may be placed on financial aid probation for the subsequent term if it is determined that they can regain SAP eligibility after one term. Financial aid probation means a status assigned by an institution to a student who fails to make satisfactory academic progress and has appealed and had aid eligibility reinstated. The student must meet all SAP requirements during the financial aid probation period. If the student fails to meet SAP during their one-semester financial aid probation period, the student's aid will be suspended with the ability to appeal for the upcoming term. (This will usually only occur if a student needs to make up an exam, not repeat an entire course).

Suppose it is mathematically impossible for a student to resolve all deficiencies during one semester of attendance on financial aid probation, and the student's reason for appeal is appropriate according to federal regulations. In that case, the student may be placed on an academic plan with the end goal being to resolve all deficiencies. Suppose the student fails to meet the requirements of financial aid probation and the academic plan. In that case, the student will have to submit another appeal to be placed on financial aid probation again and/or an academic plan or be suspended. It cannot automatically be extended.

The Student Performance Review Committee, in conjunction with the Vice Dean for Academic Affairs, the Course Director, the Manager of Academic Support, and the student, will develop a comprehensive academic plan for the student that will ensure, if followed, that the student can meet the HMSOM's SAP standards by a specific point in time and continue to receive financial aid during that period as long as the conditions are met without exception.

The student is eligible for financial aid for a financial aid probation period of one term and, if applicable, the time frame stated in the academic plan. The student will be monitored on a semester basis to ensure that the conditions of the academic plan continue to be met. A student who does not comply with each SAP standard by the end of the financial aid probation period and, if applicable, within the time frame stated in the academic plan will be suspended from financial aid eligibility.

A student who has lost eligibility for federal aid due to not meeting SAP cannot automatically regain eligibility by taking leave, sitting out for a term, or paying their tuition out of pocket. Eligibility can only be reinstated by eliminating all SAP deficiencies, filing a successful appeal, and demonstrating mitigating circumstances.

The **Student Performance Review Committee (SPRC)** and the **Office of Medical Education (OME)**, in collaboration with Student Financial Services, shall be responsible for monitoring and enforcing Satisfactory Academic Progress (SAP). The OSFS will notify the SPRC annually of students not making SAP. The SPRC will determine whether academic sanctions are warranted

and inform the student accordingly. The OSFS will inform any student whose financial aid has been impacted.

2.7 Academic Calendar

ⓘ HMSOM Academic Calendars contain essential dates such as course start and end dates, exam dates, and any scheduled breaks throughout your medical education. Students should reference this calendar frequently, as dates are subject to change.

ⓘ Academic calendars are named based on entering Cohorts (e.g., in July 2024, the 2024 Cohort). Students entering the HMSOM in July 2024 should access the 2024 Cohort Academic Calendar. OME will inform students of a cohort change to support their academic progress.

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2.7.1 Vacation and Holidays

Depending upon the Academic Calendar you are following, those dates are shaded in dark red and marked No scheduled activities are your vacations. You may seek clarification on vacation periods with your advisor or the OME.

2.7.2 Choosing the Appropriate Calendar

Due to specific scheduling requirements and accreditation standards, HMSOM requires unique academic calendars for different cohorts or programs. Programs with clinical components, for example, require tailored schedules to accommodate these practical experiences. Additionally, cohort-based learning models and specialized program structures, such as the Phase 2 lottery and P3R, necessitate distinct calendars to meet the unique needs of each program. These tailored calendars ensure optimal resource utilization and compliance with various academic and professional requirements.

ⓘ Current Academic Calendars are always available online.

2.8 Attendance Policies

2.8.1 Phases 1-3 Attendance Policies

⚠ HMSOM expects attendance, punctuality, and active participation in all scheduled curricular activities. In the case of an urgent health care need or unanticipated emergency involving immediate family members, absences will be excused. The absence should be before the start of the scheduled activity. It may also be reported to SAW, the OME, or the Course Director before the scheduled activity starts.

Attendance, punctuality, and active participation are considered professional responsibilities and will be assessed in lectures, small groups, clinical/communication skills sessions, and clinical activities as applicable. Medical students are contributing members of the clinical team and, as such, have responsibility and accountability to their patients and teams.

Punctual attendance is an expectation for medical professionals, including medical students, at all stages of study. HMSOM expects that students are prepared to begin engaging in educational activities at the session's scheduled start time, including when technological and computer preparations are completed. Not being completely ready, as described here, is considered late for the session.

HMSOM prioritizes the well-being and support of our students, is committed to individualized learning and goal achievement, and is cognizant that unanticipated occasions may arise that prevent a student from attending scheduled curricular activities. Additionally, the HMSOM may grant approved time off for specific reasons.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies** (no login required)
Academic Calendars
Phase 1 Student Attendance Policy
Phase 2 Student Attendance Policy
Phase 3 Student Attendance Policy

2.8.2 Clinical Duty Hours Policy for All Phases

⚠ HMSOM adopts the duty hour regulations followed by the Graduate Medical Education programs sponsored by Hackensack Meridian Health. These regulations comply with the **Accreditation Council of Graduate Medical Education (ACGME)** 2011 Duty Hour Standards. Duty hour violations can be reported to the Associate Dean of Medical Education anytime.

- Duty hours are limited to 80 hours per week, averaged over four (4) weeks.
- Students must be scheduled at least one (1) day free of duty every week (when averaged over two weeks).
- Students must not be assigned additional clinical responsibilities after 24 hours of continuous in-house duty.
- Up to a three (3)-hour transition period is allowed following a 24-hour on-call assignment. The transition period is not intended for the assignment of new patient care activities, but it can be used to complete assignments, transition patient care, and for rounds/Grand Rounds.
- Students should have 10 hours—and must have eight (8) hours—free of duty between scheduled duty periods. Students must have at least one (1) 24-hour period of non-working time provided for each week.
- Students must not be scheduled for in-house call more frequently than every 4th night; students are expected to record their hours.

In unusual circumstances, students, on their initiative, may remain beyond their scheduled duty period to continue providing care to a single patient. Justifications for such extensions of duty are limited to reasons of required continuity for a severely ill or unstable patient, academic

importance of the events transpiring, or humanistic attention to a patient's or family's needs. Under those circumstances, the student must:

- Appropriately hand over the care of all other patients to the team responsible for the patient's 'continuing care;' and
- Inform the Clerkship Director, who should determine the appropriate time for the student to return to the hospital.

Duty hour violations can be reported to the Vice Dean for Academic Affairs. In the event of a duty hour violation, the Vice Dean of Academic Affairs, or their designee, will investigate the circumstances of the violation to determine if the violation represents a systemic problem or a situation unique to the student. If the investigation reveals a problem in the system, the Vice Dean of Academic Affairs will make changes to rectify the problem. Suppose the investigation reveals a situation unique to the student. In that case, the Vice Dean of Academic Affairs will discuss it with the student and his/her supervisors and counsel them, as necessary, to prevent further violations.

🔎 *View the complete Phases 2 and 3 Clinical Duty Hours Policy online.* (No login required.)

2.8.3 Student Leave and Short-Term Absence

⚠ The health, safety, and well-being of our students and community members are paramount to the HMSOM. Occasionally, students may want or need to interrupt their studies for health, education, safety, or other reasons. The Student Leave and Short-Term Absence Policy and Procedures provide a mechanism whereby the student's class attendance, clerkship participation, and/or involvement in other academic or HMSOM activities may be interrupted for a period.

🔎 *View the complete Student Leave and Short-Term Absence Policy and Procedures online*. (Login required.)

2.9 Units (Credit Hours) and Grading

⚠ The M.D. degree program is organized into three Phases, which combine related coursework into a logical curricular framework. All HMSOM students are considered full-time and expected to engage in at least 40 hours of academic activities per calendar week regardless of Phase. HMSOM measures what is commonly called a "credit hour" in terms of units, as outlined in the HMSOM Course Credit Policy.

🔎 *View the complete HMSOM Course Credit Policy online. (Login required.)*

The HMSOM is committed to timely grade reporting and providing mid-course/clerkship reporting for all students. The following Policy For Timely Grade And Mid-Course Clerkship Reporting and its procedures outline the mechanisms to achieve this.

🔎 *View the complete Policy For Timely Grade And Mid-Course Clerkship Reporting online. (Login required.)*

2.9.1 Phase 1 Grading

Phase 1 goals are demonstrated through multiple assessment methods, both formative and summative. All assessments are linked to the HMSOM's **Educational Program Objectives (EPOs)**, competencies, milestones, Entrustable Professional Activities (EPAs), and course-specific learning objectives. Most summative assessments will occur at the end of each course and each Unit's end during Reflection & Assessment weeks. Some courses may have a mid-course summative exam, and some pedagogies (e.g., Team-based Learning) may have summative components throughout the course. Courses and Units reflect the content taught, learned, and assessed in the respective timeframe. Whenever the teacher-learner interaction permits, students will receive a narrative performance assessment.

2.9.1.1 Phase 1 Formative Assessment Measures

The following are the Phase 1 Formative Assessment Measures.

- Formative **Multiple-Choice Questions (MCQs)**
- Formative short answer questions
- Formative short essays
- Formative Laboratory Practical
- **Patient Presentation Problem-Based-Learning Curriculum (PPPC)** facilitator formative assessment (verbal and written)
- PPPC research presentation formative assessment
- TBL peer formative assessment
- Large group sessions- audience response and other methods
- Clinical skills small group facilitator formative assessment (verbal and written)
- Clinical skills small group peer assessment
- Clinical skills formative **Objective Structured Clinical Examination (OSCE)** / Simulation/SP assessment
- Clinical Placement preceptor formative assessment (verbal and written)
- 360 Degree assessment
- HD – **Learning from your Experiences as a Professional (LEaP)**
- HD – **Community Assessment Project (CAP)**
- HD – **Community Health Project (CHP)**

- HD mentor formative assessment (verbal and written)
- **National Board Medical Examiners (NBME)** Comprehensive Basic Sciences Examination

2.9.1.2 Phase 1 Summative Assessment Measures

End of Course Summative Assessments:

- End of course, and when applicable, mid-course written examination (NBME-style MCQ, short answer, and short essay)
- End-of-course laboratory practical exam (selected courses)
- TBL iRAT/tRAT scores (end of course)
- Clinical skills - Summative OSCE (end of course)
- Professional Behaviors (end of course)

End of Unit (or Other Frequency) Summative Assessments:

- Health Systems Science (end of Units 1-3)
- PPPC facilitator assessment (end of Units 1-3)
- Peer assessment based on PBL, TBL, Clinical Skills, and HD (end of Units 1-3)
- Clinical skills facilitator evaluation (end of Units)
- Longitudinal Clinical Placement - preceptor summative assessment (end of Unit)
- CAP (end of Unit 2)
- CHP (end of Phase 1)
- HD mentor summative assessment (end of Unit)
- Block OSCEs – Two block OSCEs. These will be high-stakes examinations during which students will be required to demonstrate minimum competence to move forward in the curriculum (end of Unit 2 and end of Phase 1)

While End-of-Unit Summative Assessments will only contribute to the Unit (and not Course) grade, they may appear on the same exam as questions contributing to the end-of-course grade.

Students will receive a grade for

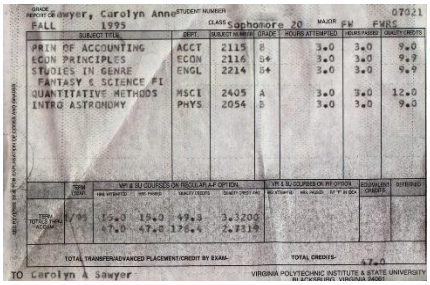
- Each SSR Course (reflecting content learned in that course)
- Units 1-3 of Phase 1 (reflecting content learned in the Unit)
- HD (end of Units 1-3)
- Each Block OSCE

Each summative component of the final course/Unit grade is evaluated using specific rubrics. Students will receive a performance report in the terms outlined in §2.10.1.3 below for each component and the overall course/Unit.

⚠ Students must either ME or MER in all components of the course/Unit to receive a grade of Pass for the course/Unit. The final grade for each course/Unit in Phase 1 is either Pass or Fail.

2.9.1.3 The Appearance of Phase 1 Grades/Performance Reports in the SOMA Portal and Learning Management Systems

Final Grades (what appears on the SOMA Portal and the transcript):


Sawyer, Carolyn Anne — Sophomore 20 — 07021
FALL 1995

SUBJECT TITLE	DEPT	SUBJECT NUMBER	GRADE	HOURS ATTEMPTED	HOURS PASSED	QUALITY CREDITS
PRIN OF ACCOUNTING	ACCT	2115	B	3.0	3.0	9.0
ECON PRINCIPLES	ECON	2116	B+	3.0	3.0	9.9
STUDIES IN GENRE FANTASY & SCIENCE FI	ENGL	2214	B+	3.0	3.0	9.9
QUANTITATIVE METHODS	MSCI	2405	A	3.0	3.0	12.0
INTRO ASTRONOMY	PHYS	2054	B	3.0	3.0	9.0

TERM / TOTALS THIS ACCUM	TERM HOURS	TERM HRS ATTEMPTED	TERM HRS PASSED	TERM QUALITY CREDITS	TERM QUALITY POINT AVG	CUM HRS ATTEMPTED	CUM HRS PASSED	CUM QUALITY CREDITS	CUM QUALITY POINT AVG
1995 FALL	15.0	19.0	47.0	47.3	3.3200				
ACCUM	47.0	47.0	126.4	2.7319					

TOTAL TRANSFER/ADVANCED PLACEMENT/CREDIT BY EXAM: — TOTAL CREDITS: 47.0
TO Carolyn A Sawyer — VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY

P Pass (ME or MER in all components of the course)
F Fail (DNM in one or more components and unsuccessfully remediated)
CO Remediation Required (DNM and in the process of remediation)

If a student receives Does Not Meet Expectations (DNM) in a course/Unit, a grade of CO will appear in the registrar's system and on the transcript. This is a temporary grade. If the course/Unit is remediated, it will be changed to a Pass (P). It will be changed to a Fail (F) if not remediated.

2.9.1.4 Phase 1 Course/Unit and Component Performance LMS Report

Students will see their performance in

- Each component of the course/unit
- The course/unit overall

For each course/Unit and Component, students will see one of the following:

ME Meets Expectations
MER Meets Expectations with Recommendations
DNM Does Not Meet Expectations

🔎 *View the complete Phase 1 Assessment and Grading Policy online. (Login required.)*

2.9.2 Phase 2 Grading

Students will receive frequent high-quality feedback to guide their learning, progressive development, achievement of milestones, competencies, and EPAs, and progress toward achievement on nationally required examinations.

The student assessment program at HMSOM is designed to meet the following goals:

- Provide ongoing feedback to students about their learning
- Promote and foster the mission of HMSOM
- Determine that students have attained the required knowledge, skills, and attitudes at a level of mastery necessary to provide high-quality patient care
- Advance students towards achievement of the milestones, competencies, and EPAs of HMSOM
- Prepare students to excel on the USMLE

In Phase 2, these goals are accomplished through multiple assessment methods, both formative and summative. All assessments are linked to HMSOM's educational program objectives, competencies, milestones, and EPAs, as well as to clerkship-specific learning objectives. There are clerkship-specific assessment methods and clerkship year-long Block OSCE assessments.

2.9.2.1 Clerkship and Sub-Internship Assessment

During all clerkships and sub-internships in Phase 2, students will receive formal feedback at the midpoint of the rotation. All clinical preceptor feedback will be delivered using competency-based assessment tools and narrative comments and will be compared to a student's self-assessment of their performance.

All required clerkships and sub-internships will use the same mid-clerkship review form and structure. This will include

- Student self-assessment.
- Clinical Feedback and Evaluation Tool -- the same evaluation tool that will be used for end-of-clerkship clinical evaluation
- Narrative comments on strengths and areas for improvement
- Review of required clinical experiences and student level of involvement.

Students will meet with their primary preceptor or site director to review their mid-clerkship feedback, discuss the student's goals for the rotation set at the beginning of the rotation with any modifications to those, as well as develop an action plan for the rest of the rotation (e.g., how to address areas that need improvement, how to obtain deficient required clinical experiences). The Clerkship/Sub-Internship Director will review all students' mid-clerkship review forms.

2.9.2.2 Real-time Feedback in the Clinical Setting

In addition to formal mid-clerkship review and feedback, students will receive robust real-time feedback in their clinical settings. This will be promoted and prioritized through focused faculty, resident, and student development centered around using the One Minute Learner – a tool that promotes and structures a proactive conversation between a learner and teacher in the clinical setting, discussing roles, expectations, and feedback.

Additional faculty and resident development will focus on providing feedback in specific clinical settings and response to specific educational needs (e.g., the challenging learner, bedside teaching).

Students complete standardized end-of-clerkship evaluations after every clerkship. They rate the quantity and quality of the feedback they received on that rotation. Data from these evaluations will be included in the reports sent to Clerkship Directors and Chairs. They will also be a component of the outcomes assessment of each clerkship and departmental teaching.

2.9.2.3 National Board Medical Examiners (NBME) Subject Examination Preparation

Students will receive clerkship-specific guidance and resources in preparation for the NBME subject examinations, which will be used as an element of clerkship summative assessment. These will include practice tests when available, study resources, and test-taking guidance.

⚠ In all instances, the official and current version of any formal HMSOM or HMH policy shall have been posted on PolicyStat (https://hmh-som.policystat.com). That posted policy shall include comprehensive information pertaining to the scope, nature, requirements, definitions, and prohibitions of the policy. Notwithstanding the summary provided herein, all members of the HMSOM community are hereby subject to the posted policy in effect at the relevant time.

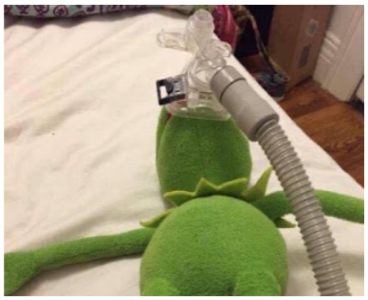
2.9.2.4 Student Support Available During Clerkships

ⓘ Students will be strongly encouraged to access the many resources available to support their learning and achievement (e.g., Advisors, tutors, and Academic Support). Clerkship Directors will make themselves available to meet with students to discuss specific learning needs before and during the clerkship.

2.9.2.5 Phase 2 Summative Assessment

Final grades for each clerkship or Sub-Internship will be based on a specific grading rubric that includes:

- End of clerkship NBME subject examination when available
- OSCE - including SPs for all clerkships and high-fidelity and partial-task simulators as appropriate.
- Clinical Feedback and Evaluation Tool - the same tool used during the mid-clerkship review.
- Assessment of other work (e.g., write-ups and presentations)
- Performance on all EPAs, including Professionalism and Growth



See §5.6.4 for information concerning Block OSCEs completed during Phase 2.

2.9.2.6 Clerkship and Sub-Internship Grading

All summative assessments are evaluated using specific rubrics. All summative components will be summed to form a final numerical grade. Final grades of Honors, High Pass, Pass, and Fail will be assigned based on the student's final numerical grade.

2.9.2.7 Criteria for Receiving a Phase 2 Passing Grade.

⚠ The following are the criteria for receiving a Phase 2 passing grade.

- An overall clinical evaluation and professionalism score above the minimum competency level [for clerkships and sub-internships].
- An overall clerkship performance above the passing threshold
- Minimum performance level on EPAs 1 (History and Physical Examination) and EPA 17 (Professionalism and Growth)
- A shelf exam score above the 5th percentile equated percent for the first quartile of the most recent academic year's data available for clerkships at the start of the clerkship year.
- Completion of all requirements

2.9.2.8 Elective and Selective Assessment and Grading

⚠ The policies and procedures described above for Clerkship and Sub-Internship Assessment and Grading will apply, as appropriate, to Electives and Selectives.

- Mid-rotation feedback is required during rotations that are four weeks or longer.
- All summative clinical assessments will be completed using the HMSOM's Clinical Feedback and Evaluation Tool.
- Elective and selective faculty are required to provide students with the components of the rotation's grading and evaluation system at the beginning of the rotation.

🔎 *View the complete Phase 2 Assessment and Grading Policy online*. (Login required.)

2.9.3 Grade Appeal Policy

⚠ The relevant Director generates grades according to the established grading policy and rubric for the particular curricular unit. Should there be a disagreement about a grade, students have the right to appeal the grade. The completion of a Grade Appeal Form must initiate all appeals.

Grades will be changed only if, according to the process described here, one of the following conditions apply related to the initial grade assignment:

- Clerical, mathematical, or technical error
- Discrimination, personal bias, or malice

The following conditions do not qualify as grounds for a grade appeal:

- Dispute over specific exam questions (these may be addressed through the Examination Querying and Review Policy)
- Dispute regarding standard-setting procedures as overseen by the Office of Assessment and Institutional Effectiveness

⚠ Grade appeals will be generally conducted according to the following guidelines. Within seven (7) business days of the grade posting, the student must submit a Grade Appeal Form, which is time-stamped and sent to the Office of Assessment for distribution to the appropriate Director(s). The Director(s) must then meet with the student within five (5) business days to discuss the appeal, potentially including any faculty members involved in the evaluation. After this meeting, the Director(s) have five (5) business days to decide and communicate it via email to the student, the Senior Associate Dean of SAW, and the Director of Assessment and Institutional Effectiveness.

If the issue remains unresolved, the student may appeal in writing to the sponsoring department Chair within five (5) days of the Director's decision, cc'ing the relevant parties. The Chair then has seven (7) business days to investigate and communicate the result. Further appeals can be made to the Vice Dean for Academic Affairs, who also has seven (7) days to investigate and provide a decision, followed by a final appeal to the Dean of HMSOM. The Dean's decision, communicated within seven (7) business days, is final and not subject to further appeal.

This timeline outlines the step-by-step process for appealing a grade.

- Day 0 – Grade Posting
- Day 7 – Grade Appeal Form Submission
- Day 12 – Director(s) and Student Meeting
- Day 17 – Director(s) Decision
- Day 22 – Appeal to the Department Chair
- Day 29 – Department Chair Decision
- Day 34 – Appeal to Vice Dean
- Day 41 – Vice Dean Decision
- Day 46 – Appeal to Dean
- Day 53 – Dean Decision

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies** (no login required)
Grade Appeal Policy
Examination Querying and Review Policy

3 Consumer and Information Disclosures

HMSOM is required to provide the following information to all students.

- Annual Security Report, October 2023
- Constitution Day
- Copyright Infringement Penalties
- Drug and Alcohol Prevention Student Assistance Program
- Federal Educational Right to Privacy Information (FERPA)
- Loan Repayment and Facts Card – contact sfs@hmsom.edu
- State of the Art Facility
- Student Diversity
- Student Loan Code of Conduct
- Title IV Information on Tuition Refunds, Withdrawals, and Satisfactory Academic Performance
- Title IX and Nondiscrimination (login required)
- Voter Registration

4 Student Affairs and Wellbeing

SAW strives to create an inclusive learning community where healthcare professionals thrive in an integrated culture of wellbeing. Toward that end, our mission is to support our students' whole being in the interest of personal and academic growth by:

- Offering resources and programs that promote growth, wellbeing, and resilience;

- Creating spaces where students think critically and appreciate kindness, integrity, and community;
- Innovating and fostering a holistic, integrated, and strategic approach to wellbeing from the individual student to the institutional structures; and
- Empowering students to use their success to improve healthcare for all.

4.1 Academic Support

ⓘ Academic Support is a unit of the Office of Student Affairs and Wellbeing focused on easing the transition from undergraduate to undergraduate medical education and helping students develop strategies for efficient and effective study for courses, clerkships, and lifelong learning. Academic Support is staffed by Medical Education Learning Specialists who provide individual assessments of a student's learning needs and provide one-on-one tutoring at no cost to the student.

The unit also oversees an extensive Peer Tutoring Program that invites upper-class students to offer weekly review sessions for Phase 1 and 2 students under the direction of staff where appropriate and as resources permit. In addition, the Medical Education Learning Specialists offer group seminars on study strategies and time management. Study strategies sessions, facilitated by the Medical Education Learning Specialists, are also integrated into the Block Clerkship Core Curriculum Days in Phase 2. All students are welcome to use this office's services. More information can be obtained by emailing HMSOMacademicsupport@hmsom.edu.

4.2 Advising and Career Development

The Office of Student Affairs and Wellbeing has an extensive Advising and Career Development unit to support students' career development and well-being. Students are assigned an advisor during orientation and begin a series of required sessions to:

- Customize curricular and career exploration experiences.
- Draft and refine the Individualized Learning Plan (ILP).
- Assist with goal setting and tracking around the core competencies.
- Connect students to physician mentors to explore specialties of interest and career options.
- Connect with resources for professional development and personal well-being.
- Assist with scheduling, the residency application, and the Match process.

The Advising and Career Development process consists of 12 – 15 required ILP meetings with an assigned advisor and numerous optional activities, workshops, and speakers, including additional advising meetings as desired. Advising meetings range in length from 30 minutes to an hour.

The required meetings occur four times a year for the first three years of the curriculum, with additional meetings during Phase 3. The advisor will contact the student when it is time to schedule each meeting, and it is the student's responsibility to schedule, prepare for, and engage in those meetings and follow through with any recommendations. In Phases 2 and 3, meetings may occur via videoconferencing or phone as necessary and convenient.

The ILP will be created by the student, with support and feedback from the advisor, before/during the 2nd advising meeting. The ILP is a required part of the curriculum and accreditation requirements. It will be revised and updated for each subsequent meeting, with information taken from evaluations, assessments, and feedback from all aspects of the curriculum. Each advising meeting will include an academic review, career exploration, overall well-being discussions, topics specific to the stage of the curriculum, and connection to resources for academic success, well-being, and other support services.

The ILP is a private document for advising sessions for the student's academic success and career development. Specific information in the ILP (except for the Phase 3 Plan) will not be shared beyond the advising team and the SAW Deans. The advising team may share with academic program staff general attendance information and whether a specific activity (research, specialty idea, Phase 3 activity) is a part of the ILP, as necessary for graduation and accreditation requirements.

For example:

- attendance at required advising sessions
- selection and completion of Phase 3 activities
- implementation of career development activities
- pursuit of a specific residency specialty

The advisor consults with the P3-R committee and collaborates on the **Medical Student Performance Evaluation (MSPE)** letter for residency. These communications will not include specifics from the ILP form but may include details about the student's professionalism and engagement with the ILP and career development process. Information from the ILP and advising meetings may also be used to recommend students for scholarships, leadership programs, and other professional development activities.

Additionally, advisors are mandated reporters of sex/gender discrimination or harassment, sexual assault and misconduct, and child abuse.

4.2.1 Mentoring Programs

One of the strengths of the HMSOM is our tremendous clinical and academic network, with over 6,500 physicians in 160 locations throughout New Jersey. While unofficial mentoring may be received from various SOM faculty or staff members, all students will work with at least one official physician Specialty Mentor to help guide their professional development and professional identity formation. The physician mentor will also assist students in identifying, exploring, and achieving their desired career goals/path. The Advising and Career Development unit will have a directory of physicians approved to be mentors, and students will be matched with their official mentors by their advisors. An overview of the types and assignments of physician mentors is described below.

⚠ In all instances, the official and current version of any formal HMSOM or HMH policy shall have been posted on PolicyStat (https://hmh-som.policystat.com). That posted policy shall include comprehensive information pertaining to the scope, nature, requirements, definitions, and prohibitions of the policy. Notwithstanding the summary provided herein, all members of the HMSOM community are hereby subject to the posted policy in effect at the relevant time.

4.2.1.1 Affinity Mentoring Program

Students who are interested in guidance, professional identity formation, or support based on skills, interests, or personal characteristics (such as first-generation medical students, ethnic, racial, socioeconomic, gender, sexuality, advocacy, future practice setting, hobbies, alums) may request to be paired with an affinity mentor. The mentoring directory includes information on these characteristics. Affinity mentors may help a student arrange for additional services and experiences that are helpful for the student's development (attend a clinic, observe a procedure, try an activity, attend an event).

4.2.1.2 Specialty Mentoring Program

Specialty mentors are practicing physicians with first-hand, in-depth/current knowledge of a specific field of medicine. Their primary responsibility is to help students make the most informed career decisions. Each student will be paired with one or more Specialty Mentor(s) to assist in making the best specialty choice for their career goals and interests. Students may opt to be paired with Specialty Mentor(s) beginning in the spring of the first year and will be assigned one if they have not selected one by the first quarter of Phase 2.

Students electing to enter residency for their Phase 3 option will be assigned to a Specialty Mentor no later than the second half of Phase 1. Students are expected to meet with their assigned mentors at least once every three months, although additional meetings can be requested as schedules permit.

Advisors will review the mentoring relationship during advising meetings, and students are expected to document meeting occurrences.

Specialty Mentors can assist with exploring careers or offer guidance in the following areas:

- Lifestyle and practice settings.
- Competitiveness, compensation, and goodness of fit.
- Choosing rotations and clinical experiences to explore areas of interest best.
- How to best plan and prepare for the interview process and the **National Residency Matching Program (NRMP)**.
- Considerations for early entry into residency training, specialty and subspecialty training options, combined training programs, away rotations, and other topics related to planning for a career in a specific field of medicine and may also assist with academic or life challenges as needed.
- Creation and approval of the Phase 3 Plan.

4.2.1.3 Shadowing Program

The Advising and Career Development unit of the Office of Student Affairs and Wellbeing strongly encourages all students to shadow HMSOM faculty. Shadowing involves observing doctor-patient interactions and medical procedures and is used to inform and support career planning activities. A student may observe for a few hours to observe a particular procedure or return to observe the same physician over a brief period. Such experiences may turn into mentoring relationships, which are broader and consist of meetings and conversations outside of

clinical practice. Shadowing includes no hands-on interaction or patient activities (beyond a verbal introduction).

When can I start shadowing activities?
Shadowing can begin after the following.

- Grades for MCP have been posted (to have time to establish a solid academic foundation).
- All compliance requirements (i.e., immunizations, **Basic Life Support (BLS)**, MySuccess modules) are current.

.
Inpatient shadowing at hospital locations may have additional requirements, such as location-specific IDs or training that must be completed before shadowing can occur onsite.

NOTE: No shadowing is permitted during curricular time. VP visits, CS sessions, and any other curricular experience may not be rescheduled or missed because of shadowing.

What do you do if/when you want to shadow a physician?
If you wish to shadow a School of Medicine faculty physician and meet the requirements above, please send your request directly to the physician. Please verify with the physician that they hold a faculty position with the HMSOM. Not all HMH physicians have HMSOM faculty appointments. Arrangements are between the faculty and the student. Please discuss your shadowing intentions with your Advisor for additional guidance on how to have a successful experience and integrate the experience into your career development plan.

4.2.1.4 Career Development Workshop Series

In addition to individual meetings with students, Advising and Career Development offers workshops and webinars to help students explore specialties and develop their career preparation. These sessions will focus on areas such as:

- Achieving Your Goals in Medical School: An Accountability Program
- Exploring Specialty Choices
- Making Specialty Decisions
- Using the AAMC's Careers in Medicine Website
- Making the Most of Your Mentoring Relationship
- Creating Your Phase 3 Plan
- Preparing Your *curriculum vitae*
- Interviewing Techniques

4.3 HMSOM Compliance Requirements and Policies

The Office of Student Affairs and Wellbeing administers and tracks several areas of compliance required for all HMSOM students to ensure they can move freely in both the IHSC and clinical environment. These include

- Annual, in-service training requirements (see see §4.3.1 including in-person, skill-based training for all clinical site access (BLS, FIT testing);

- A background check is completed as part of the admissions process and periodically after that (see §4.3.3);
- Ongoing compliance with medical immunizations (see §4.3.6) throughout enrollment, including a pre-entrance physical examination performed within three months of enrollment;
- Drug screens (see §4.3.5) are required upon admission to the HMSOM and before entering the Clerkship year.

ⓘ All questions regarding compliance may be directed to HMSOMCompliance@hmsom.edu. HMSOM uses a third-party verification and compliance vendor, Exxat, to track some compliance requirements. The use of this vendor is at a minimal annual cost to the student.

4.3.1 Annual In-Service Training Requirements

Each year, students are required to complete online training through the HMH network. This training, available through *MySuccess*, the HMH Network Learning Management System, consists of brief, interactive online modules covering various topics. The completion deadlines for all modules are provided, and students receive reminders to their HMHN.org email. All modules must be completed to ensure the student's eligibility for participation in any clinical activities.

Some, but not all, of the modules are noted below:

- Cultural Competency and Diversity Awareness
- HIPAA and **Health Information Technology for Economic and Clinical Health (HITECH)** Compliance
- How Hackensack Meridian Health Fights the Flu
- Infection Prevention Review (Clinical)
- Title IX

In-person, skill-based training is also available. HMSOM will provide all in-person training required for full clinical environment participation, including BLS/CPR and Fit Testing.

ⓘ All questions regarding compliance may be directed to HMSOMCompliance@hmsom.edu.

4.3.2 Basic Life Support or CPR Certification

The American Hospital Association's BLS course is designed for healthcare professionals and other personnel who need to perform CPR and other basic cardiovascular life support skills in various in-facility and prehospital settings. HMSOM students must be certified in CPR at this level as enrolled students in the HMSOM.

While SAW maintains records of those students participating in HMSOM-offered training, it is imperative that students also maintain their certification cards for their records.

4.3.3 Background Check

[Source](#)

⚠ Students must complete a criminal background check during admissions and periodically afterward. There are two portions to the background check. The first portion is the national criminal background check completed online through the HMSOM's third-party vendor, Certiphi Screening and Verification Service. A fee is charged for this service. The second portion is the Request for Criminal History Information, Consent, and Release of Information form. Each portion of the background check is only valid for a limited time. All students, including students on a leave of absence, are responsible for periodically completing both portions of this requirement, as requested.

Students must meet with the Assistant Dean for Admissions or the Senior Associate Dean for SAW to discuss any discrepancies found in the background check. Depending on the severity of the report, the student may not be allowed to continue in medical school.

The Criminal Background Clearance that is completed through your application to the HMSOM includes the following clearances:

- Sex Offender Registry
- County Criminal and Other Offenses
- Federal Criminal and Other Offenses
- State Criminal and Other Offenses
- National Criminal Database
- OIG & GSA Excluded Parties

🔎 *View the complete Background Check Policy online*. (Login required.)

4.3.4 Data Stewardship and Protected Health Information Training

HMSOM requires all medical students to undergo training to adequately safeguard confidential information and comply with standards for personal accountability for data stewardship. Students will be provided with additional information about this mandatory training.

4.3.5 Drug Screen

⚠ A drug screen is required upon admission to HMSOM and again before the first block clerkship. Students who test positive will not be allowed to begin their clerkships and will be placed on administrative leave pending the SPS's review. A positive drug test may result in the HMSOM requiring the student to participate in a drug treatment program and/or disciplinary action, up to and including dismissal.

HMSOM reserves the right to require a student to submit to a drug screen based on reasonable suspicion as outlined in HMH and SOM policies.

4.3.6 Immunizations

⚠ All students must have a pre-matriculation physical examination performed by the student's physician within three months before enrollment. Students must complete the Physical Examination Form, including immunization records, and submit the form with required immunization documentation before the first day of class. Any student failing to submit the form and related immunization documentation will not be able to attend classes. Students are expected to track their medical compliance due dates and update items requiring renewal before the six weeks they expire. Vendors used by HMSOM (Exxat and Certiphi/MyRecordTracker) send frequent email reminders to students to ensure timely compliance. SAW monitors compliance to ensure all students can participate in clinical and educational activities and related volunteer activities.

Students who do not respond to notification of non-compliance are removed from enrolled clinical coursework until they have updated their status appropriately. Non-compliance may impact the release of financial aid and may result in an extended enrollment if clinical coursework needs to be dropped and rescheduled. Any student who engages in patient encounters at a healthcare facility must fully comply with the immunization requirements of the HMSOM and HMH and the affiliate hospital or site where the patient interaction occurs. If the affiliate site requires additional immunizations for patient safety above and beyond the immunization requirements of the HMSOM, the affiliate's policy shall override the HMSOM policy.

🔎 *View the complete Student Immunization and Health Screening Requirements for Matriculation Policy online.* (Login required)

4.3.7 Licensure and Specialty Board Certification

To practice medicine, physicians must be licensed by the state(s) in which they see patients. While most states require similar information, some have more stringent requirements regarding curricular credits in certain areas, acceptable scores on licensing examinations, and reports on personal and professional conduct. All states require completing all parts of the licensure examination and at least one year of postgraduate (residency) training.

Source

HMSOM's LCME-accredited academic program is structured to provide education that meets the faculty's expected standards for attaining a Doctor of Medicine degree.

Questions about state licensing requirements or procedures should be directed to the state's licensing board in which there is an interest in practicing.

Each primary specialty has certification requirements for physicians who wish to achieve board certification in their specialty area. General information on board certification requirements is available in the AMA Graduate Medical Education Directory; more specific information can be obtained from the individual specialty boards.

4.4 Registrar

The Registrar conducts registration for future courses according to established procedures and dates. A Hold or Student Indicator on a student's record that restricts registration must be cleared before the student can register or add classes. Registration is not permitted into a class for which the student has not met the published prerequisites, requirements, or restrictions.

⚠ Students are responsible for knowing and understanding how registration (including adds, drops, incompletes, and withdrawals) will affect other HMSOM processes concerning their records, such as billing, financial aid, and progress toward graduation. Students should consult with their advisor and the applicable policies and/or offices before taking registration action.

🔎 View the complete Course Registration Policy and Procedure online. (Login required.)

4.4.1 Address or Name Change

ⓘ Name changes require official documentation and must be submitted through the form found at https://redcap.link/changename. 4.4.2 Family Educational Rights and Privacy Act (FERPA)
⚠ The **Family Educational Rights and Privacy Act (FERPA)** is a federal law administered by the Family Policy Compliance Office in the U.S. Department of Education. 20 U.S.C. §1232g; 34 CFR Part 99. In compliance with FERPA, the HMSOM does not disclose **Personally Identifiable Information (PII)** contained in student education records except as authorized by law.

In general, students have the right under FERPA to inspect their education records, require that HMSOM obtain their prior written consent before releasing PII from them, and request that corrections be made to them if they believe the records are inaccurate, misleading or otherwise in violation of their privacy rights under FERPA. HMSOM uses the following definitions of terms.

- A student is any person who attends or has attended the HMSOM. Persons accepted but never enrolled in courses are not considered students.
- Education Records, with certain exceptions, are any information the HMSOM maintains directly relating to a student. These records may include files, documents, and materials in whatever medium (handwriting, print, tapes, disks, film, etc.) that contain information directly related to students and from which students can be personally (individually) identified.
- PII means data or information that includes a personal identifier (such as a social security number) and/or a list of personal characteristics or other information that would make the student's identity known with "reasonable certainty."

Directory information may include the following:

- Name
- HMSOM student ID number
- Address, Telephone, and Email
- Date and place of birth
- Field of study and degree(s) sought

- Participation in officially recognized activities, including HMSOM-registered student clubs and organizations
- Dates of attendance and full- or part-time status
- Degrees, certificates, honors, and awards received
- Photos and videos
- Most recent previous educational institution attended
- Gender identity, marital status, and preferred pronouns, if voluntarily disclosed by the student
- Yearbook and official HMSOM event programs
- Residency or any other post-completion placement information

Unless restricted, HMSOM may disclose any of the items of directory information without a student's consent; however, the HMSOM does not routinely release information unless presented with a valid reason for doing so. Students may restrict the disclosure of directory information by indicating this restriction to the registrar in writing. The right to restrict disclosure of directory information does not include the right to remain anonymous in class, nor will it prevent mail, email, and phone calls from the HMSOM.

ⓘ A current student who wishes to permit another person to inspect or receive copies of the student's education records must designate a FERPA Contact in the PeopleSoft Campus Solutions system. Contact the Registrar at hmsomregistrar@hmsom.edu for information on designating a FERPA Contact. If possible, students will have immediate access to their records. If a student is required to wait, the Registrar will inform you when the record will be available. A student has no right under FERPA to inspect information that is not an education record. View the information that a student does not have a right to inspect online.

The HMSOM will generally not disclose PII from a student's education records without the student's prior consent. However, the HMSOM, in compliance with the law, may release PII without the student's prior consent under certain conditions, which may be viewed online.

Students have the right to request that inaccurate or misleading information in their education records be amended. While the HMSOM is not required to amend education records in accordance with a student's request, the HMSOM is required to consider the request. If the HMSOM decides not to amend a record in accordance with a student's request, the student will be informed of their right to a hearing on the matter. If, as a result of the hearing, the HMSOM still decides not to amend the record, the student has the right to insert a statement in the record setting forth their views. That statement must remain with the contested part of the student's record for as long as the record is maintained. However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by the HMSOM about a student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations.

A student has the right to file a complaint with the Family Policy Compliance Office at the U.S. Department of Education concerning alleged failures by the HMSOM to comply with the requirements of FERPA. A complaint must be submitted to the Office within 180 days of the

alleged violation or the date the student knew or reasonably should have known of the violation. The complaint must contain specific factual allegations giving reasonable cause to believe that a violation of the Act has occurred, and it should be forwarded to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 Related Policies
Family Educational Rights and Privacy Act (FERPA)
Student Records Access Management Policy

4.4.2 Graduation

⚠ HMSOM has a single standard for graduation of all students. To qualify to graduate with the M.D. degree, candidates must have (a) demonstrated competence in all HMSOM competencies; (b) passed all required courses, clerkships, and ACRs; and (c) completed the components of their Phase 3 Plan.

The graduation commencement ceremony is a formal and dignified in-person school-sponsored activity with significant meaning for graduates, parents, families, staff, and the community. It honors the collective achievement of the graduating class, and participation in it is an opportunity, not a protected right.

⚠ Degree candidates are not required to participate in the Commencement Exercises, but those who do must comply with the HMSOM Student Commencement Participation Policy.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 Related Policies
Academic Promotion and Graduation
HMSOM Student Commencement Participation Policy

4.4.3 Withdrawal from the HMSOM

⚠ Students who withdraw or have been dismissed for any reason, including medical or personal emergencies, are still responsible for meeting their prorated tuition obligations as indicated by this Policy or the Medical or Emergency Withdrawal Refund Policy. Financial aid will also be impacted by withdrawal or dismissal. Total financial aid is customarily applied to the account at the beginning of the semester, so aid will also be prorated. This means the aid will be reduced from the total amount, often resulting in the student owing an additional balance. In the case of loan funds that have already been disbursed, this may require repayment of funds to the lender and/or a balance owed on the account.

If a student withdraws because of prolonged illness, a catastrophic event, or the death or catastrophic event of an immediate family member (parents/siblings), The student's tuition (not fees) will be prorated according to the following schedule. Financial Aid loans and scholarships may be removed entirely or reduced after withdrawal. Consult Student Financial Services for further information, as it may result in a balance owed to the HMSOM.

July 2024-June 2025 (AY25)	
	1st semester start of classes
Refund*	Effective Withdrawal Date
100% of paid tuition and fees	Prior to the first day of classes
80% of tuition, no refund for fees	During the 1st through 5th week of classes
60% of tuition, no refund for fees	During the 6th through 10th week of classes
40% of tuition, no refund for fees	During the 11th through 15th week of classes
NO REFUNDS	After the 15th week of classes

July 2024-June 2025 (AY25)	
	2nd semester start of classes
Refund*	Effective Withdrawal Date
100% of paid tuition and fees	Prior to the first day of classes
80% of tuition, no refund for fees	During the 1st through 5th week of classes
60% of tuition, no refund for fees	During the 6th through 10th week of classes
40% of tuition, no refund for fees	During the 11th through 15th week of classes
NO REFUNDS	After the 15th week of classes

A doctor's certificate to the effect that the illness is or was of such a nature as to require the student's absence for three consecutive weeks defines **prolonged illness.** If a student has made only partial payment of tuition and fees and the prorated charges exceed the partial payment, the additional amount is due and payable upon withdrawal. Proof of any illness or catastrophic event will also require documentation for the review committee to approve the tuition reduction.

If documentation is not submitted (promptly or at all) or insufficient (as solely determined by the Sr. Associate Dean). In that case, the Tuition Refund Policy for Non-Medical Withdrawals will apply. Please note that sensitive medical information can be redacted before submission to the committee per HIPAA regulations.

The last academically related event determines tuition and financial aid adjustments. It is important to note that the last academically related event is verified with faculty and is not taken directly from the withdrawal forms completed by the student.

Students who leave or withdraw from school and have outstanding federal loans must complete a Federal Exit Counseling Session.

Students are required to submit a Leave of Absence or Withdrawal request form.

🔎 *View the complete Student Leave and Short-Term Absence Policy and Procedures online. (Login required.)*

4.4.3.1 Notice of Withdrawal

Students must submit an official notice of withdrawal and termination of enrollment in writing to the Registrar within three days of their withdrawal. The effective withdrawal date is the date that the student completes the withdrawal requirements.

4.4.3.2 Last Date of Attendance

The Registrar will verify the Effective Withdrawal Date with faculty according to the last academically related event in which the student participated. If appropriate, the Registrar will forward the verified Effective Withdrawal Date to the Director, OSFS, for refund calculation. If the student is eligible for a refund, the refund will be made within 45 days of the Effective Withdrawal Date.

🔎 *View the complete Tuition Refund Policy online.* (No login required.)

4.4.4 Return to Title IV Refund Policy (R2T4)

Students receiving Title IV federal financial aid who terminate enrollment or stop attending all classes during a semester may have their financial aid recalculated depending on when they withdraw.

Students who withdraw from HMSOM any time up through the 60% point of the semester may be subject to having a portion of their federal financial aid returned by the HMSOM or the student. Students withdrawing after 60% of the semester are considered to have earned 100% of their federal financial aid.

If the student received more aid than the amount earned, the institution or the student must return the excess funds. The amount of Title IV aid that an institution must return or a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act, which is a pro-rata calculation. For example, if a student completes 30% of the semester, the student generally earns 30% of the Title IV federal financial aid.

If the student receives excess federal student aid funds, the institution must return a portion of the excess equal to the lesser of

- The institutional charges multiplied by the unearned percentage of the student's funds or
- The entire amount of excess funds.

If the student receives less assistance than the amount earned, the student may be eligible to receive additional funds through a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the institution must obtain the student's permission before it disburses any loan funds. A student may choose to decline some or all the loan funds.

If the student is eligible for a post-withdrawal disbursement, HMSOM will offer the loan funds in writing to the student within 14 days. In response to the written notice from HMSOM, the student must notify HMSOM of their interest in the loan funds. If a return of loan funds is

required, HMSOM must return the funds to the Department of Education within 45 days of the calculation.

HMSOM may automatically use a portion or all of your post-withdrawal disbursement, including loan funds if the student accepts them for outstanding charges. If a student's federal aid exceeds tuition and fees, creating a credit balance, a refund will be issued to the student.

After the **Return to Title IV Refund Policy (R2T4)** calculation is completed, HMSOM will return the unearned portion of Title IV Funds requested from the school. Suppose the student must return a portion of unearned aid according to the federal calculation. In that case, the student is responsible for returning the Direct Loan funds per the terms and conditions of the **Master Promissory Note (MPN)**. This will be communicated to the student via a letter mailed to the student. In addition, a copy of the R2T4 calculation worksheet will be sent to the student along with a final statement of their student account so that they may understand all adjustments to their account.

The law and the implementing regulations, 34 C.F.R. §668.22, also specify the order of return of Title IV funds to the programs from which they were awarded (e.g., Unsubsidized Federal Direct Stafford Loans and Federal Direct PLUS Loans). HMSOM will return any unearned Direct Loans within 45 days of the determination date. If a student is responsible for returning any of their Direct Loans, the funds must be returned according to the terms and conditions of the MPN.

⚠ Students must submit an official withdrawal form to request an official withdrawal from HMSOM. Once processed, students will receive a written notification once their Return to Title IV calculation is completed. If a student withdraws without providing official notice, the student will be withdrawn no later than 30 days from the last day of the semester, and the withdrawal date will be the semester's midpoint.

HMSOM will monitor uncompleted classes and final grades at the end of the semester. For any students determined to have unofficially withdrawn, the R2T4 will be calculated using the semester's midpoint after the unofficial withdrawal has been determined.

4.4.5 School Seal

HMSOM seal features elements drawn from our objective to Understand that context, community, and behavior drive well-being.

- The braided cord indicates the woven context on which we have based the HMSOM vision, mission, and curriculum.
- The HMH logo confirms our integral relationship with the expansive HMH community.
- Branches from the Linden tree represent the friendship, kindness, and caring behavior exhibited by every member of the HMSOM family.
- The rod of Asclepius, the god of healing, is the dominant symbol of health, well-being, and the medical arts.

⚠ The Seal Use Policy governs seal use. The Secretary of the Board of Trustees oversees using the HMSOM seal on official documents, with additional requests directed to the Dean's Office. The seal is reserved for specific items such as official transcripts, diplomas, ceremonial documents, commemorative objects, limited signage, financial documents, and contracts requiring the Dean's signature. Unauthorized use of the seal, including on disposable items and in online media, is prohibited without prior approval, and the seal must always be used in its entirety, unaltered, and original configuration.

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4.4.6 Transcripts

ⓘ Unofficial transcripts may be requested from the SOMA Portal.

ⓘ Official transcripts must be requested in writing using an online form. Questions about transcripts should be directed to the Registrar.

The last academically related event determines tuition and financial aid adjustments. It is important to note that the last academically related event is verified with faculty and is not taken directly from the withdrawal forms completed by the student.

Students who leave or withdraw from school and have outstanding federal loans must complete a Federal Exit Counseling Session.

Students are required to submit a Leave of Absence or Withdrawal request form.

🔎 *View the complete Student Leave and Short-Term Absence Policy and Procedures online.* (Login required.)

4.5 Student Accessibility Services

⚠ HMSOM is committed to ensuring students have equal access to educational programs and facilities through reasonable accommodations for their documented disability. The Student Accessibility Services unit of SAW assists students in transitioning to medical school and identifying accommodations supporting their full participation in the program.

The Student Accessibility Services unit is the entry point for students with previously documented disabilities to request accommodation and assistance related to difficulty in current coursework. The office can also assist students with temporary disabilities, such as those from accident or illness. While Student Accessibility Services does not evaluate students, staff can provide resources for students considering being evaluated.

🔎 *View the complete Student Reasonable Accommodation Request Policy online.* (Login required.)

4.5.1 Process for Requesting and Receiving Accommodations:

HMSOM coordinates reasonable accommodations and services for our students with documented disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the **Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008 (collectively, the ADA)**, and the New Jersey Law Against Discrimination (NJLAD).

Students needing accommodation should submit a request to Student Accessibility Services as a student with a disability, with reports from physicians, psychologists, and other professionals to establish eligibility for accommodations. Students are encouraged to complete this process as soon as possible to ensure time for review of documentation before an exam period. Accommodation cannot be implemented until students have participated in the interactive process for review with the Student Accessibility Services to evaluate the requests.

ⓘ All accommodation requests are considered individually. Students may apply for accommodations during the curriculum, but accommodations must be discussed and renewed for each Phase. Students who may sustain temporary or sudden injuries or new diagnoses are encouraged to contact Student Accessibility Services to discuss their needs as soon as the condition is known. For more information, please get in touch with HMSOMstudentaccessibility@hmsom.edu.

4.5.2 Accommodations for the USMLE

Students seeking accommodations for examinations prepared by the NBME must request accommodations directly from the NBME. Subject examinations are used as final exams in Phase 2, and students will also be taking Step 1 and Step 2CK of the United States Medical Licensing Examinations, which are required for graduation. Students should work closely with Student Accessibility Services. The process includes an application from the student, submission of complete documentation, and certification of the disability, including documentation of any medical school accommodations.

Please be sure to leave enough time to compile this information. This is a separate process; a student accommodated at HMSOM will not necessarily receive accommodation from the NBME. For more information, contact Student Accessibility Services.

Students who experience acute conditions or injuries that require accommodation should contact the Senior Associate Dean of SAW. Decisions on accommodation will be made in consultation with the Student Accessibility Services, who will grant reasonable accommodation.

ⓘ A request for accommodations due to temporary impairment must be supported by physician documentation. Additional information is available by emailing HMSOMstudentaccessibility@hmsom.edu

4.6 Student Government

The Student Government Association (SGA) represents the student body, advocates for students' needs, and fosters an inclusive community for all HMSOM students. Its mission is to improve student wellness and encourage leadership by creating events, experiences, and networking

opportunities in extracurricular spaces. The SGA is guided by Bylaws and elects new members annually. Information on all student organizations and Specialty Interest Groups may be obtained through saw@hmhn.org.

4.6.1 Student Clubs

Overall, HMSOM's SAW hosts more than ninety student organizations and Specialty Interest Groups. A complete list of student organizations may be obtained from saw@hmhn.org. Five national student organizations or clubs are described here.

- Student National Medical Association (SNMA)
- Latino Medical Student AssociationLatino Medical Student Association (LMSA)
- LGBT+ and Allies in HealthcareLGBT+ and Allies in Healthcare
- American Medical Women's Association (AMWA)
- Asian Pacific American Medical Students Association (APAMSA)

4.7 Student Health

AY24 LSMA Club Members

4.7.1 Student Health Services

HMSOM provides accessible and confidential preventive, diagnostic, and therapeutic health services through area primary care physicians. Students must have health insurance or enroll in the HMSOM Student Health Insurance Plan or equivalent coverage.

Source

Student Health Services provides a list of outpatient medical practices near the IHSC and proximate to the northern and southern clinical sites that will provide students with access to an array of primary care services. These facilities routinely operate during evening and Saturday hours.

Your privacy and confidentiality are of utmost importance to us. The health professionals who provide health services, including psychiatric/psychological counseling, to a medical student do not have any involvement in the academic assessment or promotion of the medical student receiving those services, excluding exceptional circumstances. HMSOM ensures that your health records are maintained per legal requirements for security, privacy, confidentiality, and accessibility.

ⓘ Email SAW@hmsom.edu to request a current list of providers.

4.7.2 Exposures/Precautions

⚠ All healthcare workers are at potential risk from exposure to blood and/or body fluids and environmental hazards. Students must be educated about risks, prevention, and treatment of

exposures. To reduce risk, universal precautions are required where exposure risk exists. There are validated protocols to reduce the risk of transmission and exposure to environmental hazards; an accessible, clear protocol is outlined and disseminated to all students

4.7.2.1 Exposures and Precautions

The following refers to the risk of exposure during clinical encounters.

- Exposure to bloodborne pathogens,
- Exposure to environmental hazards,
- Exposure to radiation,
- Knowledge of universal precautions; and
- Student fitness for clinical contact.

ⓘ Students are introduced to infection control and work-related exposure during their first year of education, and exposure training is updated annually for all medical students. Students must contact SAW (SAW@hmsom.edu) immediately in the event of an exposure or possible exposure to blood and/or bodily fluid or environmental hazards.

Standardized protocols for exposures at HMSOM will adhere to those currently followed at each of the clinical sites. Students who are infected or at risk of having been infected with a potentially transmissible disease will not be excluded from participating in patient-care activities or restricted in their access to patient-care services or facilities because of their health status unless medically based judgments in individual cases establish that exclusion or restriction is appropriate for the welfare of patients, the welfare of other members of the patient-care community, or the welfare of the individual. Exposure procedures are included in a mandatory policy attestation process for students.

🔎 *View the complete Policy on Medical Student Exposure to Bloodborne Pathogens and Environmental Hazards online*. (Login required.)

4.7.2.2 Needlestick Precautions

Students will receive a card with instructions about what to do in case of a body substance (blood, tissue, or body fluids) exposure, e.g., a needle stick, or environmental exposure (e.g., a spill, solvents, radiation), including how to receive appropriate counseling and prophylactic treatment. Needle sticks and other types of exposures are standard, and risks can be appropriately mitigated.

4.7.2.3 Radiation Precautions

Ionizing radiation is produced during the performance of many diagnostic imaging studies. Students should try to minimize their exposure to ionizing radiation through time, distance, and shielding. Ionizing radiation presents special hazards to developing fetuses. Pregnant students should consult the Vice Dean for Academic Affairs for further guidance.

4.7.3 Fitness for Clinical Contact

⚠ The opportunity to participate in direct patient care carries with it the responsibility to ensure that patients are not placed at risk due to a student's mental illness, physical illness, or impairment from drugs or alcohol. It is the responsibility of the faculty, residents, medical students, and HMSOM staff members who know of or observe student behavior that has the potential to place a patient, other medical students, staff, or the student themself at risk to immediately report the concern to the course or clerkship director and the Senior Associate Dean of the Office of Student Affairs and Wellbeing.

All students who experience an injury or exposure on a clinical site must complete an incident report with Occupational Health and notify SAW immediately. Students should not delay prompt evaluation and treatment to complete paperwork.

4.8 Student Insurance

4.8.1 Student Health Insurance

The State of New Jersey requires that all full-time students be covered by health insurance. The **Liaison Committee on Medical Education (LCME)** requires that such coverage is offered to dependents of students as well. Students enrolled in the health plan may first enroll themselves and then their dependents. HMSOM provides access to student health insurance through UnitedHealthcare Student Resources. Students with their policy may waive the student health insurance policy within the published waiver period. For more information on enrollment and waivers or to search for providers and coverage online, visit the United Healthcare Student Resources website at www.uhcsr.com.

Coverage from UnitedHealthcare includes a standard student health insurance program, TeleBehavioral, TeleMedicine, and a Student Assistance Program, which includes legal and counseling services. Students may access claims information and policy information at http://www.uhcsr.com.

ⓘ Should a student have a qualifying life event (marriage, divorce, birth of a child, loss of insurance, etc.) after the posted waiver or enrollment period, please email the HMSOM Bursar/OSA studentaccounts@hmsom.edu for information on how to add or remove benefits.

4.8.2 Student Disability Insurance

LCME accreditation requires that students be covered by disability insurance. This coverage cannot be waived and appears as a mandatory student fee charged each fall. More details can be found on the HMSOM Student Accounts webpage.

4.8.3 Liability and Malpractice Coverage for Medical Students

HMSOM students receive liability coverage from the first day of **Human Dimension, Immersion, and Orientation (HDIO)** until the date the M.D. is conferred, as long as the student matriculates. Once the student receives the MD degree, HMSOM liability coverage ends.

4.9 Student Assistance Program

HMSOM provides students and their dependents with a range of services free of charge as part of a comprehensive Student Assistance Program. Optum, Inc. offers 24/7 telephone crisis counseling, short-term telephone counseling, and referral for continuing counseling through the student's medical insurance. All clinical services are provided by licensed, master's, and/or doctoral-level individuals. In addition, students may receive up to five telephone consultation sessions on various services described below. If a traumatic event occurs, on-site grief counselors will be available within 24 hours.

Your privacy and confidentiality are of utmost importance to us. The health professionals who provide health services, including psychiatric/psychological counseling, to a medical student do not have any involvement in the academic assessment or promotion of the medical student receiving those services, excluding exceptional circumstances. HMSOM ensures that your health records are maintained per legal requirements for security, privacy, confidentiality, and accessibility.

The Student Assistance Program provides virtual and on-site licensed clinicians to medical students and their dependents. These clinicians provide ongoing, confidential counseling during academic hours in a discrete and private office in the IHSC.

Student Assistance Services offered include mental health/counseling for students and family members experiencing anxiety, depression, stress, grief, loss, life adjustments, and relationship issues; work-life solutions include finding child and elder care, hiring movers or home repair contractors, planning events and locating pet care; legal guidance including practical assistance for divorce, adoption, family law, wills, trusts, etc. along with a free 30-minute consultation and 25% reduction in fees; and financial resources including consultation with financial experts for retirement plans, taxes, relocation, mortgages, budgeting, debt, and insurance. An in-person or video orientation to program offerings and written communication about all services offered are provided to students annually.

All students are entitled to access the Student Assistance Program at any time. This benefit provides no-cost, telephone/online, confidential support and resources.

Live and Work Well
Guest Access Code: HMSOMSAP
(866) 448-7562

4.10 Wellness Programs

The well-being of medical students is crucial for their overall health, resilience, and ability to succeed academically. HMSOM aligns the well-being offerings for students with the HMH Network's 8 Domains of Wellness, which include physical, emotional, intellectual, social, spiritual, environmental, occupational, and financial wellness.

Source

HMSOM offers resources to our students to foster these wellness domains. These domains are interconnected, and nurturing one aspect of wellness often positively influences others. Any questions about student wellbeing offerings may be directed to SAW@hmhn.org.

5. Academic Information

Source

HMSOM's competency-based curriculum is driven by our Educational Goals and Objectives, which are based on the school's Vision and Mission. Learning outcomes are assessed frequently to ensure all students acquire the scientific knowledge, clinical skills, and humanistic attitudes they need.

Basic science content is presented in its clinical context with clear medical relevance. Students will learn within an integrated curriculum in a team-oriented, collaborative environment that mirrors the clinical world in which they will practice. In addition to robust clinical skills training early, our clerkship curriculum emphasizes ambulatory-based care, where most medical care is provided nationally.

Our graduates will be physicians who are humanistic, socially responsible, collaborative members of the health care system, who provide the highest quality patient-centered care to all people, and who are highly skilled in biomedical, behavioral, social, and health system sciences.

5.1 Entrustable Professional Activities (EPAs)

HMSOM has eighteen EPAs that serve as the goalpost for our graduates. They are the professional activities students will be entrusted to do when they begin residency. AAMC Core EPA Pilot's 13 EPAs for Undergraduate Medical Education and five additional EPAs comprise HMSOM's 81 EPAs to represent our graduates' competencies and abilities fully.

HMSOM's integrated competency-based curriculum is structured by the HMSOM's EPAs. These include:

AAMC Core EPA Pilot 13 EPAs for Undergraduate Medical Education
Five (5) Additional EPAs to fully represent our graduates' competencies and abilities

1. History, Physical Exam
2. Create a prioritized Differential Diagnosis
3. Diagnostic tests
4. Orders and Prescriptions
5. Documentation
6. Presentation
7. Clinical Questions
8. Handoffs
9. Interprofessional Collaboration
10. Acute Care
11. Informed Consent
12. Procedures
13. Systems failure/Patient safety
14. Communication skills
15. Counseling and education
16. Developing care plans
17. Professionalism and growth
18. Systems and solutions

5.2 Educational Program Objectives (EPOs)

EPOs are the outcomes of the HMSOM curriculum – the specific competencies our students will demonstrate upon graduation. The EPOs drive all curriculum development, implementation, evaluation, and enhancement; all course and clerkship objectives will be mapped to specific EPOs and assessments.

Specific EPOs medical students will demonstrate upon graduation include:

1. Patient Care: Provide compassionate, appropriate, and effective patient-centered care to treat health problems and promote health.
2. Knowledge for Practice: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences and apply this knowledge to patient care.
3. Practice-Based Learning and Improvement: Demonstrate the ability to investigate and evaluate patient care, appraise and assimilate scientific evidence, and continuously improve patient care through constant self-evaluation and lifelong learning.
4. Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
5. Professionalism: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

6. Systems-Based Practice: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal healthcare.
7. Interprofessional Collaboration: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.
8. Personal and Professional Development: Demonstrate the qualities to sustain lifelong personal and professional growth.

A varied range of outcome assessments (student performance on OSCEs, examinations, clinical evaluations, 360 evaluations, licensing examinations, etc.) are used to assess if students are meeting the EPOs.

5.3 Academic Standards

⚠ The **Academic, Professionalism, and Clinical Performance Standards Policy (Performance Standards Policy)** sets forth the academic, professionalism, and clinical performance standards that students must satisfy to earn a medical degree from HMSOM. The Performance Standards Policy also describes curriculum and grading structures, academic progression, and remediation. Finally, it identifies student status and standing based on their academic, professionalism, and clinical performance.

⚠ Per §I of the Performance Standards Policy, all components of the medical education program listed as required for graduation from the HMSOM must be completed within six (6) years (72 months). Years repeated, leaves taken for inadequate academic performance or disciplinary action, or for remediation of any part of the Curriculum, including USMLE Steps 1 and/or 2, are included in the six (6) year limit. Personal and medical leaves of absence are also included in the six (6) years (72 months) limit calculation.

⚠ The maximum duration for a leave of absence, whether for academic enrichment, academic remediation, or personal and/or medical leave, is 12 consecutive months or 18 cumulative months. Any student who requires more than 12 consecutive months or 18 cumulative months of leave is referred to the SPRC for dismissal. As soon as the SPRC determines that a student cannot complete the requirements for the MD degree within the six (6) calendar year limit, the student will be informed that he/she is to be dismissed.

🔎 *View the complete Academic, Professionalism, and Clinical Performance Standards Policy online.* (Login required.)

5.4 Academic Promotion

⚠ Each student's progress towards achieving the HMSOM's competencies and academic performance is evaluated through formative and summative assessments described in Phase 1 and Phase 2 Assessment and Grading Policies. The Student Performance Review Committee (SPRC) will conduct a comprehensive evaluation of each student's performance at the following academic checkpoints to determine the student's preparedness for the next Phase/component of the curriculum:

- After completion of the first two (2) foundational courses in Phase 1 (MCP & SP). This is within Phase 1.
- Advancement from the end of the first academic year to the second academic year (both within Phase 1)
- Advancement from Phase 1 to Phase 2
- Prior to the beginning of Advanced Clinical Rotations
- Advancement from Phase 2 to Phase 3
- Upon completion of Phase 3 for recommendation to the Dean for graduation

Adherence to the Performance Standards Policy will be the criteria for advancement. To advance to the next phase/component, students must pass all required courses, clerkships, advanced clinical rotations, and high-stakes examinations in each curricular phase/component. The SPRC will evaluate student performance and approve academic promotion.

The Collaborative Student Assessment and Support Policy and its related processes enable faculty to identify and fully support students at risk of not completing the HMSOM curriculum. In such cases, personalized educational and clinical experiences may be offered to select students.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies**
Academic, Professionalism, and Clinical Performance Standards Policy
Academic Promotion and Graduation
Collaborative Student Assessment and Support Policy
Student Code of Academic and Professional Integrity

5.5 Academic Freedom

HMSOM is committed to maintaining and protecting the central functions of an academic community, which include learning, teaching, research, and scholarship. HMSOM faculty, staff, students, and residents comprise our academic community, characterized by free expression, inquiry, intellectual honesty, respect for the dignity and opinions of others, and an openness to constructive change. All rights and responsibilities exercised within the HMSOM community must be compatible with these qualities.

🔎 *View the complete Academic Freedom Policy online.* (Login required.)

5.6 Appropriate Use of Curriculum Resources

5.6.1 Purpose

HMSOM faculty and OME put tremendous effort into gathering and creating learning resources for students during medical school. These resources include written syllabus content, lecture slides, website links, articles, videos, etc. These materials are shared with HMSOM students electronically for personal use as part of the HMSOM's medical education program.

5.6.2 Prohibition on Sharing

They are not intended to be shared outside of the HMSOM community. Additionally, materials should not be shared between different HMSOM classes. Redistribution or reposting material created by others without their permission seriously violates U.S. copyright law. Students engaging in activity will be referred to the SPRC for breaching professionalism standards.

5.6.3 Recording of Educational Sessions by Students

⚠ HMSOM has the authority to audio and/or video record sessions for the education and development of faculty and students. Students should expect that any educational session may be recorded. Students are permitted to audio and/or video record educational sessions at the HMSOM under the following conditions:

- Recordings are strictly for personal use.
- Permission is obtained from the faculty member leading the session before the recording occurs.
- Recordings are not distributed or posted on any media site unless written consent is obtained from the faculty members involved.

🔎 *View the complete Recording of Educational Sessions policy online. (Login required.)*

5.7 Assessments

The Student Assessment Recusal Policy **requires** any faculty member who provides medical or psychiatric/behavioral care to a medical student not to be involved in assessing or promoting the medical student receiving those services.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies** (no login required)
Narrative Assessment Policy
Student Assessment Recusal Policy

5.7.1 Phase 1 Assessments

⚠ In Phase 1, curricular objectives are assessed through multiple formative and summative methods. All assessments are linked to the EPOs, competencies, milestones, EPAs, and course-specific learning objectives.

Whenever teacher-learner interaction permits, students will receive a narrative performance assessment.

Formative Assessments in Phase 1 courses may include the following (course dependent):

- Weekly MCQs
- Short essays
- Laboratory Practical

- PPPC facilitator assessment (verbal and written)
- Large-group sessions – Audience Response System
- Clinical skills small-group facilitator assessment
- Clinical skills small-group peer assessment
- Clinical skills – OSCE
- Simulation/SP encounters
- Clinical Placement preceptor assessment verbal and written
- HD case study presentation/write-up
- HD mentor assessment (verbal and written)
- NBME Comprehensive Basic Science Examination (CBSE)

Summative Assessments in Phase 1 may include the following (course dependent):

- End-of-course **National Board of Medical Examiner (NBME-style)** multiple-choice question exam
- End-of-course short-essay exam
- End of course laboratory practical exam
- PPPC facilitator assessment
- TBL IRAT/GRAT scores
- Clinical skills - OSCE assessment
- Clinical Placement - preceptor assessment
- HD - Case study presentation/write-up assessments
- HD - Phase 1 mentor assessment
- Block OSCEs

🔎 *View the complete Phase 1 Assessment and Grading Policy online*. (Login required.)

5.7.2 Phase 2 Assessments

⚠ The overarching philosophy of the HMSOM is a competency-based assessment program for learning. Students receive frequent, high-quality feedback to help guide their learning, progressive development, and achievement of specific clerkship objectives, milestones, competencies, and EPAs.

Students also receive robust feedback data on their progression toward achievement on nationally required examinations. In Phase 2, the HMSOM's assessment goals are accomplished through multiple assessment methods, both formative and summative. There are clerkship-specific assessment methods and curriculum-wide Block OSCE assessments. See the Phase 2 Grading policy for related information.

The student assessment program at the HMSOM is designed to meet the following goals:

- Provide ongoing feedback to students about their learning.
- Promote and foster the Mission of the HMSOM.
- Determine that students have attained by graduation the knowledge, skills, and attitudes at a level of mastery necessary to provide high-quality patient care.

- Advance students toward achievement of the milestones, competencies, and EPAs of the HMSOM.
- Prepare students to excel on USMLE licensing exams.

During all clerkships and sub-internships in Phase 2, students receive formal feedback at the midpoint of the rotation. All clinical preceptor feedback is delivered utilizing competency-based assessment tools and narrative comments and is compared to the student's self-assessment of performance. All required clerkships and sub-internships utilize the same mid-clerkship review form and structure. This includes

- Student self-assessment.
- Comprehensive **Clerkship Evaluation Tool (CET)**—the same tool used for end-of-clerkship clinical evaluation.
- Narrative comments on strengths and areas for improvement.
- Review of required clinical experiences and student level of involvement.
- Students meet with their primary preceptor or site director to review mid-clerkship feedback, discuss the student's goals for the rotation set at the beginning of the rotation with any modifications, and develop an action plan for the rest of the rotation (e.g., how to address areas that need improvement, how to obtain deficient required clinical experiences.)
- The Clerkship/Sub-Internship Director reviews all students' mid-clerkship review forms.

In preparation for NBME subject examinations, students are given clerkship-specific guidance and resources for preparation. This includes practice tests when available, study resources, and test-taking guidance. Clinical assessment includes

- OSCE, including SPs for all clerkships; high-fidelity and task simulators as appropriate.
- Comprehensive CET.
- Block OSCEs are completed during Phase 2 of the HMSOM curriculum. These are medium-stakes examinations during which students must demonstrate minimum competence to progress in the curriculum.

🔎 *View the complete Phase 2 Assessment and Grading Policy online.* (Login required.)

5.7.3 Examination Querying and Review Policy

⚠ Querying exam questions allows students to ask questions about exam items and can increase the effectiveness of summative assessments.

Review of summative examinations allows students to receive feedback on their performance. If possible, this opportunity will be provided for all summative examinations and administered in a secure environment to maintain their integrity.

An essential part of the exam development process is reviewing each question to ensure technical accuracy, clarity, relevance, and the absence of ambiguity and bias. The OME has established a series of steps to ensure ample opportunities to identify and revise potentially flawed questions

before course grades are released to students. These five steps described here occur before the standard-setting meeting, where the passing standard for the exam is determined.

1. The OME Assessment Team reviews all exam questions for potential grammatical, formatting, structural, and other issues.

2. All exam questions undergo peer review by one or more individuals with expertise in the content before the questions appear on an exam.

3. Item analysis statistics are reviewed shortly after the exam is administered, and items are flagged per the Guidelines for Post-Exam Review of Questions to assess whether there are potential errors in exam items that were not previously identified.

4. Directors/question writers review flagged items and determine whether any changes in scoring are required for those items (e.g., changes to answer key, removal of flawed questions).

5. The Directors meet with the OME Assessment Team after the student exam review to discuss the queried questions and determine whether changes in scoring are required for those items.

5.7.3.1 Exam Question Querying

⚠ Students can query exam questions for up to 24 hours after the exam review session ends. All exam question queries must be completed using an Exam Question Query Form. Exam question querying can occur during the exam review session or in the 24 hours following the end of the exam review session. Forms submitted within 24 hours following the exam review (a time-stamped submission that is automatically sent to the Office of Assessment for distribution to the appropriate Director(s)) are accessible on both the HMSOM Learning Management System and class scheduling software.

All exam question queries will be evaluated by the Director(s) (with consultation from appropriate faculty members as needed) no more than three business days following the completion of the 24-hour exam question querying period. Students will only be informed if a query results in a change in grading, and changes may result in either the addition or subtraction of points. The decision of the Director(s) is final and cannot be appealed further.

5.7.3.2 Exam Review

⚠ After every summative exam in the HMSOM curriculum, whenever logistically possible, students are allowed to attend a scheduled examination review session for written and laboratory examinations. This opportunity will not be available for some secure exams (e.g., NBME shelf exams). Students can review their exams and compare their answers with ideal ones during this time.

Clinical and Block OSCE exams can be reviewed through videotape and checklist review, which must be scheduled with Directors and conducted in the presence of a clinical faculty member or

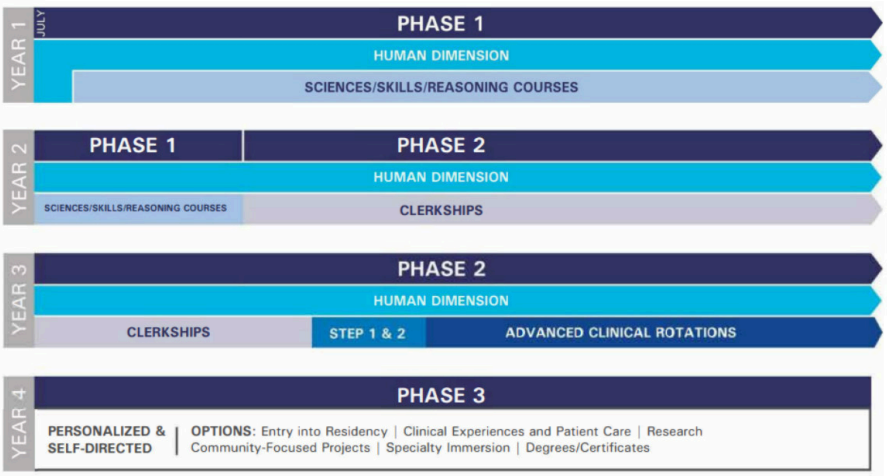
member of the clinical skills team. Review of laboratory examinations may involve photographic reproductions of specimens, as determined by Directors.

Additionally, students can meet individually with the Director(s), Content Lead, or academic support staff from the SAW after the 24-hour exam question querying period to review any aspect of examination performance. Students must contact the Director(s), Content Lead, or SAW to schedule an individual review.

To maintain the integrity of summative examinations, all examination reviews will be conducted in a secure environment. Students are not permitted to duplicate, receive, or distribute examination questions or answers; violations of this policy are considered a breach of the Professional Behavior and Expectations and will be referred to the Student Professionalism Subcommittee of the Student Promotion and Review Committee.

HMSOM reserves the right to discontinue review sessions if these policies are violated or examination integrity is otherwise compromised.

🔎 *View the complete Examination Review and Querying Policy online*. (Login required.)



5.7.4 Block Objective Structured Clinical Exams (OSCEs)

Block OSCEs are a series of clinical examinations. Students will take two high-stakes and two moderate-stakes Block OSCEs according to the following schedule:

- Phase 1: End of the first academic year (moderate stakes)
- Phase 1: End of phase (high stakes)
- Phase 2: Midpoint of clerkship year (moderate stakes)
- Phase 2: End of clerkship year (high stakes).

Block OSCEs will include a combination of SP encounters, task-based and high-fidelity simulations, electronic medical record use, and other clinical skills (e.g., communication skills, providing a patient hand-off). Students will receive a score of Meets Expectations, Meets Expectations with Recommendations, or Does Not Meet Expectations. Students must receive a

score of Meets Expectations or Meets Expectations with Recommendations in all clinical skill domains to successfully pass the Block OSCE and move to the next curricular phase/component.

Students who receive a score of Meet Expectations with Recommendations will be required to meet with the Director of Clinical Skills to review their performance on the Block OSCE. They will also be required to meet with their academic advisor and/or the Director of Student Success to develop a remediation plan, which the Director must then approve.

Students who receive a Does not Meet Expectations score will be required to meet with the Director of Clinical Skills to review their performance on the Block OSCE. They will also be required to meet with their academic advisor and/or the Director of Student Success to develop a remediation plan, which the Director of Clinical Skills must then approve.

For Moderate-stakes examinations: Upon review of the student's performance, the student may be referred to the SPRC and may be required to leave the SOM curriculum for focused remediation as appropriate.

For high-stakes examinations: Upon review of the student's performance, the student will be referred to the SPRC and required to leave the SOM curriculum for focused remediation. The student will re-enter the HMSOM curriculum once the deficiency has been successfully remediated.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies**
Academic Promotion and Graduation
Academic, Professionalism, and Clinical Performance Standards Policy
Examination Review and Querying Policy
Phase 1 Assessment and Grading Policy
Phase 2 Assessment and Grading Policy

5.8 Curriculum

5.8.1 M.D. Program Curriculum

HMSOM offers a 3+1 curriculum, with a three-year core curriculum and an Individualization Phase (Phase 3) during the fourth year.

- Phase 1 (Fundamentals) spans the first 16 months of the curriculum and includes classroom, clinical, and community-based experiences. The focus is on gaining the foundational knowledge and skills from the Biomedical, Behavioral, Social, and Health System Sciences that you will then use and apply throughout all Phases of the curriculum.

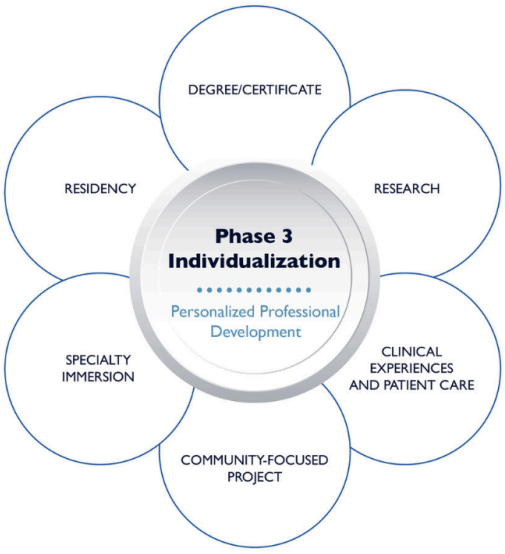
- Phase 2 (Immersion) lasts 20 months and includes clerkships, sub-internships, electives, selective courses, and the USMLE Step 1 and Step 2.
- Central to the curriculum will be a three-year longitudinal course called HD. Through immersive experiences with the same individual and/or family, students will come to understand the role of community and context in health and wellbeing, the interaction of community and the healthcare system, and the role of the physician and other professionals in all elements that contribute to promoting health and preventing disease. **Advanced Clinical Rotations (ACR)** include the required sub-internship, critical care selective, and two electives from the SOM's catalog. Sub-internship and critical care selection will be taken either during the ACR timeframe or the beginning of the Phase 3 calendar year.

🔎 *View a complete overview of the MD Program Curriculum online*. (No login required.)

The Phase 1 curriculum utilizes various pedagogical methods, including team-based learning (TBL) and problem-based learning (PBL). During the Phase 1 curriculum, students review large amounts of material and spend most of their in-class time applying and using that information. Preparatory work must be completed before class to enable active participation in in-class activities. The Phase 1 Scheduled Time Policy ensures that students have sufficient unscheduled time in their regular weekly schedule to complete the independent learning and self-study required of them, and the Phase 1 Student Workload Policy outlines the time expectations for in-class and out-of-class activities.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 Related Policies
Phase 1 Scheduled Time Policy
Phase 1 Student Workload Policy



5.8.2 Phase 3 Opportunities

Phase 3 is a customized period that starts after the three-year core curriculum. During this phase, students complete, with the guidance of mentors, a personalized pathway, possibly including clinical immersion, research-intensive activities, a degree or certificate program, community-based projects, or entry into residency (P3R students only). Overall goals for Phase 3 are general, as it is designed as an individualized program with objectives unique to each student. The intention of Phase 3 is to maximize the student's capacity to personalize their ability to carry out the mission and goals of the SOM at the individual level. With an emphasis on students' professional and developmental needs and goals, Phase 3 offers a unique opportunity for personal growth.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies**
Clinical Rotation Scheduling
Clinical Supervision Policy
Phase 3 Individualization

5.8.3 Electives

Students choose from a wide variety of specialties for their residencies after graduation from HMSOM, and concentrated experiences in one practice area prepare students with the appropriate knowledge, attitudes, skills, and behaviors to be outstanding residents and physicians in their chosen field. It is also critical that all students draw from a range of specialty areas, practice types, clinical settings, and approaches to medicine in their preparation for residency. Therefore, students can take electives during (a) either of the ACRs) within Phase 2 and (b) throughout Phase 3. While some electives are targeted for ACR or Phase 3 (e.g., Specialty

Immersions in Phase 3), most electives can be taken in either curricular phase if the student has completed the required prerequisites.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies**
Electives Policy
Phase 3 Program Development Policy

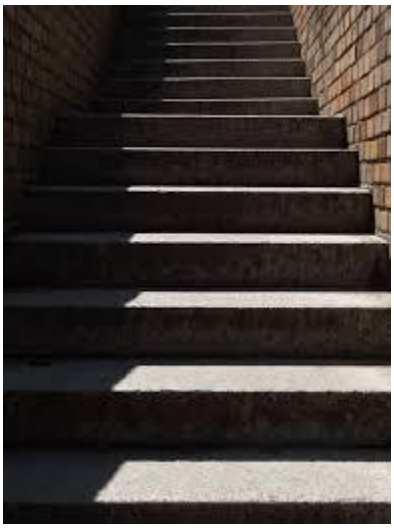
5.9 Curricular Changes

HMSOM Instructional and Curricular Design

All curricular modifications are approved by the **Medical Education Committee (MEC)** and its curricular subcommittees. Faculty, course/clerkship directors, and students may suggest proposals for changes to the curriculum. Faculty and students should approach the course/clerkship directors in the relevant department, who will then initiate the appropriate procedure through the Phase 1 curriculum subcommittee, Phase 2 curriculum subcommittee, Phase 3 subcommittee, or the MEC. Faculty and students can also contact the Office of Medical Education to discuss ideas and proposed changes.

🔎 *View the complete Curricular Change Policy online.* (Login required.)

5.10 USMLE Step 1 and Step 2


Source

Students prepare for and take USMLE Step 1 immediately after they complete their clerkships.

Students have flexibly scheduled time (up to four weeks) during their ACRs to prepare for and take the USMLE Step 2 examination; they are encouraged to take it as early as possible during that time frame.

⚠ All students must take and pass both Step 1 and Step 2 USMLE exams before graduation. Therefore, all students must have a timeline for scheduling USMLE Step 1 and Step 2 exams to ensure they successfully achieve graduation requirements at the HMSOM and are well-prepared for the residency application process.

Students are permitted three (3) attempts to pass Step 1 and three (3) attempts to pass Step 2. Failure to pass either exam within three attempts will result in dismissal from the HMSOM. Passing the USMLE exams is essential to preparing a competitive application for residency. Performance on the USMLE exams is a significant factor in residency program director decisions on whom to invite for

interviews. Direction and support for students on the timing and preparation of the exam are offered through consultation with faculty, advisors, and policies.

🔎 *View the complete USMLE Exam Policy online.* (Login required.)

ⓘ Also see Handbook §2.10.2.3 **National Board Medical Examiners (NBME)** Subject Examination Preparation.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 Related Policies
Academic, Professionalism, and Clinical Performance Standards Policy
Student Leave and Short-Term Absence Policy and Procedures
Phase 1 Assessment and Grading Policy
Examination Review and Querying Policy
Phase 2 Assessment and Grading Policy

6 Research and Scholarship

6.1 Intentionally Omitted

AY23 Med Ed Scholarship Week

6.2 Grant Opportunities

The Office of Research and Graduate Studies is committed to helping guide students toward specific research and scholarship opportunities and is committed to their success. The office maintains and makes available a list of researchers and research/scholarship opportunities for student participation. The list contains names and contact information of individuals, and a description of the potentially available research/scholarship projects. Students are encouraged to contact the individuals on the list and ask in detail about possible research/scholarship opportunities and mentorship.

Through the Dean's Award small grants program, the HMSOM has three types of research funding available for students, administered by the Office of the Dean and the Office of Research and Graduate Studies:

6.2.1 Small Grants (up to $5,000 each):

Such funding is available on a competitive basis in the second half of Phase 1 to groups of students (with a priority on interdisciplinary groups), pending satisfactory academic performance in required courses. Students must apply in groups, clearly explaining the roles of all in the research group; interdisciplinary groups receive priority. Grant applications may be submitted at any time.

6.3.2 Scholarship/Research Grants (up to $10,000 each):

This funding will be available to students who elect to remain for the fourth year (Phase 3) to conduct research. It will not be restricted to groups of students, although students will be encouraged to collaborate across disciplines. A formal research grant application (modeled on NIH R03 awards) will be required, and grant applications may be submitted at any time.

ⓘ If you have worked with a faculty member and/or **Principal Investigator (PI)**, you may request funds to pay journal publication fees. Please send your request to orgs@hmhn.org.

6.3 Student Participation in Research and Scholarship Activities

Participation in extracurricular research/scholarly activities is a beneficial and rewarding aspect of medical education. Understanding what constitutes research excellence and enabling physicians, whether they actively engage in research, to appreciate the importance of and recognize good research is critical to the future health of our nation.

Throughout all physicians' careers, they must recognize and employ evidence-based scientific advances to provide the best available care for their populations.

6.3.1 Research and Scholarly Activity Mentoring Program

Research and scholarly activity mentors are physicians or other professionals with specific skill sets who will provide expert mentoring for students interested in pursuing research, scholarly activity, or careers in academic medicine. Once a mentee is assigned, a research scholarly activity plan will be developed and incorporated into the student's individualized learning plan. This research/scholarly activity plan will detail the student's project, frequency of meetings, and other timeframes and goals for completion, such as submitting an abstract by a specific date, presenting at a local, regional, or national meeting, selecting, and scheduling advanced clinical rotations or elective experiences, and Phase 3 planning, etc. Plans that significantly alter a student's overall ILP will require the approval of the Vice Dean of Research and the Phase 3 Plan Committee.

6.3.2 Presenting and Attending Conferences

Participation in research/scholarly activities is essential for students' professional development. It represents an important mechanism for students to witness the challenging processes of scientific discovery and how subsequent advances in knowledge are translated into advanced medicine and patient care.

Understanding and applying good science in one's practice is critical to the health of our state, nation, and world. Participation in research/scholarship activities allows students to develop analytic and critical reasoning skills and the ability to study medical literature and appraise the quality of published findings. By acquiring the capacity to keep up to date with scientific discoveries, coupled with the clinical perspective, our students will be able to understand health and disease and practice true evidence-based patient care and effective patient management.

The Office of Research and Graduate Studies recommends that all students who have earned passing grades be encouraged to pursue a research/scholarship project under the mentorship of an experienced faculty member, scientist, clinician, or community researcher. Ideally, the mentor is a member of the HMSOM but can also be an established researcher/leader/faculty member from another institute/research enterprise.

The undergraduate medical curriculum has three distinguishing phases: Phase 1, with a focus on integrated preclinical science and community-based immersive education; Phase 2, with a focus on clerkships and related training; and Phase 3, the highly individualized and self-directed 4th year, in which students may pursue several scholarly activities - including degrees/certificates, research/scholarship, community-based projects, clinical immersion, or entry into residency. It is important to note that although research/scholarship activities conducted during Phases 1 and 2 may serve as an entry point for the work performed in Phase 3 Research Electives, they may not be used to receive academic credit.

6.3.3 Travel Funds (up to $2,000 each):

Students may apply for partial funding for travel and meeting fees to present research findings from projects in which they served in a leadership role (first author or presenting author). Applications for these travel funds must be received 45 days before the conference/travel date. In addition, students will be strongly encouraged and supported to apply for travel awards and registration waivers from the organizations that host their presentations and to ask their mentors if travel funds are available through their grants or their respective departments. Students are eligible for such support once during their tenure as HMSOM students.

Students must understand the expectations of potential mentors and be clear about their time commitment and intentions. If time is an issue, it is recommended that students investigate alternative projects, such as clinical, retrospective, and epidemiological studies that have more flexible scheduling requirements. It is further suggested that individual students not become involved in more than one project at any given time to ensure that they do not overly commit their time and effort to the project and potentially interfere with formally scheduled course studies and related activities. Finally, students should discuss the projects with the Director of Student Research and Scholarship Programs to seek further advice and guidance and with a member of SAW to complete the Individual Student Research form.

The Director of Student Research and Scholarship Programs will facilitate identifying research opportunities, clarify student and mentor expectations as needed, and monitor the overall progress of students and the program upon request.

6.4 Intellectual Property Policy

⚠ HMH and its affiliates support research to advance medical knowledge, improve patient care, and develop new technologies. HMH recognizes that this research may lead to inventions, discoveries, and works of authorship and that it may be desirable for such inventions, discoveries, and works of authorship to be patented, copyrighted, protected, commercialized, licensed, and/or transferred to third parties, including (without limitation) for one or more of the following reasons:

- To comply with the requirements of government-sponsored research grants, fellowship awards, and agreements for research;
- To promote the development of practical devices, drugs, and protocols for patient care which might not be developed without U.S. and foreign intellectual property protection;
- To recognize the creativity and discoveries of Inventors (as defined below) and to facilitate professional recognition for Inventors; and/or
- To support the research, educational, and patient care objectives of HMH by maintaining for HMH a share of any revenues derived from the commercialization of such inventions and discoveries.

Accordingly, HMH has adopted an intellectual property policy. Students will read and consent to the IP policy upon matriculation.

🔎 *View the complete Intellectual Property Policy online*. (Login required.)

7 Professionalism

7.1 Non-Discrimination Policy

ⓘ HMH, and by extension, the HMSOM, does not discriminate against persons in its admission, services, or employment based on age, race, color, ethnicity, national origin (including immigration status and English language proficiency), religion, culture, language, physical or mental disability, socioeconomic status, sex, pregnancy, childbirth, and related medical conditions, sex stereotyping, sexual orientation, and gender identity or expression (including access to facilities).

7.1.1 Title VI

HMSOM operates its program in compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the **Rehabilitation Act** of 1973 and the **Age of Discrimination Act** of 1975, and the Regulations of the Department of Health and Human Services implementing these laws.

ⓘ Students who believe they may have been discriminated against are encouraged to contact the HMSOM Title IX Coordinator, Diane Russo, MA, Diane.Russo@hmsom.edu (862) 660-5124.

🔎 *View the complete Non-Discrimination Policy of Hackensack Meridian Health Policy*, including complaint and grievance procedures, online. (Login required.)

7.1.2 Preventing Student Mistreatment and Promoting a Positive Learning Environment

HMSOM is committed to maintaining an environment where students, teachers, staff, and peers are respected. Guidelines for appropriate professional behavior are adapted from the AAMC's Statement on Professional Behavior and Expectations for the Teacher-Learner Relationship (June 4, 2015) and enforced by HMSOM's Student Code of Academic and Professional Integrity.

Individuals may use whichever method they are most comfortable with to report concerns. Any HMH Team Member or faculty member who receives or becomes aware of a complaint must immediately report it to the Senior Associate Dean of SAW at SAW@hmsom.edu. Faculty and staff may also report their concerns to the HMH Human Resources Department.

- ⓘ Concerns may be reported as follows: Direct reporting to Laurie Sullivan, Ph.D. Laurie.Sullivan@hmsom.edu, the Senior Associate Dean of SAW, (862) 660-5019; Naomi Ambalu, DO, Naomi.Ambalu@hmsom.edu, Assistant Dean of SAW, (860) 660-5090; or the Title IX Coordinator, Diane Russo, M.A.; Diane.Russo@hmsom.edu, (862) 660-5124.
- Report to any course/ clerkship director, department chair, or supervising faculty;
- Report anonymously using the HMH-provided phone/internet-based compliance/event reporting system, ComplyLine, at (877) 888-8030; or https://hackensackmeridian.alertline.com
- Report in the course, clerkship, or faculty evaluations;
- Report related items on the annual program improvement survey;
- Any staff or administrator of the HMSOM

Complaints alleging violations of the Title IX Policy and Grievance Procedure, including sexual assault, should be reported to Diane Russo, M.A., Title IX Coordinator, at Diane.Russo@hmsom.edu (862) 660-5124.

Retaliation against any individual who makes a complaint, participates in a review, or otherwise engages in legally protected activities is strictly prohibited.

🔎 *View the complete Preventing Student Mistreatment and Promoting a Positive Learning Environment Policy online.* (No login required.)

7.2 Professional Behavior and Expectations for the Teacher-Learner Relationship

7.2.1 Student Code of Academic and Professional Integrity

⚠ The purpose of this policy is to present the academic and professional expectations of all HMSOM students to cultivate a community of aspiring physicians and scientists who embody professionalism, academic integrity, and a commitment to lifelong learning. HMSOM aims to foster a culture of inclusion, innovation, and continuous improvement, preparing students to serve society with honesty, empathy, and respect while upholding the highest standards of academic and professional integrity**.**

🔎 *View the complete Student Code of Academic and Professional Integrity Policy online*. (Login required.)

7.2.2 Technical Standards for Admission, Progression, and Graduation

All HMSOM students acknowledge their understanding of the Technical Standards upon accepting HMSOM's offer to enroll and then annually when they acknowledge receipt of this Handbook. All candidates should also be aware that medical students' academic and clinical responsibilities may sometimes require their presence during day, evening, and nighttime hours, seven days per week.

Source

⚠ The technical standards are required for admission, progression, and graduation from HMSOM's MD program. They detail the essential cognitive, emotional, and physical demands for students to succeed in the curriculum and practice as physicians. The standards cover six core domains: general functions, communication, cognitive ability, observation, motor skills, and behavioral/social attributes. Candidates must meet these criteria, with or without reasonable accommodations, to ensure they can safely and effectively participate in the medical education program and uphold its integrity. The document also includes a section on reasonable accommodations consistent with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

🔎 *View the AY2024 Technical Standards for Admission online.* (No login required.)

7.2.3 Responsibilities of the Faculty

⚠ Educators strive for excellence and provide the best possible educational experiences. They prepare thoroughly by providing current information from their discipline and addressing knowledge gaps. They continuously improve teaching quality through skill development and feedback. They comply with national and institutional policies and ensure consistent expectations for themselves and their students. Educators provide timely and constructive feedback, uphold high professional standards, and model honesty and integrity. They clearly

state learning expectations, assessments, and opportunities, ensuring alignment with competency requirements. Additionally, they seek learning opportunities in every interaction with students.

Educators respect everyone as unique, embracing differences in race, religion, age, gender, sexual orientation, disability, or national origin. They strive to know their students personally, listen to their concerns, respond promptly, and treat them compassionately. Educators ensure a culture of patient and learner safety, taking responsibility for their actions and addressing errors transparently to prevent future incidents. They foster professional ethics in students by assigning appropriate tasks and resolving ethical conflicts concerning the student's and patient's well-being. Additionally, educators display the highest standards of professional conduct in all interactions with patients, colleagues, faculty, and staff.

7.2.4 Responsibilities of the Students

⚠Students are responsible for gaining the skills and knowledge needed to fulfill their current and future professional responsibilities as physicians. They respect and appreciate the faculty's teaching role and understand that the curriculum ensures their future competence. They accept the responsibility to provide constructive evaluations of courses and teachers, aiming for continuous quality improvement. Students work effectively in teams, respecting all contributions, sharing responsibilities, and performing leadership tasks with a sense of service. They acknowledge when tasks exceed their skills and seek help, resolving ethical conflicts with the supervising physician. They practice critical reflection, recognize their limitations, strive for self-improvement, and foster a patient safety culture. They take responsibility for their actions and address errors transparently to prevent future incidents.

Students will dedicate the necessary time and energy to fulfill their professional responsibilities. They will exhibit the highest standards of professional conduct in interactions with patients, colleagues, faculty, and staff. They respect peers, patients, and faculty as unique individuals, regardless of race, religion, age, gender, sexual orientation, disability, or national origin. They recognize their role in a collegial community that shares knowledge and supports peers. Students will attend all required learning sessions, demonstrating respect by arriving on time and adhering to faculty expectations, including appropriate attire. They will practice honesty and integrity in all academic endeavors, respect intellectual property, and use resources responsibly.

7.2.5 Responsibilities of HMSOM

⚠The institution strives for excellence in medical education through effective curriculum management, admissions, financial aid, student services, and educational resources like facilities and technology support. It promotes high-quality learning by providing essential resources to enhance educational experiences for both faculty and learners. The institution ensures faculty and students stay current on national and institutional policies and procedures. It involves students and faculty developing educational programs, policies, and procedures, aiming for continuous improvement based on feedback and current research. Additionally, it facilitates the development of medical educators and learners by offering opportunities to advance teaching and learning competencies and recognizes the efforts and accomplishments of its faculty and students.

The institution will encourage an atmosphere that is respectful and supportive of everyone regardless of gender, race, religion, age, sexual orientation, disability, or national origin and promote a learning environment that responds to the needs and recognizes the contributions of all individuals.

🔎 View the complete Professional Behavior and Expectations for the Teacher-Learner Relationship Policy online. (Login required.)

7.3 Clinical and Professional Dress Policies

⚠ The presentation of medical professionals has an essential impact on the doctor-patient relationship, interactions with other professionals, and infection control. As medical professionals, medical students must present themselves in a manner that demonstrates respect and professionalism and is mindful of their role. Students must also follow workplace-based procedures that are designed to promote patient safety.

Source

Clinical and pre-clerkship students involved in clinical education experiences must present themselves respectfully and professionally. For this reason, the HMSOM has guidelines for all medical students whenever they engage with patients, whether in the classroom or healthcare setting. Please note that additional dress codes may be in effect at clinical sites. If students become aware of additional dress code requirements at clinical sites, they are expected to comply.

7.3.1 General Hospital/Office Setting

⚠ The following guidelines are in place for all medical students:

- White coats must be clean, pressed, and worn at all times, per instruction of the clinical site and setting
- Student ID badges must be visible at all times.
- Conservative business casual attire is recommended and includes collared shirts, slacks, skirts, blouses, sweaters, and dresses. All clothing should be professional and free of rips, tears, or frayed edges. Jeans, cargo pants, yoga pants/leggings, or shorts are prohibited. T-shirts, sweatshirts, sheer garments, halter tops, and bare midriff tops are prohibited. Skirts must be an appropriate professional length for clinical care (not short).
- Hats are not permitted (except for religious or cultural head coverings).
- Perfume and cologne are to be kept to a minimum
- Shoes must be closed-toe to comply with OSHA requirements.
- Fingernails are to be kept short and clean.
- An optimal level of personal hygiene should always be maintained. This includes neat and trimmed hair and facial hair.
- Cuts and abrasions should be covered with a water-impervious material.
- According to relevant policies, universal precautions should be followed, including protective glasses and masks, in any situation where exposure to body fluids is possible.

7.3.2 Operating Room (OR) Setting

⚠ Students must follow all specific **Operating Room (OR)**/Dress Code/Scrub Suit policies at each Medical Center. These policies are usually related to the Department of Public Health or other regulatory agencies and apply to all staff and students. Specific instructions for clinical settings and clinical sites will be provided and must be followed. For example, Intensive Care Unit (ICU) instructions will be provided and must be followed. The following guidelines are in place for all medical students:

- All personnel entering restricted and semi-restricted areas of the O.R. or procedure rooms must wear hospital-approved, hospital-issued, clean, hospital-laundered surgical scrub tops and pants.
- All jewelry must be removed before scrubbing. Earrings are not permitted in the OR.
- Soiled surgical scrubs should be changed immediately and in appropriate locations.
- Surgical scrubs should not be worn outside of the OR area without a clean lab coat or appropriate cover-up over them.
- Surgical scrubs should not be worn outside the hospital building at any time.
- Surgical scrubs are permitted only in select patient care areas.

🔎 *View the complete Clinical Dress Code Policy online*. (No login is required.)

7.4 Drug and Alcohol-Free Workplace

⚠ HMSOM prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on its property or as part of any of its activities. Violating these policies or failing to comply with the drug screening compliance requirement successfully may lead to sanctions, including dismissal from the HMSOM under the applicable general code of conduct, even if the use occurred outside work hours and otherwise under state law.

The unlawful or unauthorized manufacture, distribution, dispensation, solicitation, sale, purchase, transfer, diversion, possession, or use of drugs or alcohol while on HMH or HMSOM property/premises, in vehicles, on paid time, or while otherwise engaged in activities for or on behalf of HMH or HMSOM or reporting to work or classes under the influence of same, is strictly prohibited. This policy does not prohibit the moderate use of alcoholic beverages at authorized HMH or HMSOM-sponsored functions or events. Students who violate this policy will be subject to disciplinary action up to and including termination of employment or dismissal from enrollment in the HMSOM.

Nothing in this policy is meant to prohibit the appropriate use of over-the-counter or other medication that can legally be prescribed under federal and state law to the extent that it does not impair a student's performance, safety, or the safety of others. Students who take over-the-counter or other medication that can legally be prescribed under federal and state law to treat a disability should inform the Office of Student Accessibility Services if they believe the medication will impair their ability in any learning environment.

HMSOM encourages any student with a drug or alcohol problem to contact the Student Assistance Program, SAW, or any recognized external evaluation, referral, or treatment agency for assistance.

ⓘ HMH and the HMSOM subscribe to the premise that addictive diseases are entitled to the same consideration and offer of treatment that is extended to any other disease. All communications will be kept confidential and separately from the student's academic file. Students will not be subject to discipline for voluntarily acknowledging their drug/alcohol problems, nor will enrollment status be jeopardized as a consequence only of having an addictive disease, except to the extent that the manifestations of the disease interfere with the student's performance. For further information, please email SAW@hmsom.edu or contact the Student Assistance Program directly at:

HMSOM Student Assistance Program Guest Access Code: HMSOMSAP 1-866-448-7562

🔎 *View the complete Drug and Alcohol-free Workplace Policy online*. (No login is required.)

8 Title IX Policy and Grievance Procedures

⚠ Per Title IX, HMSOM will respond promptly and in a manner that is not deliberately indifferent, meaning not clearly unreasonable considering the known circumstances, when it has actual knowledge of sexual misconduct prohibited by Title IX. Actual knowledge means notice of allegations of Covered Sexual Harassment to the School's Title IX Coordinator or to any School official who has the authority to institute corrective measures on behalf of the School.

The School is committed to responding appropriately to all forms of sexual harassment. Reports of misconduct that do not fall within the definition of Covered Sexual Harassment prohibited by Title IX may be addressed under other applicable School policies and/or the code of conduct.

The requirements and protections of the Title IX Policy apply equally regardless of sex, sexual orientation, gender identity, gender expression, age, race, nationality, class status, religion, disability, or other protected classes covered by Federal or state law. All requirements are fairly and equitably provided to individuals regardless of their status as a Complainant, Respondent, or Witness. Individuals who wish to file a complaint about the School's Title IX Policy may contact the Department of Education's Office for Civil Rights.

ⓘ Reports may be made 24/7 to:

- HMSOMCares Referral: https://docs.google.com/forms/d/e/1FAIpQLSeHah2_fF-aiH81C1UX01WyiMvqEbNNB2-ZTS03RNnbtr9PIA/viewform
- Directly to Diane Russo, MA, Title IX Coordinator - Diane.Russo@hmsom.edu
- Directly to Naomi Ambalu, DO, Assistant Dean SAW - Naomi.Ambalu@hmhn.edu
- Directly to Laurie Sullivan, PhD, Senior Associate Dean SAW - Laurie.Sullivan@hmsom.edu

- Anonymously to HMH ComplyLine – (877) 888-8030
  or https://hackensackmeridian.alertline.com
- U.S. Department of Education, Office of Civil Rights – (646) 428-3800
  OCR.NEWYORK@ed.gov
- Equal Employment Opportunity Commission – (800) 669-4000
  or https://publicportal.eeoc.gov/portal/

🔎 *View the complete Title IX Policy and Grievance Procedure Policy online.* (Login required.)

8.1 Title IX Policy Definitions

⚠ For the Title IX Policy and Procedure, the following terms and definitions apply:

Covered Sexual Harassment is any conduct on the basis of sex that constitutes one or more of the following:

- Quid Pro Quo Sexual Harassment
- Unwelcome Conduct
- Sexual Assault (as defined in the Clery Act)
- Dating Violence (as defined in the **Violence Against Women Act (VAWA)** amendments to the Clery Act)
- Domestic Violence (as defined in VAWA amendments to the Clery Act).
- Stalking (as defined in VAWA amendments to the Clery Act).

Conduct that does not fall within the above definitions may still be prohibited under the School's other policies and/or the applicable Student Code of Academic and Professional Integrity.

Complainant means any individual who has reported being or is alleged to be the victim of Covered Sexual Harassment.

Respondent means any individual who has been reported or alleged to have engaged in conduct that could constitute Covered Sexual Harassment.

Parties means the Complainant(s) and Respondent(s) in a particular case, and "Party" means either the Complainant or Respondent, as applicable.

Education Program or Activity means locations, events, or circumstances over which the School exercises substantial control over both the Respondent and the context in which the Covered Sexual Harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the School. This may include, but is not limited to, conduct that occurs in one of the following:

- Any on-campus facility, property, or building owned or controlled by the School;
- Any off-campus site that the School has substantial control over;
- Buildings or property owned or controlled by a student organization; or

- Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operation of the School's educational program and activity over which the School has substantial control.

Formal Complaint is a document, including an electronic document, alleging that a Respondent committed Covered Sexual Harassment within the School's Education Program and Activity and requesting initiation of the Procedure in the Title IX Policy. The Formal Complaint must be signed by the Complainant or some other indication that the Complainant is the person filing the Formal Complaint or may be signed by the Title IX Coordinator.

At the time of the filing of the Formal Complaint, the Complainant must be participating in or attempting to participate in the School's education programs or activities of the School with which the Formal Complaint is filed. The Complainant cannot file a Formal Complaint anonymously. The identity of the Respondent is not necessary to file a Formal Complaint. The school still must investigate because the investigation might reveal the Respondent's identity.

Relevant Evidence and Questions means evidence and questions that tend to make an allegation of Covered Sexual Harassment more or less likely to be true. Relevant Evidence and Questions do not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of the Procedure described in the Title IX Policy:

Evidence and questions about the Complainant's sexual predisposition or prior sexual behavior unless:

- They are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or
- They concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.
- Evidence and questions that constitute or seek disclosure of information protected under a legally recognized privilege. Legally recognized privileges include but are not limited to physician/healthcare provider-patient privilege, priest-penitent, and attorney-client.
- Any Party's medical, psychological, and similar records unless the Party has given voluntary, written consent.

Support Person means an individual of either Party's choosing selected to provide support and assistance throughout the Title IX process. Either Party may be accompanied by a Support Person to any meeting or hearing to which the Party is eligible or required to attend.

A Support Person cannot represent the Party during any investigatory meeting/interview or proceeding and cannot address an investigator/decision-maker unless the investigator or decision-maker grants permission.

🔎 *View the complete Title IX Policy and Grievance Procedure Policy online.* (No login required.)

8.2 General Principles

⚠ **Advisor of Choice and Participation of Advisor of Choice**. The School will provide the Complainant and Respondent equal access to an Advisor of Choice ("Advisor") and Support Person. Any restrictions on an Advisor or Support Person will be applied equally. Except where explicitly provided in the Title IX Policy, the School expects the Parties to participate directly in the process and not through a third party. The Parties have a right to select an Advisor to conduct cross-examination at the hearing. The Advisor may, but is not required, be an attorney.

Retaliation. Retaliation is prohibited. Neither the School nor any other person may intimidate, threaten, coerce, or discriminate against any individual to interfere with any Title IX right or privilege or because an individual has made a report, complaint, or Formal Complaint, testified, assisted, or participated or refused to participate, in any manner in an investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for the codes of conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Covered Sexual Harassment, to interfere with any Title IX right or privilege, constitute retaliation.

Retaliation may take many forms, including abuse, violence, threats, or intimidation. Any individual or group (not just the Parties) can be responsible for retaliation. Retaliation is an offense, separate and apart from the underlying report or complaint, and will be adjudicated independently from the underlying matter.

Complaints regarding retaliation will be processed in accordance with the HMH and HMSOM's policies on Harassment, Non-Discrimination, and Non-Retaliation/Retribution for Reporting; Conscientious Employee Protection Act.

Timeframe. The Procedure will conclude no later than ninety (90) calendar days after the submission of the Formal Complaint, except that the Procedure may be extended for good reason as outlined in the Title IX Policy, including but not limited to the absence of a Party or a Party's Advisor of Choice or witness, concurrent Law Enforcement activity, or the need for accommodations for disabilities or language translation.

Unless Law Enforcement requests a temporary delay, the School's Procedure for responding to, investigating, and adjudicating allegations of Covered Sexual Harassment in the Formal Complaint will continue during any Law Enforcement or civil proceeding.

🔎 **Related Policies**
Title IX Policy and Grievance Procedure Policy
Harassment Policy
Non-Discrimination Policy
Non-Retaliation/Retribution for Reporting; Conscientious Employee Protection Act (CEPA)

9 Amenities

The IHSC provides students a pleasant, accessible, and safe place to study and learn in an interdisciplinary and interprofessional setting. The spacious front lawn in front of the building is home to ad hoc soccer and volleyball games alongside picnic tables at the edge of the lawn. On Level 1 central, the multi-story winter garden offers soft seating, two small-group study rooms, an information kiosk, and access to a 130-seat auditorium. The adjacent café offers food and beverages and seating for more than 100. A chapel, seating 45, provides a quiet and meditative environment next to a 10- to 15-person music room with a piano. The lower level offers a large bookstore (see below) and a spacious student lounge with secure lockers, study tables, activity tables (e.g., pool or table tennis), refrigerators, and microwaves. There are 17 small-group study rooms/collaborative learning spaces for eight to 20 students each. Four shared open-study areas are located on Level 2, and two open-study areas are on Level 3. Level 4 offers more than a dozen small group study rooms, and the Annex adjacent to the parking structure houses six additional study rooms (four of which can be combined into a larger social space).

9.1 Bookstore

The bookstore is located on the Lower Level of the IHSC building and is open Monday through Friday from 9 a.m. to 5 p.m. For more information, call (973) 542-6927.

9.2 Dining Options

The IHSC cafeteria is called *The Daily Dose*. It is located on Level 1 immediately east of the Wintergarden. In addition to the Student Lounge on the Lower Level, Levels 1 through 4 host additional informal areas with self-service meal preparation areas and vending machines.

The local Nutley/Clifton area has several restaurants, cafes, and other dining options within a few blocks of campus; many provide free delivery to campus.

9.3 Housing

Securing affordable student housing near the HMSOM and the multiple clerkship and residency sites can be challenging. Various realtors, brokers, and homeowners have contacted the HMSOM, offering their services and accommodations to students. Below is a listing of those contacts.

⚠ HMSOM has not vetted any of the individuals or their sites and makes no representation of their qualifications, business practices, or the habitability of any housing options they may offer. This listing does not constitute a referral or endorsement of any kind. The HMSOM advises all

students to thoroughly investigate any housing option before entering into a lease and fully understand the terms and conditions of all housing arrangements.

Provider	Location(s)	Contact
Hekemian Property Management	Locations in Hackensack, NJ, close to Hackensack University Medical Center.	Rebecca Gori Phone:201- 487-1500 x1126 Apts@Hekemian.com
Parsonage Hill Village	307 Parsonage Rd, Edison, NJ 08837- close to JFK Medical Center	Phone: 732-734-8440
Evergreen Meadows	208 White Birch Rd, Edison, NJ 08837- close to JFK Medical Center	Phone: 732-734-8440
Extended Stay America	Short- and long-term rentals are available in Red Bank, East Rutherford, Rutherford, Secaucus, Edison, and Woodbridge. Click the link for special rates and more information.	Debbie Tobias Phone: 980-345-1980 DTobias@esa.com
Brighton Arms	401 W Sylvania Ave, Neptune City, NJ 07753, is close to Jersey Shore University Medical Center. Special pricing is available for HMSOM students. The apartments are furnished and available for short-term rentals.	Phone: 732-988-0828
RotatingRoom.com	Thousands of students use the Rotating Room to find and list short-term housing. HMSOM students also receive one free listing to sublet their apartment to other medical students while they are away from home. Click here for more information.	

9.4 Lactation

The IHSC hosts two dedicated lactation rooms in the building. Each room has a fridge, millwork, sink, and lactation chair. The rooms are thumb-turn lockable, and their status is indicated if they are in use. One is in the lobby (Room 1119), and the second is at the entrance to Suite 2600 on Level 2 (Room 2661).

9.5 Library

The IHSC Library is located on Level 1 and is open to students, faculty, and staff 24 hours a day, seven days a week. The Library is home to a small print reference collection of health sciences resources and books. It includes tables and study carrels, a quiet study room, twenty individual and group study rooms, a conference room for library instruction, and computers for database searches.

The library is staffed by a team of dedicated Health Sciences Librarians, Monday through Friday, from 8 am to 6 pm. Librarians are available to assist students with research and class study. The IHSC Library's collection includes hundreds of databases, journals, and over 2.1 million electronic books. Access to our digital collection is available online 24/7, and any materials not in our collection can be delivered through interlibrary loan. Access to the library's digital collection, information on how to book study rooms, contact information for the library staff, and much more can be found on the library's website.

9.6 Parking

Students, faculty, staff, and visitors may park at the IHSC. Public Safety and HMSOM reserve the right to refuse issuance of a parking permit and restrict or change the use of any space or area anytime without notice.

None of HMH, HMSOM, Prism Capital Partners, or Public Safety assume responsibility for the security of vehicles or contents while parked at ON3. If you are involved in a motor vehicle accident, break-in, or theft at ON3, you should report the incident to Public Safety at 973-542-6600 as soon as possible.

Parking and operating a motor vehicle at ON3 is a privilege. Registration and display of a valid IHSC parking permit is required at all times while vehicles are parked in the IHSC surface lot(s) or garage structure(s). Registration applications can be completed online or printed out and submitted in person at the Parking Services Office, located on the lower level. A valid parking permit is required and must always be displayed while parking.

The medical student's annual IHSC parking permit fee is included in the required Student Fee, and no additional payment is required.

Parking permits are the property of IHSC and may be recalled at any time. Permits are not transferable and may only be used on the vehicle(s) to which they are registered. Parking regulations are enforced 24 hours a day, seven days a week. Violation types and locations are routinely analyzed, and enforcement is adjusted accordingly. The IHSC is not responsible for lost or stolen permits. Parking Services should be notified immediately upon discovering a lost or stolen permit. Any vehicle found using a permit that has been reported lost or stolen will be booted or towed, even if used by the original owner. A replacement permit is $15.00 plus sales tax where applicable.

Students (with permits) can park in the front student lot (the South Lot) or the IHSC parking garage located on Ideation Way. Anyone needing to park in compliance with the ADA must register with Public Safety before the initial visit and display their state-issued ADA permit. Pre-approved vehicles showing state-issued ADA permits may park in the dedicated handicap spaces in the East Lot (accessed via the South Lot).

Campus parking violation payments are due upon receipt. The person who has registered the vehicle with IHSC, regardless of the driver or owner, assumes responsibility for all outstanding campus parking violations issued to a vehicle. Violations issued to a vehicle not registered with Public Safety may be investigated through state motor vehicles and other agencies. Students,

faculty, and staff are responsible for violations their visitors incur. Any unpaid citations after ten (10) business days will be assessed a $15 late fee. State registration laws must be followed while parking on IHSC property. Permits are issued for registered vehicles only. Using a permit on an unregistered vehicle without valid state license plates will result in removing that vehicle at the owner's expense. No overnight parking is permitted at IHSC unless previously authorized.

Source

All vehicles with unpaid tickets may be booted and/or towed without notice at the owner's expense. Once booted or towed, the right to appeal is forfeited. Campus parking privileges may also be suspended. Unpaid tickets will result in the denial of the privilege to register a vehicle to park on campus. Outstanding citations will be assessed through Public Safety under IHSC policy. Outstanding balances may hold academic registration, transcripts, and/or diplomas.

Disabled vehicles must be reported to Public Safety. The vehicle must be removed immediately and not longer than 24 hours. Permission must be obtained from Public Safety for periods longer than 24 hours. Vehicles that are a safety hazard or obstruct traffic flow will be removed immediately at the owner's expense. Damaged or inoperable vehicles may not be stored on IHSC property and will be subject to removal at the owner's expense.

The IHSC reserves the right to temporarily close parking areas and roadways for repairs, safety, and special events. Vehicles parked in areas closed by barricades, signs, or notifications are subject to ticketing and/or towing and relocation at the owner's expense.

Everbridge for HMH announces snow removal operations and posts notices. The registered vehicle operator is responsible for being aware of weather conditions and removing the vehicle. Failure to remove a vehicle may result in a ticket and relocation at the owner's expense.

Parking in fire zones is strictly prohibited. Regardless of the amount of time, vehicles left unattended in a fire zone will be ticketed and/or towed at the owner's expense and may be subject to local Police or Fire Department summons. Activating the vehicle's hazard lights does not imply permission to park in the fire lanes. Parking in loading zones is prohibited. Activating the vehicle's hazard lights does not imply permission to park in the loading zones. Signs and road markings must be obeyed.

ⓘ Here is a complete list of campus parking terms and conditions and the current rate chart for parking violations.

9.7 Recreation Facilities

Several parks, fields, and trails are also located near the IHSC.

Students also have discounted access to an off-site Hackensack University Medical Center Fitness and Wellness Center, a state-of-the-art 75,000-square-foot facility, and the Meadowlands YMCA.

9.8 Spaces for HMSOM Students

Student wellbeing extends to the spaces where our students study, relax, meditate, and have secure places to store their belongings. Many spaces throughout the IHSC and clinical sites are available for student use. More information may be found here.

9.8.1 Campus Chapel

ⓘ Seton Hall sponsors a chapel on the ground floor east of the Wintergarden and south of The Daily Dose. Masses are offered regularly in the Chapel, with Confessions offered immediately before and after Mass. A catholic campus ministry office is located in room 1502. For more information, please get in touch with Fr. Colin Kay at colin.kay@shu.edu or Fr. Nick Sertich at nicholas.sertich@shu.edu.

9.8.2 Meditation Room

Room 4203 on Level 3 is available 24/7 as a prayer or reflection room. Please respect the diverse backgrounds and beliefs of all individuals using this space by maintaining a peaceful and considerate environment for everyone.

9.8.3 Lockers at the IHSC

Lockers for HMSOM students are located on Level 0. Lockers are for the daily storage of learning materials and personal items.

9.9 White Coats

ⓘ During their time at the HMSOM, students will receive two white coats, one embroidered with their name. They may purchase additional white coats through the HMSOM online store.

10 Residency

Source

Students work with their advisor via the ILP process to identify their specialty. Students applying to P3R will work with their advisor on their application. Students going into the national match process will be assigned an additional advisor to support them in understanding and completing the residency application process via the Roadmap to Residency program, which includes informational workshops in the M1 and M2 years and a structured syllabus with a checklist of activities, requirements, meetings, and deadlines for the M4 year. Students meet with their Advisor and Specialty Mentor to map out and review their residency strategy. Faculty from the clinical departments and the academic and student affairs deans are also integral parts of the Roadmap to the Residency process.

⚠ In all instances, the official and current version of any formal HMSOM or HMH policy shall have been posted on PolicyStat (https://hmh-som.policystat.com). That posted policy shall include comprehensive information pertaining to the scope, nature, requirements, definitions, and prohibitions of the policy. Notwithstanding the summary provided herein, all members of the HMSOM community are hereby subject to the posted policy in effect at the relevant time.

10.1 Residency Applications

Students apply for residency via an application platform and submit a rank order list to a matching platform. Different specialties use different platforms, although most use the **Electronic Residency Application System (ERAS)** and the **National Residency Matching Program (NRMP)**. Each student will work closely with their residency advisor and specialty mentor to identify the correct application and matching platforms.

In general, regardless of platform, students will need to provide the following information and credentials as part of the residency application process:

10.1.1 Curriculum Vitae

Many students develop a curriculum vitae or resume whether or not the residency program requests it. It is a good exercise for organizing basic information, educational background, and significant accomplishments.

10.1.2 Personal Statement

This document conveys the student's passion and commitment to the discipline and may also identify what they seek in a residency program. This should be an original statement, not copied from a commercial preparation site. Extensive guidance is given for this process, both via recorded webinars and individual reviews.

10.1.3 Faculty and Department Recommendation Letters

Students request these letters from faculty with whom they have worked; one must be from an attending in the specialty where the student is applying. Not all departments complete department or chair letters. Letters from residents typically may not be substituted for a required faculty letter.

10.1.4 Medical Student Performance Evaluation (MSPE)

The OME oversees the preparation of this document. It provides an overall report of medical school performance, including quotations from evaluations, required clerkships, and clinical electives. It also includes information on the completion status of the OSCE and USMLE graduation requirements and highlights activities and contributions to the school or community.

10.1.5 Official HMSOM Transcript

ⓘ The transcripts for the residency application will include all grades received through the end of June of the residency application year. Students may obtain unofficial copies of the transcript on the SOMA Portal and must request official copies online using the Transcript Request Form.

10.1.6 USMLE Transcript

Residency programs require an official performance transcript from the NBME on USMLE Step 1 and Step 2. The student manages the request to the NBME through the residency application platform.

10.1.7 Interview

All residency programs require an interview. This is the student's opportunity to learn more about the residency program and the environment of the training site. It also provides an essential opportunity for the residency program director, current residents, and staff to see if the student fits their program. Most, but not all, interviews are conducted virtually. Students are given extensive interview preparation and support for residency interviews through a combination of online resources and individual feedback.

10.2 Specialty Length of Training

The table below lists the various residency programs. These are unofficial assignments derived from published materials and are offered only for information. Students should consult the current **American Medical Association (AMA)** Directory for the official requirements.

Specialty	Length of Training (years)
Emergency Medicine	3 to 4
Family Medicine	3
Internal Medicine	3
Pediatrics	3
Obstetrics-Gynecology	4
Pathology	4

Specialty	Length of Training (years)
Psychiatry	4
General Surgery	5
Neurosurgery	7
Orthopedic Surgery	5*
Otolaryngology	5
Urology	5*
Plastic Surgery	6
Anesthesiology	3
Dermatology	3†
Neurology	3†
Ophthalmology	3†
Physical Medicine	3 to 4
Diagnostic Radiology	4†
Radiation Oncology	4†
Transitional/Preliminary	1

** Includes one year of general surgery)*
† Plus PGY-1 Transitional/Preliminary

ⓘ In addition to the above, some combined specialty programs begin in the first year. Examples are medicine/pediatrics, medicine/psychiatry, pediatrics/psychiatry/child psychiatry, and psychiatry/family medicine. Others can be found in the AMA directory of approved residency programs (membership required).

11 Student Financial Services Details

11.1 Additional Scholarship Opportunities

The web has many sources of information about scholarship funds. A list of external scholarship resources has been compiled here for your benefit. Please review this list and follow the links for up-to-date deadlines, requirements, and eligibility information.

11.2 Student Emergency Fund

11.2.1 Student Emergency Fund Overview

ⓘ The Student Emergency Fund provides financial assistance to enrolled HMSOM students who cannot meet basic needs (up to $3,000) due to an emergency. The fund provides short-term financial help and does not replace or supplement financial aid. It covers short-term, unanticipated emergencies. Emergencies are defined as urgent, unforeseen, and non-recurring.

Emergencies may include (proof of documentation required for approval of any amount):

- Unusual or unforeseen medical expenses;

- Support for students experiencing food and/or housing insecurity;
- Displacement by fire or other unforeseen environmental hazards;
- To fund travel or transportation home due to family emergency, crisis, or death; and/or
- Other financial needs are based upon exceptional circumstances.

Emergencies may not include:

- Penalties, fines, tickets, legal fees, or jail bonds;
- Lost IDs;
- Normal and anticipated academic expenses (e.g., tuition, fees, health insurance, books, rent);
- Non-essential utilities, household or furniture costs not related to damage or theft;
- Costs for entertainment, recreation, or non-emergency travel; or
- Replacement of non-essential personal items due to fire, flood, theft, or natural disaster.

Long-term needs will be directed to the OSFS for financial aid options.

11.2.2 Student Emergency Fund Qualifications

To be eligible, students must meet all of the below criteria:

- Currently be enrolled students at the SOM (i.e., Enrolled at the time of application to the SEF);
- Who are not less than six (6) weeks from graduation;
- Facing unanticipated and unforeseeable financial hardship resulting from a legitimate emergency/catastrophic event;
- US Citizens or Permanent Residents who have available a FAFSA®, or its equivalent, at the time of application;
- Who have already exhausted all other financial resources, including federal, private, and/or personal loans; and
- Submit documentation of any qualified expenses.

ⓘ You must make an appointment with the OSFS to receive an application. Please email sfs@hmhn.org with the Subject: Student Emergency Fund Appointment

11.3 Payment Method Options

Please see §2.6.3.1 Paying Tuition Without Federal Funding

11.4 Payment Plans

ⓘ Payment plans are available for enrollment via TouchNet. Each plan incurs a $45 enrollment fee upon sign-up. Payments towards these installments are accepted by electronic check or credit card. Credit card payments will also incur a 2.95% convenience fee. For any questions regarding payment plans, please email the Office of Student Accounts.

Payment Plan Installment Dates		
	July Term	**January Term**
Installment 1	Due at sign-up	Due at sign-up
Installment 2	August 15	February 15
Installment 3	September 15	March 15
Installment 4	October 15	April 15

11.5 Appeal for Reinstatement of Financial Aid Eligibility

Eligibility for continued financial aid will only be re-established if the student subsequently meets Satisfactory Academic Progress requirements and submits a successful appeal or if the student successfully appeals the decision in writing to the OSFS.

Exceptional circumstances warranting an appeal and possible exceptions include pregnancy, injury or illness of the student, death of a family member, and other exceptional circumstances.

- A signed appeal letter request must include a detailed statement of the facts and circumstances supporting the appeal and why the student believes the determination should be changed.
- All information supporting the appeal.
- The student should also provide information on what led to unsatisfactory performance and what has changed situationally that will allow the student to progress academically in the following evaluation.

12 Standing Committees

HMSOM supports its mission by fostering students' academic, professional, and personal growth in a safe and caring environment. Its goal is to support students' experiences and growth as they transition from medical training to a medical career.

12.1 Student Committees with Student Members

There are many opportunities for students to engage with, contribute to, and by which to shape the school and the student experience. There are established HMSOM Standing Committees, Student Curriculum Advisory Groups, the **Student Government Association (SGA)**, the Wellness Committee, and many student interest groups and organizations. Here is a complete list of committees, membership information, and faculty advisor information.

🔎 *View online information about Student Committees.* (No login required.)

12.1.1 Admissions Committee

Student participation in the admissions process is essential to recruiting the best candidates. The Admissions Office invites students to become Admissions Ambassadors throughout the interview season. Interested students are encouraged to contact the Admissions Office for further information.

12.1.2 Curriculum Committee

There are several ways to become involved in the decision-making process to shape and improve HMSOM. For example, one might serve on one of the curriculum committees, offer course and program evaluations, provide feedback in mid-course focus groups, or provide feedback as an individual. Course directors, students, education deans, teaching faculty, and professional staff comprise the curriculum committees for each phase of the curriculum. If students are interested in participating in one of these committees, please get in touch with the OME for additional information.

Each class elects a **Medical Education Committee (MEC)** representative to serve for three to four years. If an elected MEC representative graduates after the three-year Core Curriculum, a new election will occur to identify a class representative.

Source

Students not serving on a committee are encouraged to share opinions, concerns, or praise with the relevant MEC student representatives. Specific suggestions on improving the course for subsequent years provide valuable input for curriculum committee deliberations.

Phases 1, 2, and 3 Curriculum Subcommittees also have student representation.

12.1.3 Diversity and Equity Committee

The Diversity and Equity Committee is responsible for developing, promoting, and implementing policies, procedures, and programs that support the SOM's stated goals related to diversity and equity in healthcare and healthcare education. For more information, contact the Office of Diversity and Equity.

12.1.4 Special and Ad Hoc Committees

From time to time, the HMSOM will establish special or Ad Hoc committees to study a current, relatively focused issue and offer recommendations. Students will be emailed when these special committees are formed. Students interested in serving on this committee should complete the form attached to such announcements.

12.1.5 Student Government Association (SGA)

The SGA is responsible for overseeing student activities. The SGA is considered the umbrella organization for student activities and organizations, to which the Dean's Office turns for student input on the learning environment and educational issues and concerns that arise throughout the year.

12.1.6 Wellness Committee

ⓘ Students and faculty interested in promoting healthy behaviors, managing stress, and preventing burnout comprise the Wellness Committee. Workshops and wellness activities include mindfulness, yoga, massage, team building, sleep hygiene, nutrition, and integrating feedback and evaluation. Information about events and wellness tips is provided via email and through activities. Further information is available at SAW or SAW@hmsom.edu.

12.2 Standing Committees Without Student Members

12.2.1 Student Performance Review Committee (SPRC)

HMSOM has an obligation to patients, its students, the institution, the medical profession, and society to ensure that each graduate of the medical education program meets all requirements of the HMSOM curriculum, including program objectives of patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism and systems-based practice.

The SPRC is charged with reviewing the academic performance of all enrolled students, including deficiencies in Academic Requirements and allegations of student breaches of the **Academic, Professionalism, and Clinical Performance Standards Policy ("Professional Standards")** at the HMSOM, clinical sites, and other learning venues. As such, the SPRC recommends students to the HMSOM faculty for promotion and graduation. In addition, the SPRC has the authority to evaluate and monitor academic and professional performance and to determine remediation plans and sanctions, if necessary, for students who do not meet the Professional Standards. In addition, requests to take selected electives for credit before the usual time in the curriculum are subject to review and approval by the SPRC.

The SPRC is a standing committee of the HMSOM with membership composed of faculty members appointed by the Dean and faculty members elected from the faculty-at-large. In addition, the Vice Dean for Academic Affairs, the Senior Associate Dean for SAW, the Director of the Office of Academic Support, and the Chair of the Student Professionalism Subcommittee are ex-officio members of the SPRC. Still, they do not have the right to vote. A current Course or Clerkship Director may not serve as a member of the SPRC. If an incumbent member of the SPRC is appointed to Course or Clerkship Director, they must immediately resign from the SPRC.

🔎 *View the complete Academic, Professionalism, and Clinical Performance Standards Policy online*. (Login required.)

12.2.2 Student Professionalism Subcommittee (SPS)

The SPS is charged with evaluating and addressing allegations of student breaches of the Professional Standards at the HMSOM, clinical sites, and other learning venues. The SPS is responsible for making factual findings, determining whether a violation of Professional Standards occurred, and, if so, referring the matter to the SPRC for a decision, including but not limited to developing a remediation plan, imposing sanctions, and/or other appropriate action. The SPS may make a recommendation to the SPRC regarding a remediation plan, sanctions, and/or other appropriate action.

🔎 *View the complete Roles and Procedures of the Student Performance Review Committee and Student Professionalism Subcommittee online*. (Login required.)

13 Miscellaneous information

13.1 Technological Requirements

13.1.1 Computers

Computers are an essential part of the medical education program. HMSOM requires all students to have laptops and mobile devices.

The minimum requirement below will allow students to install any required software. HMSOM will inform students during HDI&O weeks regarding specific software that needs to be installed.

Students are strongly encouraged to have a sufficiently recent model laptop (PC or MAC) with the following specifications:

Computer	PC	MAC
Operating System	Windows 10 or Windows 11, 64-bit (with all current updates). Non-Pro Microsoft Surface devices are not supported. If you use a Microsoft Surface device, please know that Windows 10 and 11 S modes are incompatible with our *Examplify* assessment software.	macOS Big Sur (11.0), macOS Monterey (12.0), or macOS Ventura (13.0). Only genuine versions of Mac Operating Systems.
CPU	Non-ARM-based processor supported by your operating system. Our assessment software does not support Qualcomm Snapdragon chipsets.	Intel processor, or Apple's M1 or M2 processor with Apple Rosetta 2 software.
Required	- Wi-fi (wireless) network capability - Anti-virus software with all current virus definitions - 13″ screen or larger, minimum screen resolution of 1024x768, 32-bit color - Administrator-level account permissions to download and install software	
Strongly recommended	- Battery Life at least four (4) hours between charges. - External hard drive for backup storage. - Lightweight. - Extended warranty or technical support provided by the manufacturer.	

HMSOM utilizes *Examplify* assessment software. This software cannot operate within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes but is not limited to VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc. *Examplify* will not run on Chromebooks, Android, or Linux operating systems. *Examplify* does not support touchscreen input on Mac or Windows laptops.

Although some students have successfully used netbooks and tablets for day-to-day use in class, they are not recommended as a replacement for a laptop computer. They are not compatible with our testing software. Apple iPads and similar devices may be helpful but should not be considered a laptop replacement.

Please note that, aside from these requirements and recommendations, the choice of laptop is an individual matter that should be made at one's discretion. Please be aware that regardless of whether you choose a Macintosh or Windows PC, sometimes there will be minor compatibility issues if faculty or classmates use a different platform. HMSOM strives to be as platform-neutral as possible in its selection of technologies for medical student education.

13.1.2 Mobile Devices

HMSOM requires students to have a mobile device to communicate while on community assignments and to access medical information and personal productivity tools. Although most smartphones meet this requirement, the device does not need a cellular network for data access. However, due to security protocols, devices that use Wi-Fi only for internet access may not be able to connect to a network at some clinical sites.

Although students are encouraged to purchase a mobile device as early in the curriculum as possible, we anticipate that most students will find its usefulness increases in Phases 2 and 3 of the Curriculum. The Health Campus Library has a helpful Mobile Resources page for reference.

🔎 *View all of the related policies listed below online. (Login required.)*

🔎 **Related Policies**
Social Media
Acceptable Use

13.1.3 Wireless Access

Wireless access is available in all areas of the building. You can also access email messages on computers in the Health Campus Library or the Medical Student Lounge.

13.2 Transportation and Clinical Placements

A variety of clinical sites are utilized for student clinical placements. Every attempt is made to provide a variety of clinical placements to allow students to care for and interact with diverse patient populations. Students must be prepared to travel to sites that may not have access to public transportation. The student is responsible for arranging travel to and from clinical sites. The parking fees incorporated into the HMSOM Student Fees cover most parking costs at HMH and affiliated clinical sites.

13.3 Veteran's Information

ⓘ HMSOM is approved for Post 9/11 GI Bill Benefits. HMSOM's facility code is 32002530. Students interested in using their **United States Department of Veterans Affairs (VA)** benefits should email a copy of their documents and any questions regarding using their benefits to the Office of Student Accounts.

Please note that HMSOM does not yet participate in the Yellow Ribbon Program.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and educational program. Only the Veterans Administration can determine eligibility. Students should contact their VA representative, call 888-GIBILL-1 (888-442-4551), or visit http://www.gibill.va.gov. After receiving VA benefits, the student must pay the remaining tuition and fees.

Students needing to withdraw from the SOM should provide official notification of their intent to withdraw. Withdrawing may impact federal VA education benefits for the semester and their availability in future semesters.

13.3.1 Delayed VA Chapter 31 or 33 Disbursements

HMSOM Office of Student Accounts recognizes that disbursement of VA educational funding can sometimes be delayed. Be assured that you will not be penalized in any way due to such delays. This means HMSOM will not:

- Assess late fees.
- Deny you access to classes, libraries, or any other HMSOM facilities.
- Require you to borrow additional funds.

Your access to your education and related resources will remain uninterrupted while you await your VA Chapter 31 or 33 benefit payments. If you have any questions or concerns, please contact the HMSOM Office of Student Accounts at studentaccounts@hmhn.org.

13.4 Accreditation, Licensures, Reviews, and Approvals

HMSOM is accredited, reviewed, or approved by various federal, state, and private approvers.

13.4.1 Federal Approval

The Department of Education approved HMSOM to participate in Federal Direct Student Loan and Title IV Higher Education Act (HEA) programs in June 2020.

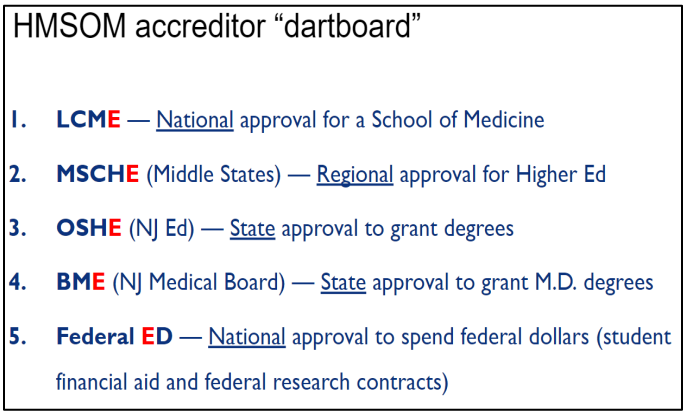
ⓘ The Federal school code is 042933-00. For more information, please visit www.studentaid.gov.

13.4.2 State Approvals

New Jersey Office of the Secretary of Higher Education - www.state.nj.us/highereducation/
New Jersey Board of Medical Examiners - https://www.njconsumeraffairs.gov/bme

13.4.3 Institutional Accreditation

HMSOM is an accredited institution and a member of the **Middle States Commission on Higher Education (MSCHE)**. The Commission's most recent action on the institution's accreditation status on November 17, 2022, was to grant accreditation. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).



13.4.4 Programmatic Accreditation

The LCME is a nationally recognized accrediting authority for medical education programs leading to the M.D. degree in the U.S. and Canada. LCME accreditation is a voluntary, peer-reviewed quality assurance process that determines whether a medical education program meets established standards outlined in the Functions and Structure of a Medical School. This accreditation is required in most states for licensing graduates.

The LCME granted the HMSOM Preliminary Accreditation Status in March 2018, Provisional Accreditation Status in February 2021, and Full Accreditation Status in February 2023.

14 Acronyms

14.1 Defined Term (alphabetically)

Term (alphabetical)
Association of American Medical Colleges (Association of American Medical Colleges)
Accreditation Council of Graduate Medical Education (Accreditation Council of Graduate Medical Education)
Advanced Clinical Rotations (Advanced Clinical Rotations)
Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008 (Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008)
American Medical Association (American Medical Association)
American Medical Women's Association (Medical Women's Association)
Asian Pacific American Medical Students Association (Asian Pacific American Medical Students Association)
Basic Life Support (Basic Life Support)
Community Assessment Project (HD) (Community Assessment Project (HD))
San Francisco Match's Central Application Service (San Francisco Match's Central Application Service)
Center for Discovery and Innovation (Center for Discovery and Innovation)
Clerkship Evaluation Tool (Clerkship Evaluation Tool)
Community Health Project (HD) (Community Health Project (HD))
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act)
Cardiopulmonary resuscitation (Cardiopulmonary resuscitation)
Entrustable Professional Activities (Entrustable Professional Activities)
Educational Program Objectives (Educational Program Objectives)
Electronic Residency Application Service (Electronic Residency Application Service)
Free Application for Federal Student Aid (Free Application for Federal Student Aid)
Family Educational Rights and Privacy Act (Family Educational Rights and Privacy Act)
Human Dimension (Human Dimension)
Human Dimension Immersion & Orientation (Human Dimension Immersion & Orientation)
Health Insurance Portability and Accountability Act of 1996 (Health Insurance Portability and Accountability Act of 1996)
Health Information Technology for Economic and Clinical Health (Health Information Technology for Economic and Clinical Health)
Hackensack Meridian Health (Hackensack Meridian Health)

Term (alphabetical)
Hackensack Meridian School of Medicine (Hackensack Meridian School of Medicine)
Institution of Higher Education (Institution of Higher Education)
Interprofessional Health Services Campus (Interprofessional Health Services Campus)
Liaison Committee on Medical Education (Liaison Committee on Medical Education)
Learning from your Experiences as a Professional (Learning from your Experiences as a Professional)
Leo by DaVinci Education (Leo by DaVinci Education)
Learning management system (Learning management system)
Latino Medical Student AssociationLatino Medical Student Association (Latino Medical Student AssociationLatino Medical Student Association)
Multiple-Choice Questions (Multiple-Choice Questions)
Medical Education Committee (Medical Education Committee)
Master Promissory Note (Master Promissory Note)
Middle States Commission on Higher Education (Middle States Commission on Higher Education)
Medical Student Performance Evaluation (Medical Student Performance Evaluation)
National Board Medical Examiners (National Board Medical Examiners)
Office of Student Financial Services (Office of Student Financial Services)
Office of Medical Education (Office of Medical Education)
Operating Room (Operating Room)
Office of Student Accounts (Office of Student Accounts)
Objective Structured Clinical Examination (Objective Structured Clinical Examination)
Pre-Clerkship Career Exploration (Pre-Clerkship Career Exploration)
Academic, Professionalism, and Clinical Performance Standards Policy (Academic, Professionalism, and Clinical Performance Standards Policy)
Principal Investigator (Principal Investigator)
Personally Identifiable Information (Personally Identifiable Information)
Patient Presentation Problem-Based-Learning Curriculum (Patient Presentation Problem-Based-Learning Curriculum)
Department of Public Safety (Department of Public Safety)
Return to Title IV Refund Policy (Return to Title IV Refund Policy)
Satisfactory Academic Progress (Satisfactory Academic Progress)
Office of Student Affairs and Wellbeing (Office of Student Affairs and Wellbeing)
Social Determinants of Health (Social Determinants of Health)
Student Emergency Aid Fund (Student Emergency Aid Fund)
Student Government Committee (Student Government Committee)

Term (alphabetical)
Student National Medical Association (Student National Medical Association)
School of Medicine Access (School of Medicine Access)
Standardized Patient (Standardized Patient)
Student Performance Review Committee (Student Performance Review Committee)
Student Professionalism Subcommittee (Student Professionalism Subcommittee)
United States Medical Licensing Exams (United States Medical Licensing Exams)
United States Department of Veterans Affairs (United States Department of Veterans Affairs)
Violence Against Women Act (Violence Against Women Act)

14.2 Acronyms (alphabetically)

Acronym (alphabetical)
AAMC - Association of American Medical Colleges
ACGME - Accreditation Council of Graduate Medical Education
ACR - Advanced Clinical Rotations
ADA - Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008
AMA - American Medical Association
AMWA - American Medical Women's Association
APAMSA - Asian Pacific American Medical Students Association
BLS - Basic Life Support
CAP - Community Assessment Project (HD)
CAS - San Francisco Match's Central Application Service
CDI - Center for Discovery and Innovation
CET - Clerkship Evaluation Tool
CHP - Community Health Project (HD)
Clery Act - Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
CPR - Cardiopulmonary resuscitation
EPAs - Entrustable Professional Activities
EPOs - Educational Program Objectives

Acronym (alphabetical)
ERAS - Electronic Residency Application Service
FAFSA® - Free Application for Federal Student Aid
FERPA - Family Educational Rights and Privacy Act
HD - Human Dimension
HDI&O - Human Dimension Immersion & Orientation
HIPAA - Health Insurance Portability and Accountability Act of 1996
HITECH - Health Information Technology for Economic and Clinical Health
HMH - Hackensack Meridian Health
HMSOM - Hackensack Meridian School of Medicine
IHE - Institution of Higher Education
IHSC - Interprofessional Health Services Campus
LCME - Liaison Committee on Medical Education
LEaP - Learning from your Experiences as a Professional
Leo - Leo by DaVinci Education
LMS - Learning management system
LMSA - Latino Medical Student AssociationLatino Medical Student Association
MCP- Molecular and Cellular Principles
MCQs - Multiple-Choice Questions
MEC - Medical Education Committee
MPN - Master Promissory Note
MSCHE - Middle States Commission on Higher Education
MSPE - Medical Student Performance Evaluation
NBME - National Board Medical Examiners
OFS - Office of Student Financial Services
OME - Office of Medical Education
OR - Operating Room
OSA - Office of Student Accounts
OSCE - Objective Structured Clinical Examination
PCE - Pre-Clerkship Career Exploration

Acronym (alphabetical)
Performance Standards Policy - Academic, Professionalism, and Clinical Performance Standards Policy
PI - Principal Investigator
PII - Personally Identifiable Information
PPPC - Patient Presentation Problem-Based-Learning Curriculum
Public Safety - Department of Public Safety
R2T4 - Return to Title IV Refund Policy
SAP - Satisfactory Academic Progress
SAW - Office of Student Affairs and Wellbeing
SDOH - Social Determinants of Health
SEF - Student Emergency Aid Fund
SGA - Student Government Committee
SNMA - Student National Medical Association
SOMA - School of Medicine Access
SP - Standardized Patient
SPRC - Student Performance Review Committee
SPS - Student Professionalism Subcommittee
USMLE - United States Medical Licensing Exams
VA - United States Department of Veterans Affairs
VAWA - Violence Against Women Act

14.3 Policies referenced in the Handbook

Policies (alphabetical)
Academic Freedom
Academic Promotion and Graduation
Academic, Professionalism, and Clinical Performance Standards Policy
Acceptable Use
Background Check Policy
Billing, Collection, Write-offs, and Unclaimed Property Policy for Tuition, Fees, and Other Charges Policy
Clinical Dress Code Policy

Policies (alphabetical)
Clinical Rotation Scheduling
Clinical Supervision Policy
Collaborative Student Assessment and Support Policy
Curricular Change Policy
Diversity and Equity Policy and Statement
Drug and Alcohol-Free Workplace
Electives Policy
Examination Review and Querying Policy
Extended Enrollment Tuition Policy
Family Educational Rights and Privacy Act (FERPA)
General Grievance Policy
General HIPAA Security Rule Compliance Policy
Grade Appeal Policy
Hackensack Meridian School of Medicine Course Registration Policy and Procedure
HMSOM Course Credit Policy
HMSOM Student Commencement Participation Policy
Intellectual Property Policy
Narrative Assessment Policy
Non-Discrimination Policy of Hackensack Meridian Health Policy
Non-Retaliation/Retribution for Reporting; Conscientious Employee Protection Act (CEPA)
Phase 1 Assessment and Grading Policy
Phase 1 Scheduled Time Policy
Phase 1 Student Attendance Policy
Phase 1 Student Workload Policy
Phase 2 Assessment and Grading Policy
Phase 2 Attendance Policy
Phase 3 Attendance Policy
Phase 3 Program Development Policy
Phases 2 and 3 Clinical Duty Hours Policy
Policy For Timely Grade And Mid-Course Clerkship Reporting
Policy on Medical Student Exposure to Bloodborne Pathogens and Environmental Hazards
Policy on the Student Emergency Aid Fund (SEF)
Preventing Student Mistreatment and Promoting a Positive Learning Environment

Policies (alphabetical)
Professional Behavior and Expectations for the Teacher-Learner Relationship
Recording of Educational Sessions
Roles and Procedures of the Student Performance Review Committee and Student Professionalism Subcommittee
Social Media Policy
Student Reasonable Accommodation Request Policy
Title IX Policy and Grievance Procedure
Tuition Refund Policy
United States Medical Licensing Examination (USMLE) Requirements Policy

15 Version History

July 7, 2024 — Initial version.
February 26, 2025 Revision 1

IN MEMORIAM

1951 - 2022