STATEMENT OF HUMAN RIGHTS
The Board of Curators and UMKC are committed to the policy of equal opportunity, regardless of race, color, religion, sex, sexual orientation, national origin, age, disability and status as a Vietnam era veteran. The Division of Diversity, Access & Equity is responsible for all relevant programs.

Division of Diversity, Access & Equity
5115 Oak Street
(816) 235-1323
Fax: (816) 235-6537
ode@umkc.edu
http://www.umkc.edu/chancellor/ode/

STATEMENT ON DISCRIMINATION, INTIMIDATION, AND SEXUAL HARASSMENT
The faculty, administration, staff, and students of the University of Missouri-Kansas City are dedicated to the pursuit of knowledge and the acquisition of skills that will enable us to lead rich and full lives. We can pursue these ends only in a culture of mutual respect and civility. It is thus incumbent upon all of us to create a culture of respect everywhere on campus and at all times through our actions and speech.

As a community of learners, we are committed to creating and maintaining an environment on campus that is free of all forms of harassment, intimidation, and discrimination.

Any form of discrimination or coercion based on race, ethnicity, gender, class, religion, sexual orientation, age, disability, rank, or any other characteristic will not be tolerated.

Should you, a friend, or a colleague ever experience any action or speech that feels coercive or discriminatory, you should report this immediately to the department chair, the office of the Dean, and/or the Affirmative Action Office. The Affirmative Action Office, which is ultimately responsible for investigating all complaints of discrimination or sexual harassment, is located at 218A Administrative Center, 5115 Oak Street; the office may be contacted at 816-235-1323. All formal complaints will be investigated and appropriate action taken.
# UMKC School of Medicine Student Handbook

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Students,

It is my sincere hope that you enjoy this edition of the UMKC School of Medicine MD Student Handbook as much as we enjoyed updating it for you. It contains revised information about resources, tips to personal wellness and valuable advice about succeeding in medical school. A timeline of personal and academic milestones is included so that you can begin preparing for your future, including post-graduation preparation that begins in your first year of school. The information contained is to provide you with basic information; please refer to the appropriate policy and guideline manuals for specific information about academic requirements, promotion and curriculum topics. And as always, please use your faculty and advising staff resources for advising assistance as they are the experts.

The Office of Student Affairs has received a lot of assistance from faculty and staff regarding the information in this edition and we are forever grateful for their contributions. If you should have any comments or contributions to add to future editions, please forward them to Mrs. Petra Bricker (brickerp@umkc.edu).

Best of luck to you and enjoy the Handbook!

Brenda Rogers, MD, FAAP
Associate Dean of Student Affairs
Assistant Professor, Internal Medicine and Pediatrics
University of Missouri - Kansas City School of Medicine
University Resources

Office of Student Affairs

Mission - The Office of Student Affairs is a referral and resource for all students in the School of Medicine.

Located on the 4th floor Gold Unit
Phone: 816-235-1920 (central number)
Fax: 816-235-5593

Functions
- Academic Support
- Advising
- Announcements
- Career Planning
- Class Meetings
- Degree Verification
- Electives
- Financial Planning
- Graduation
- Holiday Requests
- Residency/Match
- Scholarships
- Selection (Admissions)
- Student Organizations
- Student Representatives
- Student Travel
- Wellness
Office of Diversity and Community Partnership

The ODCP serves as the Medical School’s primary division for diversity initiatives

- Support for under-represented minority recruitment and retention efforts
- Provides support and advocacy in academic, financial and personal development matters for URM and other students
- Draws attention to minority health issues
- Equal access and inclusion: emerging issues
- “Pipeline programs”: Saturday Academy/Summer Scholars
- Shannon Lectureship that addresses health disparities
- Community engagement/partnerships
- SOM contact for harassment/discrimination complaints and/or issues of learning environment

Other SOM Diversity-Related Initiatives

- Critical Mass Event and Mentoring
- Diversity Council
- E. Grey Dimond Office of International Medicine
- Office of Humanities
- Academic Service Learning-Sojourner Clinic
- Student Organizations: APAMSA and SNMA and AMWA

What do we mean by culture?

- Behavioral norms
- Language
- Communication style
- Patterns of thinking
- Beliefs and values—including health beliefs
- Way of life

What is cultural competency?

- Cultural competency is a “set of academic and personal skills that allows one to increase their understanding and appreciation of cultural differences between groups.” It begins with an awareness of one’s own cultural beliefs.
- In medicine, cultural competency implies the ability of health care providers and organizations to understand and respond effectively to the cultural background (including language and religious beliefs) brought by the patient to the health care setting.

Statement on Discrimination, Intimidation and Sexual Harassment
(Faculty Senate 2008)

....Committed to creating and maintaining an environment on campus that is free from all forms of harassment, discrimination and intimidation.

Discrimination or coercion based on race, ethnicity, gender, class, religion, sexual orientation, age, rank is prohibited...as is retaliation.

Report immediately to course/clerkship director, Dr. Susan Wilson M1-109 Dean’s Office 816 235-1780, wilsonsb2@umkc.edu and/or the Affirmative Action Office. For more information, please visit http://www.med.umkc.edu/odcp/
Organizational Chart for School Leadership
The Health Sciences Library’s staff supports the students at the UMKC Schools of Medicine, Nursing, and Pharmacy. Staff can help you use all the resources and services available to you at the Library.

To reach the Health Sciences Library  
816-235-1880  
e-mail: healthinfo@umkc.edu

Hours  
Monday – Thursday 8 a.m. to 10 p.m.  
Friday 8 a.m. to 5:30 p.m.  
Saturday 9 a.m. to 5 p.m.  
Sunday 2 p.m. to 10 p.m.

Location  
The Health Sciences Library is on the second floor of the School of Medicine, Room M2-101. The Library has a group study room (available to reserve) as well as individual study carrels for quiet study. There are moveable tables and chairs for accommodating groups. Wireless access to the UMKC network is available as well.

Resources  
The Library has over 30 computers available and provides access to research materials and databases for your use. Many of our current medical journals are available online and there is remote access off-campus to most of our resources. For help, see http://library.umkc.edu/electronic-resources-remoteaccess.

The Library’s web site is http://library.umkc.edu/hslhome. From there, you can:

• Learn to use Medline and CINAHL  
• Borrow items from other libraries  
• Renew books and reserve materials  
• See Five Tips for searching PubMed  
• Access Electronic Links for Docent Rotations  
• Find the JAMA Rational Clinical Exam Series  
• Find Information Survival for Medical Students, including preparation questions for the boards  
• Get assistance in finding medical articles, class links, evidence-based medicine links  
• Download the mobile applications for Micromedex or Clinical Pharmacology. (See http://library.umkc.edu/hsljustforyou-medicine).  
• Use the “Quick Links” pull-down menu in the upper right corner of the web site to find the more useful options, such as connecting to Medline.

Please respect others and help all in maintaining an academic learning environment at the Health Sciences Library.
Youngblood Medical Skills Laboratory
2409 Charlotte St. (Next to the Health Sciences Bookstore)
816-235-1845
Hours: Monday – Friday 8 a.m. to 5 p.m.

Paul Ganss, M.S., NREMT-P
Manager, Medical Skills Laboratory
816-235-5355

Nicole Fearing, M.D., FACS
Medical Director, Medical Skills Laboratory
816-235-1945

Courtney McCain, B.S., NREMT-P
Program Assistant, Standardized Patient Program
816-235-1865

The Youngblood Medical Skills Laboratory supports the School of Medicine and its affiliated institutions. The Skills Lab offers the availability of task training as well as simulation-based experiences utilizing human patient simulators and standardized patients. There are two classrooms, a large skills lab area, and three smaller skills training rooms in the Medical Skills Lab. Audio and video recording of simulation activities is available. The lab has a variety of low-fidelity task trainers, and three high-fidelity human patient simulators.

The Medical Skills Laboratory is a Training Site for American Heart Association Emergency Cardiac Care programs in the disciplines of Basic Life Support (BLS), Advanced Cardiovascular Life Support (ACLS), and Heartsaver First Aid and CPR. ACLS courses are held in every odd-numbered month for Year 6 Medical Students, as well as at other times throughout the year as demand dictates. Starting in 2011-2012, ACLS will be completed as part of Year 5 DoRo. BLS initial and renewal courses are also available. A schedule can be obtained by calling the lab. For more information, including a full listing of the task trainers available in the Medical Skills Laboratory, please visit http://www.med.umkc.edu/ymsl/default.shtml

LGBTQIA Programs and Services
5100 Cherry, Student Union, Suite 320

Jonathan T. Pryor, M.Ed.
Coordinator
lgbtqia@umkc.edu
816.235.6556
Web: www.umkc.edu/lgbt
Facebook: www.facebook.com/umkclgbtqia

The Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Ally (LGBTQIA) Programs & Services provides the campus community with resources, support, education, and advocacy such that the University of Missouri-Kansas City and the community at large is a welcoming and inclusive environment for all people, regardless of sexual orientation, gender identity/expression, or sex. In support of this, we offer:

- Safe space and diversity trainings for individuals, departments, and organizations.
- A variety of educational and social events throughout the year, most of which are free of charge.
- Campus and community resources—including references for counseling services
- The Rainbow Lounge (Student Union, Suite 325) for relaxation, meetings, and studying.
- Computers with free printing, television and a large selection of LGBTQIA literature in our library.
Violence Prevention and Response

The UMKC Women's Center serves as a victim advocate to assist students, faculty, and staff in understanding various resources, policies, and procedures related to violence and safety at UMKC. Women's Center staff is available to provide support and guidance for those experiencing sexual harassment or other forms of sexual violence.

UMKC's Violence Prevention Coordinator is available to discuss campus and community options, regardless of whether or not you choose to officially report an incident. For advocacy and support issues, please contact: Michelle Kroner, Victim Services Adjudication Advisor at 816-235-1652, kronermm@umkc.edu, or www.umkc.edu/womenc. The Women’s Center is located on the UMKC Volker campus at 105 Haag Hall.

Student Financial Counseling

M4-205B

Robin Hill
Financial Literacy Counselor
hillrob@umkc.edu
816-235-1807

The Financial Literacy Counselor helps students financially in a multitude of ways. Workshops will be conducted during class meetings each fall and spring semester. Examples of topics for those workshops are included below.

- Budget (Free Excel Budget)
- Credit
- Debt Management
- Default
- Financial Goals
- Glossary of Student Loan Terms
- Income Based Repayment & Public Service Loan Forgiveness
- Insurance
- Interest
- Loan Counseling & Repayment
- Nation and State Loan Forgiveness Programs
- Physician Compensation
- Saving
- Student Loan Repayment Calculators
- Understanding Grace, Deferment and Forbearance
- Federal Student Loan Repayment Choices
- Understanding the Cost of Attendance
- Learning to Make Wise Financial Choices

Robin Hill is available for one-on-one counseling to review your individual finances, help you learn how to successfully create and work a budget, and discuss how to keep your loan debt as low as possible.

Students will receive information about scholarships, financial resources in the community, and most importantly, students will gain a solid understanding of how the financial aid process works and what life in repayment may look like.

Once students have Matched in their 6th year, it is helpful to meet with the Financial Literacy Counselor in order to create a budget for when the student is in residency. Knowing where it will be, cost of living in that area, and the salary and loan repayment amount will help to create a solid financial plan. This is also a great opportunity to go over the different student loan repayment options and what will work best during a student’s time in residency.

Understanding how financial aid works, how to keep borrowing to a minimum and understanding the long term effects of taking on debt are important, so schedule a meeting with SOM Financial Counselor Robin Hill at hillrob@umkc.edu to help determine what plan of action is best for you and how it will affect your future.
Wellness Program
M4-205F

Niloofar Shahmohammadi, M.A.
Wellness Program Coordinator
ShahmohammadiN@umkc.edu
816-235-1862

Wellness Program Coordinator
The School of Medicine recognizes the challenge students face in keeping up with their coursework while trying to maintain a balanced lifestyle. The Wellness Program Coordinator serves as a resource to enhance your success while in medical school by offering wellness programs and workshops, as well as individual wellness coaching to help identify obstacles, manage your stress, and connect you with campus and community resources to meet your needs.

What is Wellness?
According to the National Wellness Institute, “Wellness is an active process through which people become aware of, and make choices towards, a more successful existence.” This definition describes a shift from unconscious living, where you do not think about your health and choice until you have a problem or experience symptoms, to conscious living, where you are actively making healthy choices to promote your success and wellbeing.

Why Wellness?
As a medical student, you are entering a career field in which the lives of others are in your hands. If you yourself are “impaired”, then you will be unable to function at your highest potential and will only be able to provide suboptimal care at best. This puts both your license and the lives of others at risk. As a physician-in-training, you are also setting an example for others and should treat yourself as your own first patient. This includes regular checkups and other behaviors that promote a healthy and successful life.

Wellness Planning and Coaching
One of the greatest skills you can develop as a student and a future physician is self-awareness. In addition to the intellectual capacity for the sciences, professional school requires strong time management skills, self-discipline, and responsibility. In a 6-year program, these skills are even more imperative. Change is not easy, however, and breaking down the areas of stress in your life and coming up with doable, quantifiable action steps to move you in the right direction is something all medical students should begin doing from early on in their academic careers.

Wellness Planning is a great way to do just that, and individual planning and coaching is a service offered by the Wellness Program. The first session involves taking the Take Care of Yourself wellness inventory. The inventory will allow you to:

• Identify current stressors
• Identify strengths
• Identify areas for improvement
• Create an action plan

Follow-up appointments with the Wellness Coach will allow you to evaluate and modify the wellness plan and goals as necessary until success has been achieved.

In addition to Wellness Planning and Coaching, the UMKC School of Medicine Wellness Program offers a variety of workshops throughout the year, including: Cooking for College Students, “The Work,” and “Therapeutic Lifestyle Change.”
What You Should Know About Wellness

Physical Wellness
Physical Wellness includes:
- Good nutrition and diet
- Regular exercise
- Regular physical check-ups
- Avoiding the use of tobacco, illicit drugs, or other harmful substances
- Getting proper and sufficient sleep

Good Nutrition and Diet
One of the biggest challenges for students is finding the time to prepare healthy meals and snacks. It is common for students to depend heavily on fast food because it is readily available, quick, and low-cost. In truth, however, there is a high cost to regularly consuming this type of food:
- High calorie-high fat foods result in a myriad of short and long-term health problems such as decreased energy, and increased risk for heart attack, diabetes and stroke.
- While the cost of one fast food meal can be low, when it becomes a daily practice, eating out becomes very expensive. Try calculating how much you spend on eating out for one month. You might be surprised at how much you could save by making healthier choices.

Some students feel overwhelmed because they have never had to cook for themselves before and do not know how. Never fear! There are plenty of resources to help you learn how to cook.
- *The Idiot’s Guide to Cooking Basics* is a great book that starts at the very basics and includes helpful tear-out charts and reference guides for everything from grocery shopping to planning a dinner party.
- YouTube has an endless amount of cooking videos featured on the site.
- Ask a roommate or a friend who cooks to prepare some dishes with you.
- A great website that starts at the very basics is www.startcooking.com. The site is updated regularly with new videos and recipes designed for the new cook.

Regular Exercise
Regular exercise is an important part of physical wellness. It increases your energy, improves your mood and greatly reducing anxious and depressive symptoms. Exercise can include taking a walk, playing a team sport, or working out at the gym.

As a UMKC student, you have full access to Swinney Recreation Center. Swinney is located on the Volker campus and there is a Swinney Annex on the Hospital Hill campus. For more information about hours, locations, and services, visit the website at www.umkc.edu/src.

Avoiding tobacco, illicit drugs, and other harmful substances
Using drugs or alcohol in an unprescribed or inappropriate manner, in addition to being a health and safety hazard, can jeopardize your medical career. There are legal and academic consequences to substance use and abuse. However, there is help. The Missouri Physicians Health Program is dedicated to helping health professionals and student health professionals receive treatment for substance use and mental health issues. They also have a free, anonymous hotline (1-800-274-0933) where they offer more information if you have a question or concern about yourself or a colleague. To find out more visit www.msma.org/mx/hm.asp?id=MissouriPhysiciansHealth.
Smoke Free Campus, effective October 1st, 2006: The entire hospital-hill campus is designated as smoke-free. No smoking is permitted anywhere on the property, including surrounding buildings, parking lots and driveways immediately adjacent to the buildings. However, the employees and the students of the School of Medicine will be permitted to smoke in the restricted location of the east side of the back dock. Smoking in this area by other than students or School of Medicine employees is strictly prohibited. Compliance with University and School of Medicine smoking policy is the responsibility of each employee and student.

Getting Proper Sleep
Many students erroneously believe that they can’t afford to sleep. Pulling all-nighters is commonplace before a test, and many students claim that they average somewhere around 6 hours a night, 2 hours less than the recommended minimum. Lack of sleep also has a great many detriments, including poor judgment, increased irritability, increased appetite, and more. Recent research has proven that sleep actually enhances memory and learning. Therefore, if you study the night before a test, a good night’s sleep will help your brain solidify the information and your results can increase up to 30% by the next day.

Environmental Wellness
Environmental Wellness includes:
- A positive perception of your environment
- Being aware of the natural environment you live in
- Working to ensure the stability and longevity of the earth’s natural resources

A Positive Perception Of Your Environment
Moving out of your parents’ house and into the residence halls (and possibly a whole new city) can be a stressful experience. Adjusting to a new physical environment, even one that is “better” or “more fun” can take a bit of time and a positive attitude.

One thing that can often increase the amount of stress in a students’ life is physical clutter. Keeping your room or space well organized can make a world of difference on your focus and comfort in your new environment. Several great resources include tips on how to stay well organized, develop helpful systems, and manage your space better. The Wellness Office recommends:
- Unclutter at www.unclutterer.com
- The Clutter Diet at www.clutterdietblog.com
- Organize to Revitalize at www.dallisonlee.com/blog

Psychological Wellness
Psychological Wellness includes:
- Keeping a positive attitude
- Being sensitive to your feelings and the feelings of others
- Learning to cope with stress
- Being realistic about your expectations and time
- Taking responsibility for your own behavior
- Dealing with your personal and financial issues realistically
- Viewing challenges as opportunities rather than obstacles
- Functioning independently but knowing when you need to ask for help
- Feeling secure in your self-identity

UMKC Counseling Center
The UMKC Counseling center is available to all UMKC students. Students are allowed 15 free sessions as a part of their tuition and sessions after that are available at a minimal cost. The Counseling Center also provides psychological assessments and testing. For more information about counseling services, visit the website at www.umkc.edu/counselingcenter.
Exercises for Psychological Wellness

_Breath Counting_ - Breath counting is a deceptively simple technique much used in Zen practice. Sit in a comfortable position with the spine straight and head inclined slightly forward. Close your eyes and take a few deep breaths. Ideally, breaths will be quiet and slow, but depth and rhythm may vary. Count “one” to yourself as you exhale. The next time you exhale, count “two,” and so on up to “five.” Then begin a new cycle, counting “one” on the next exhalation. Never count higher than “five,” and count only when you exhale. Try to do 10 minutes of this form of meditation.

_Journaling_ - The purpose of journaling is to provide you with an outlet for your emotions, focused time for self-reflection and self-awareness, and a record of your challenges and successes. There is no “right” way to journal. The important part is to allow yourself to write uncensored about what are you feeling and experiencing.

Social Wellness

Social Wellness includes:
- Interacting easily with people of different ages, backgrounds, races, and lifestyles
- Communicating your feelings
- Developing friendships
- Recognizing a need for “fun” time in your life
- Budgeting and balancing your time to include both responsibilities and relaxation

_(information from www.definitionofwellness.com)_

Social Wellness Facts and Tips
- Socially isolated people are more susceptible to illness and have a death rate two to three times higher than those who are not socially isolated
- People who maintain their social network and support systems do better under stress, and can develop better moods and enhanced self-esteem
- Cholesterol levels go up when human companionship is lacking
- Warm, close friendships cause higher levels of immunoglobulin A (an antibody that helps keep away respiratory infections and cavities)

How Can I Improve My Social Wellness?
- Practice self disclosure
- Get to know your personal needs and pursue things and people who nurture those needs
- Contact and make a specific effort to talk to the people who are supportive in your life
- Attend a Wellness Forum
- Join a club or organization that interests you

Financial Concerns

Many students are on a tight budget and, understandably, feel that they cannot go out and take advantage of local sights and attractions without straining themselves financially. The truth is, however, that even on a budget, the options are endless.

Deal-of-the-Day Websites

Thanks to the growing popularity of “deal-of-the-day” websites such as Groupon and Living Social, taking advantage of local businesses is easier and cheaper than ever. Popular featured deals on these sites include discounted fitness classes, salon and spa services, and dinners.

To sign up for deals of the day and start collecting your discounts, visit the following websites:
- www.groupon.com
- www.livingsocial.com
- www.dealbug.com
- www.kansascityonthecheap.com
Wellness Program Coordinator at shahmohammadin@umkc.edu for more details.

Meetings are held once per month. Interested students should contact the campus. These "wellness ambassadors" help brainstorm, organize, and promote events, identify fellow classmates who could benefit from coaching or other services, and generally raise awareness of the importance of a healthy lifestyle while in medical school. Meetings are held once per month. Interested students should contact the Wellness Program Coordinator at shahmohammadin@umkc.edu for more details.

**Spiritual Wellness**

Spiritual Wellness includes:

- Spending time alone in personal reflection
- Spending time defining personal values and ethics and making decisions that complement them
- Being open to different cultures and religions
- Participating in spiritual activities including religious services, meditation, etc.
- Caring about the welfare of others and acting out of that care
- Giving of yourself and your time to better the community and the world

(information from www.definitionofwellness.com)

**Steps to Encourage Spiritual Wellness**

Spiritual wellness is the process of getting in touch with your spiritual core. It is a dedication that is unique for each individual. This process can vary from attending church to practicing meditation, or both. It is the process of looking within to become more in touch with the spiritual dimensions of your life.

- **Explore your spiritual core** — Ask yourself the big questions: Who am I? Why did I come here?
- **Be quiet** — Spend time alone and meditate regularly. There are many forms of meditation; find out which one is right for you.
- **Be inquisitive and curious** — An attitude of active searching increases your options and your potential for spiritual centering.
- **Be and Do** — Spirituality is about more than reading; it's about "doing" and being fully in the present moment in everything you do.
- **Witness the choices you make in each moment** — Ask yourself what the consequences of a choice are and if the choice will bring fulfillment and happiness.
- **Practice acceptance** — Take responsibility for your life without blaming anyone, including yourself. See what the situation can teach you and how you can share this teaching with others.
- **Be playful** — Spirituality is in music, art, dance, laughter, singing, and all of life.
- **Look for deeper meanings** — If you notice that certain themes keep coming up over and over in your life, rather than feeling like you have no control over the situation, search for the deeper meaning of the pattern in your life.

**Occupational Wellness**

Occupational Wellness includes:

- Finding satisfaction and worth in your work
- Recognizing opportunities that lead you to new skills and acting on those opportunities
- Achieving a healthy work/life balance

The occupational dimension of wellness is involved in preparing for work in which one will gain personal satisfaction and find enrichment in one's life through work. Occupational development is related to one's attitude about one's work. You will contribute your unique gifts, skills and talents to work that is personally meaningful and rewarding. You will convey your values through your involvement in both paid and unpaid volunteer activities that are gratifying for you. You will know when you are on the correct path for career wellness when your work and hobbies become exciting.

**Medical Student Wellness Council**

The Medical Student Wellness Council is open to all medical students with an interest in promoting wellness on campus. These "wellness ambassadors" help brainstorm, organize, and promote events, identify fellow classmates who could benefit from coaching or other services, and generally raise awareness of the importance of a healthy lifestyle while in medical school. Meetings are held once per month. Interested students should contact the Wellness Program Coordinator at shahmohammadin@umkc.edu for more details.
Standards of Professional Conduct

Preamble

Medicine is a profession characterized by 1) a prolonged specialized training in a body of knowledge and skills; 2) ethical principles; 3) a service orientation; and 4) judgment. The medical profession determines its own standards of education, training, licensure, and practice and has long subscribed to a body of ethical statements developed primarily for the benefit of the patient. As a potential future member of this profession, a medical student must recognize responsibility and an obligation not only to patients, but also to society, other health professionals, and self to behave in a manner compatible with the medical profession's standards of conduct.

One of the goals of a medical school is to educate a medical student during the transition to a professional life. The University of Missouri-Kansas City School of Medicine has an obligation to evaluate students pursuing the M.D. degree as thoroughly as possible for their cognitive abilities, their academic and professional knowledge and skills, their integrity, and their suitability for the practice of medicine. Accordingly, the Standards of Professional Conduct detailed in this document have been developed to guide the pre-professional behavior of medical students of the University of Missouri-Kansas City School of Medicine and to prepare the medical students to meet the ethical standards of the medical profession.

A. Professional Integrity

• Honesty - A medical student shall deal honestly with people including, but not limited to, colleagues, instructors, representatives of the University, patients, attending physicians, and other members of the health care team. Medical students are expected to demonstrate honesty and integrity in all aspects of their interaction with patients and staff -- particularly in assuring accuracy and completeness of their part of the medical record. The medical student shall be willing to admit errors and must not mislead others or promote himself/herself at the patient’s expense. The medical student shall strive to report, by utilizing the Honor Council Procedures for Violations of the Standards of Professional Conduct, those medical students deficient in character or competence, or who engage in fraud or deception. The basic principle underlying all research is honesty. Scientists and medical students who participate in research have a responsibility to provide research results of the highest quality; to gather facts meticulously; to keep impeccable records of work done; to interpret results realistically, not forcing them into preconceived molds or models; and to report new knowledge through appropriate channels. Co-authors of research reports must be sufficiently acquainted with the work of their co-workers that they can personally vouch for the integrity of the study and validity of the findings, and must have been active in the research itself. Examples of academic dishonesty include, but are not limited to, the following:

  o Cheating - 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; 4) in any way giving assistance to others who are participating in any of the three preceding types of behavior; or, 5) falsifying attendance records or other official documents.

  o Plagiarism - 1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; 2) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or 3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

  o Sabotage - unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.
Examples of dishonesty related to clinical practice include, but are not limited to, the following:

- Falsification of Patient's Medical Record - writing progress notes regarding the patient's status, including, but not limited to, clinical observations or results in the patient's chart when the medical student has not seen or evaluated the patient, or using incorrect times of data entry.
- Falsification of Patient's Medical Information - reporting medical information such as physical examination findings, lab values, test results, and any other relevant patient information to other students, residents, attending physicians, the patient, the patient's family, or other relevant medical personnel that has been fabricated by the medical student.

- Responsibility - A medical student must acquire competences with the appropriate concepts, knowledge, and skills which the faculty determines to be essential. These competences shall be utilized to care for the sick and to promote the health and welfare of society. A medical student shall recognize a responsibility to participate in activities contributing to an improved community.

- Medical students in the care of patients must not be harmful, dangerous, or negligent to the mental or physical health of a patient or the public. Negligent means the failure to use that degree of skill and learning ordinarily used under the same or similar circumstances by other medical students.

- Medical students must pay tuition and other University fees, such as the Quarterly Profile Exam fee, on time. Medical students must complete required forms of evaluation, degree forms, examination applications, etc. on time. Students must be familiar with and follow the rules and regulations of the School of Medicine, the University, and related professional organizations.

B. Medical Professional Behavior

- Nondiscrimination - A medical student shall be dedicated to providing supervised competent medical service with compassion, respect for human dignity, and without discrimination. It is against University regulations to discriminate on the basis of race, color, creed, sex, age, national origin, disability, or Vietnam Era Veterans status. The University has an AIDS policy statement consistent with state law that prohibits discrimination against persons with AIDS or who are HIV positive.

- Representation - A medical student shall accurately represent himself/herself to others including, but not limited to, colleagues, instructors, representatives of the University, patients, attending physicians, and other members of the health care team. Examples of misrepresentation include, but are not limited to, the following:
  - A medical student shall never use the title of "Doctor" or M.D., as this clearly misrepresents the student's position, knowledge, and authority.
  - Use of fraud, deception, lies, or bribery in securing any certificate of registration or authority, diploma, permit or license issued, or in obtaining permission to take any examinations.
  - Impersonation of any person holding a certificate of registration or authority, permit, license or allowing any person to use his/her certificate of registration or authority, permit, license or diploma from any school.
  - Forgery, alteration, or misuse of a patient's medical records or knowingly furnishing false information to the medical team and/or professional organizations.

- Confidentiality - A medical student shall respect the rights of patients, colleagues, and other health professionals, and shall safeguard patient confidences within the constraints of the law. The patient's right to confidentiality in regard to his/her medical record, which includes confidentiality of personal and social history, is a fundamental tenet to medical care. The discussion in public of the problems of an identified patient, without the patient's permission, by professional staff (including medical students) violates patient confidentiality and is unethical. Under no circumstances can any medical record be removed from the institution. Photocopying of the entire record is never permitted for presentations or rounds; students are permitted to extract information, but not copy "wholesale" parts of the chart. Names of patients should be omitted from any documents used for these presentations.

- Disclosure - While the medical student is a member of the medical team and under faculty supervision, a medical student shall continue to study, apply and advance scientific knowledge, make relevant information available to patients, colleagues, and the public, obtain consultation, and use the talents of other health professionals when indicated. Sharing of medical information appropriately with a patient and colleagues
involved in the care of the patient is a fundamental ethical requirement. The patient must be well informed to make health care decisions and work intelligently in partnership with the medical team. Information that the patient needs for decision making shall be presented in terms the patient can understand. If, for some reason, the patient is unable to comprehend, there shall be disclosure to the patient’s authorized representative. Failure of a medical student to share medical information relevant to a patient with the patient and colleagues involved in the care of the patient is unethical. Providing inaccurate information with these individuals is also unacceptable.

- Assessment of Personal Competence (Self-Evaluation) - Medical students shall seek consultation and supervision whenever their ability to play their role in the care for a patient is inadequate because of lack of knowledge or experience. Students are expected to respond to constructive criticism by appropriate modification of behavior. It is unacceptable for a medical student to attempt procedures or to prescribe therapies without supervision.

- Professional Demeanor - The medical student is expected to be thoughtful and professional when interacting with patients and their families, attending physicians, supervising residents, and other medical students, and whenever his/her behavior may influence adversely the judgments of others about the professional school or University. Students shall maintain a neat and clean appearance, and dress in attire that is generally accepted as professional by the patient populations served. Inappropriate behavior includes, but is not limited to, the use of offensive language, gestures, or remarks. Attempting, directly or indirectly, by way of intimidation, coercion or deception, to obtain or retain a patient or discourage the use of a second opinion or consultation is not appropriate.

- Informed Consent - Students are to understand the physician’s obligation to obtain informed consent from patients, but are not responsible for obtaining it for a physician. Simply, it is the physician’s responsibility to ensure that the patient or his/her surrogate be appropriately informed as to the nature of the patient’s medical condition, the objectives of proposed treatments, treatment alternatives, and risks involved. The patient’s or surrogate’s concurrence must be obtained without coercion.

- Conflict of Interests - If a conflict of interest arises, the moral principle is clear -- the welfare of the patient must be, at all times, paramount. For example, gifts, hospitality, or subsidies offered by manufacturers and distributors of medical and pharmaceutical equipment/goods shall not be accepted if acceptance would influence the objectivity of clinical judgment.

- Misconduct with Patients - The medical student will not engage in romantic, sexual or other non-professional behaviors with a patient -- even upon the apparent request of a patient -- while the medical student is involved with the patient’s care.

- Impairment - The medical student will not use alcohol or drugs in ways that impair his/her ability to perform the work of the profession or results in compromised patient care. It is the responsibility of every medical student to strive to protect the public from an impaired colleague and to assist that colleague whose capability is impaired because of alcohol or drug use. In some instance, a medical student’s alcohol or drug problem may also be referred to the AIMS Council. However, consideration by the AIMS Council does not remove the medical student’s obligation to comply with these Standards of Professional Conduct or the University’s Student Conduct Code.

- Criticism of Colleagues - Professional relations among all members of the medical community shall be marked by civility. Scholarly contributions shall be acknowledged and each person shall recognize and facilitate the contributions of others to this community; slanderous comments and acts are not acceptable. Medical students shall deal with professional, staff, and peer members of the health team in a considerate manner and with a spirit of cooperation. It is unethical and harmful for a medical student to disparage, without sufficient evidence, the professional competence, knowledge, qualifications, or services of a colleague to anyone. It is also unethical to imply without reliable evidence -- by word, gesture, or deed -- that a patient has been poorly managed or mistreated by a colleague.

- Teaching - The word "doctor" (for the Latin "docere" -- to teach) implies a responsibility to share knowledge and information with colleagues and patients. It is incumbent upon those entering this profession to teach what they know of the science, art, and ethics of medicine. It includes communicating clearly and teaching patients so that they are properly prepared to participate in their own care and in the maintenance of their health.
Collected Rules and Regulations

Programs, Courses and Student Affairs
Chapter 200: Student Conduct
200.010 Standard of Conduct
Amended Bd. Min. 3-20-81; Bd. Min. 8-3-90, Bd. Min 5-19-94; Bd. Min. 5-24-01; Bd. Min. 7-27-12; Bd. Min. 12-7-12

A student enrolling in the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution.

A. Jurisdiction of the University of Missouri generally shall be limited to conduct which occurs on the University of Missouri premises or at University-sponsored or University-supervised functions. However, nothing restrains the administration of the University of Missouri from taking appropriate action, including, but not limited to, the imposition of sanctions under Section 200.020(C), against students for conduct on or off University premises in order to protect the physical safety of students, faculty, staff, and visitors.

1. Conduct for which students are subject to sanctions falls into the following categories:
   a. Academic dishonesty, such as cheating, plagiarism, or sabotage. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course. The instructor shall report the alleged academic dishonesty to the Primary Administrative Officer.
   b. The term cheating includes but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.
   c. The term plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.
   d. The term sabotage includes, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.

2. Forgery, alteration, or misuse of University documents, records or identification, or knowingly furnishing false information to the University.

3. Obstruction or disruption of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.

4. Physical abuse or other conduct which threatens or endangers the health or safety of any person.

5. Attempted or actual theft of, damage to, or possession without permission of property of the University or of a member of the University community or of a campus visitor.

6. Unauthorized possession, duplication or use of keys to any University facilities or unauthorized entry to or use of University facilities.

7. Violation of University policies, rules or regulations or of campus regulations including, but not limited to, those governing residence in University-provided housing, or the use of University facilities, or the time, place and manner of public expression.

8. Manufacture, use, possession, sale or distribution of alcoholic beverages or any controlled substance without proper prescription or required license or as expressly permitted by law or University regulations, including operating a vehicle on University property, or on streets or roadways adjacent to and abutting a
campus, under the influence of alcohol or a controlled substance as prohibited by law of the state of Missouri.

9. **Disruptive or disorderly conduct** or lewd, indecent, or obscene conduct or expression.

10. **Failure to comply** with directions of University officials acting in the performance of their duties.

11. **The illegal or unauthorized possession or use of firearms**, explosives, other weapons, or hazardous chemicals.

12. **Misuse in accordance with University policy of computing resources**, including but not limited to:
   a. Actual or attempted theft or other abuse.
   b. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
   c. Unauthorized transfer of a file.
   d. Unauthorized use of another individual's identification and password.
   e. Use of computing facilities to interfere with the work of another student, faculty member, or University official.
   f. Use of computing facilities to interfere with normal operation of the University computing system.
   g. Knowingly causing a computer virus to become installed in a computer system or file.

**Year 1 Alternate Curriculum Program Policy**

According to Council on Evaluation policy, a student will enter the Alternate Program for a variety of reasons, including:

- Does not meet either promotion or dismissal criteria
- Due to academic difficulties, e.g., received a “D +/-”, “F”, “WF”, “no credit”, or “Fail” in a required course
- Earned an insufficient GPA (cumulative and/or science) for promotion
- Needs to complete coursework in addition to SOM required work

Upon entering the Alternate Program, students will be asked to sign an agreement in order to continue in the School of Medicine combined degree program. Once placed in the alternate curriculum program, students must declare a major of a B.A. in biology or chemistry and will be assigned to the designated Alternate Program undergraduate advisor at that time. Students will be placed into a specified curriculum that consists of bachelor’s degree coursework to achieve this baccalaureate degree and to strengthen their knowledge and study habits for the basic sciences. This curriculum will consist of the following:

- The student begins the alternate curriculum with summer coursework.
- The Year 1 Alternate curriculum will have two science courses each semester.
- The alternate year may include a repeat of a failed required course, and the curriculum is mapped in these circumstances.
- Curriculum plans are designed for degrees, and students may not petition to change the curriculum as planned by the Associate Dean of Curriculum and the Assistant Dean for Years 1 & 2.
- Courses must be taken at the University of Missouri – Kansas City.
- Students may not add additional coursework to their Alternate curriculum plan.
- A required one-hour School of Medicine resource experience (for credit) will be part of the curriculum in the Alternate Year 1 Fall and Spring semesters.
- Students will remain enrolled as full-time Medical School students.

Performance in the curriculum for these alternate students will be monitored each semester starting in the Year 1 Alternate Summer semester. Students maintain eligibility for each semester in accordance with Council on Evaluation policy. A science GPA of ≥ 2.80 must be achieved each semester; failure to achieve this GPA meets criteria for separation from the combined BA/MD degree program. Council on Evaluation policies for dismissal remain in effect throughout the Alternate semesters. Students will also be placed on two-year probation at the time they enter the alternate Program.
If students successfully complete the requirements of the Year 1 Alternate Program, they will return to the curriculum in Year 2 in the Fall semester following their alternate year. Students will remain on probation until successful completion of Human Structure Function III. These students will also enroll in the 9210 and 9220 courses and will have a designated docent team within that course. Students in this program will also take a campus semester during Year 4. Students in the Year 1 Alternate Program cannot do any research, as part of a formal curriculum or otherwise, until completion of Human Structure Function III.

MSAC Procard Rules and Regulations
This policy is subject to change. Please check with Student Affairs for the most up-to-date information.

Approval
• The student/group must receive an e-mail with preliminary approval and an estimated allowed purchase amount from the MSAC Treasurer before they may check out the card from Student Affairs.
• Student Affairs must also have received an e-mail from the MSAC Treasurer before the card may be released to a student.

Upon Approval for Card Use
• Student approved for card must fill out and sign Request Form, pick up Tax Exempt Certificate and card from Student Affairs Office, Gold 4.
• If multiple approvals for card use occur around the same time, the first student with approval from the MSAC Treasurer may use card first. The next student(s) in line may use the card number, or wait for card to be returned.

Materials to Be Returned (REQUIRED)
• The following materials are to be returned with the card as early as possible after use, but no later than 24 hours after checkout:
  o ProCard
  o Itemized receipts WITHOUT tax from the vendor. If a non-itemized receipt is submitted, the student will be asked to return to the vendor to obtain an itemized receipt
  o If taxes appear on the receipt, the student will be required to pay these taxes to the Student Life Office and submit to them a written explanation why taxes were included
  o Sign-in Sheet WITH Date, Event, and Group Name at top as applicable
  o Sign-in sheets are required for events with 15 people or less in attendance. If more than 15 people attended event and a sign-in sheet is available, it is not required but will still be accepted.
• **NOTE:** Only the student that checked out the card will submit all these materials at the same time. Materials will not be accepted at different intervals or from anyone else besides the student that checked out the card.

Weekend Use
• The ProCard will not be checked out over a weekend, under any circumstances (Friday 5pm-Monday 8am).
• If a group's event falls over a weekend, the group must arrange for advance payment with their vendor.

Failure to Return Card
• If a student fails to return the card and materials within 24 hours:
  o They will first receive one phone call reminder.
  o If still not returned by 5pm of the day they receive their phone call reminder, the student will be put on notice to the MSAC officers and MSAC advisor. At the discretion of the MSAC officers and advisor, the student and/or group may have their card use privileges suspended for a to-be-determined period of time.
  o Two (2) instances of misuse or abuse of the ProCard will result in the group being reported to the Student Life Office and Procurement and the group will lose card use privileges.
Business Interruption Policy

In the event of severe weather, natural disasters (tornadoes, earthquakes, floods, etc.), act of terrorism, workplace violence, significant utility outages, and other events that may impact the safety and welfare of students, faculty, and staff or create major disruption of operations, the following policy shall govern the University’s response to such events.

1. The Assistant Vice Chancellor of Campus Facilities, Director of Environmental Health & Safety and the Chief of Police, as applicable, shall immediately consult with the Chancellor concerning any weather condition or disaster that severely impacts the normal day-to-day operation of the University.

2. The Chancellor, at his/her sole discretion, shall determine whether the condition is of such a nature as to require the cancellation of classes (e.g., unsafe for students walking on campus) and/or closure of the University (e.g., access to campus is perilous).

3. Should the Chancellor determine that classes are to be cancelled and/or the University closed due to inclement weather, the following steps shall be implemented not later than 5:30 a.m. (or not later than 3:00 p.m. for evening events and classes).
   a. The Chancellor or authorized designee shall notify the Director, Media Relations or a designee, who shall immediately:
      (1) Contact the media cooperative set up to disseminate official school closings information (using the appropriate UMKC code number set up by the cooperative) so that public media will broadcast the notice of cancellation of classes or closure of the University promptly, but not later than 6:00 a.m. Be advised that broadcast school updates are at the discretion of each media outlet, and may not appear immediately.
      (2) Provide for immediate distribution of information through UMKC Alert!, the University’s mass notification system program, including:
          o Text messaging, personal and UMKC voice mail, personal and UMKC email, and pagers.
          o The University Help line (235-2222): includes information as to safety of being on campus; laboratories open or closed; building availability.
          o Mass email/voicemail notice to UMKC Everyone (faculty, staff & students)
          o UMKC home page (umkc.edu) and UMKCAalert! (umkc.edu/umkcalert).
      (3) Contact Chief Information Officer or designee to provide appropriate information on the University main line (816-235-1000).

In the event of natural disasters, act of terrorism, workplace violence or other events that may impact safety and welfare, the Director, Media Relations, or a designee, will immediately:

   (1) Provide for immediate distribution through the UMKC Alert! notification system as noted above.
   (2) Contact the media – in a timely, immediate manner – to provide concise and factual information regarding the event. Public Relations will continue to provide media with updates of an ongoing event.
   (3) Contact Chief Information Officer or designee to provide appropriate information on the University main line (816-235-1000).

b. The Chancellor, or designee, shall notify all the Chancellor’s direct reports, who will disseminate the information further.
c. The Provost shall notify academic deans. Deans will take appropriate steps to communicate with their unit on a timely basis. Directors of research labs and patient clinics shall provide special notice to their employees, some of whom may be deemed “situationally critical” as defined below.

d. The Vice Chancellor for Student Affairs shall provide special notice at all residence halls.

4. Students and employees shall bear ultimate responsibility, whether from news media, alerts from the UMKC Alert! notification system (including telephone call to the University’s 235-100 number, UMKC web site), their professor, director or other supervisor, to determine for themselves whether or not they are to report to class or to work. Failure to obtain accurate information shall not constitute excuse from this policy.

5. Governing definitions
   a. “Cancellation of Classes”. This statement broadcast by public media means only that classes are cancelled and the administrative offices remain open. In this event, all staff should report to work.
   b. “UMKC campus closed”. This statement broadcast by public media means classes are cancelled and administrative offices are closed. However, in this event, “situationally critical” persons should report to work. All other employees should not report to work.
   c. Late Start or Early Dismissal. Based on the situation, the university may choose to delay the start or early dismiss the administrative offices of campus, including scheduled classes.
   d. Situationally critical persons. “Situationally critical persons” are only those persons employed by physical plant, police, research laboratories, patient clinics, and information services that the director of those departments, in his/her sole discretion, shall determine are critical to the operation of the University. Employees shall be responsible to call their director or immediate supervisor for instruction as to whether or not they are required to report for work under the particular conditions.
   e. Divergent treatment. The application of this policy may differ among the various campuses and/or buildings of the University, depending in each instance upon the perceived safety for students, employees, and visitors.

6. Recommended strategies.
   a. Deans, directors, and supervisors should keep a current list of faculty and/or staff phone numbers (home or cell).
   b. Students should keep a current list of office phone numbers for their professors.
   c. Staff should keep a current list of phone numbers for their immediate supervisors (home or cell).

7. Distribution.
   a. Human Resources shall provide a copy of this policy to all new employees; Human Resources shall re-circulate this policy to all employees annually.
   b. This policy shall be included and/or referenced in the handbook distributed annually to students, with a link to the policy’s website location.

http://www.umkc.edu/hr/master/BusinessInterruptionPolicy11-12.pdf
Inclement Weather Policy

Should the Chancellor determine that classes are to be cancelled and/or the University closed due to inclement weather, the following steps shall be implemented for courses and clerkships by the School of Medicine:

• If UMKC Volker campus has closed, there will be no School of Medicine course activities that day. This includes regularly scheduled lectures, laboratories and learning activities.

Clinical activities will also be suspended in the following way:

• If notification occurs by 5:30 a.m. using the UMKCAlert! System students are excused from clinical duties. The UMKC SOM will communicate an announcement from the Dean’s office by email to course directors, clerkship directors, program directors, and UMKC faculty and staff when this has occurred. Clerkship directors will also make efforts to communicate to faculty and to students on their rotation either by email or through Blackboard when clinical duties are suspended. Students should not be expected to report for clinical duty for that day. Students will also receive communication from the Dean’s office by email but may call or communicate with their clerkship director, attending or supervisory resident, or the coordinator for the clerkship to confirm.

• If notification occurs during the day or before 3:00 p.m. for evening events and classes, the UMKC SOM will communicate an announcement from the Dean’s office to course directors, clerkship directors, program directors, and UMKC faculty and staff when this has occurred. Specific information regarding the weather status at the School of Medicine will be placed on the SOM website and SOM primary telephone number (816-235-1808) to reflect the same weather closure information on the UMKC primary website. The site and telephone recording will reflect information regarding any testing schedules that may be affected. Students should be excused immediately from clinical duties in order to return home safely.

• Clerkship directors should also make efforts to communicate to faculty, residents, and to students on their rotation by email or through Blackboard when clinical duties are suspended, especially if students will be coming to the hospital for clinical duties after business hours. Students will also receive communication from the Dean’s office by email but may call or communicate with their clerkship director, or attending or supervisory resident, or the coordinator for the clerkship if before 5:00 pm. If the closure occurs during a scheduled internal clerkship examination, contact the coordinator for information on when the examination will be rescheduled.

Subject examinations:

• If classes are cancelled at the time a subject examination is scheduled, the Office of Medical Education and Research will not administer the subject exam that day, but will reschedule it for the following evening. For CBSE on Saturdays, OMER will notify students and proctors by e-mail that it will be rescheduled and depending on the weather possibly for Saturday afternoon or Sunday afternoon.

• For students on Preceptorship, refer to the syllabus on the procedure for inclement weather that occurs for your area.

• Students will be responsible for providing up-to-date e-mail addresses on OASIS and for checking their e-mail.
Student Emergencies

Occasionally, students experience personal or family emergencies (illness, injury, loss of a loved one). If you experience an emergency that requires you to be away from Clinic, clerkships, or courses, it is your responsibility to tell the appropriate individuals (your ETC, program coordinator, Docent, instructors or Clerkship Coordinator) that you will be absent.

Students who leave without notifying their ETC, program coordinator, Docent, instructor or Clerkship Coordinator or the Associate Dean for Student Affairs (Dr. Brenda Rogers) will be considered AWOL from the program, and risk being issued a letter of unprofessionalism.

Students missing Clinic or Clerkships for any reason are required to submit the Clinical Excused Absence Form to the clerkship director and coordinator (or clerkship coordinator and Docent in the case of DoRo) for approval. Once you obtain the appropriate signatures, take the completed form to the Student Affairs Office.

Statement on Discrimination, Intimidation, & Sexual Harassment (Policy on the Mistreatment of Students)

The faculty, administration, staff, and students of the University of Missouri -Kansas City are dedicated to the pursuit of knowledge and the acquisition of skills that will enable us to lead rich and full lives. We can pursue these ends only in a culture of mutual respect and civility. It is thus incumbent upon all of us to create a culture of respect everywhere on campus and at all times through our actions and speech.

As a community of learners, we are committed to creating and maintaining an environment on campus that is free of all forms of harassment, intimidation, and discrimination. Any form of discrimination or coercion based on race, ethnicity, gender, class, religion, sexual orientation, age, rank, or any other characteristic will not be tolerated.

Should you, a friend, or a colleague ever experience any action or speech that feels coercive or discriminatory, you should report this immediately to the course/clerkship department chair, to Dr. Susan Wilson in office M1-109 of the office of the Dean of the School of Medicine, and/or the Affirmative Action Office. The Affirmative Action Office, which is ultimately responsible for investigating all complaints of discrimination or sexual harassment, is located at 218A Administrative Center, 5115 Oak Street; the office may be contacted at 816-235-1323.

All formal complaints will be investigated and appropriate action taken.
Grievances

It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, sexual orientation, national origin, age, disability or Vietnam-era veteran status. Sexual harassment shall be considered a form of discrimination. To ensure compliance with this policy, all University of Missouri prospective or enrolled students will have available to them this student-discrimination grievance procedure for resolving complaints and/or grievances regarding alleged discrimination.

This grievance procedure neither supersedes nor takes precedence over established University procedures of due process for any and all matters related to academic dishonesty, grade appeals, traffic appeals, disciplinary appeals or other specific campus procedures that are authorized by the Board of Curators and that deal with faculty and staff responsibilities. These proceedings may be terminated at any time by the mutual agreement of the parties involved.

NOTE: A grievance concerning specific incidents filed under this discrimination grievance procedure will not be processed on behalf of any student who elects to use another University grievance procedure. In addition, the filing of a grievance under these procedures precludes the subsequent use of other University grievance or appeals procedures for the same incident.

Definitions of Grievances - A complaint is an informal claim of discriminatory treatment. A complaint may, but need not, constitute a grievance. Complaints are processed through informal procedures. A grievance is the written allegation of discrimination that is related to:

• Recruitment and admission to UMKC
• Admission to, and treatment while enrolled in, an educational program
• Employment as a student employee on campus
• Other matters of significance relating to campus living or student life, including, but not limited to, assignment of roommates in residence halls, actions of fraternities and sororities, memberships in or admission to clubs or organizations, student health services and financial-aid awards

A student with an informal complaint will be provided a copy of the appropriate policy and procedure on student complaints and grievances, and the vice chancellor for student affairs’ designee, the director of Student Life, and the UMKC Division of Diversity, Access, and Equity will be available to help the student understand the opportunities afforded through such policies and procedures. The director of Student Life is located in room G-6 of the University Center. The UMKC Division of Diversity, Access, and Equity office is located at 359 Administrative Center. Please contact them by phone at (816) 235-1323 for issues related to Affirmative Action, or (816) 235-6704 for Diversity Initiatives.

For the complete text of this policy, please see:
http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010
Petition and Appeals Processes
This information is not meant to be an official source of policy. If you need to utilize one of these processes, please check for the original source material at the website addresses provided.

Council on Evaluation Student Petitions
Student petitions are reviewed at the Council on Evaluation's monthly meeting. Recommendations made by the Council are submitted to the Coordinating Committee for approval or denial. Action of the Committee is subject to final approval by the Dean. All requests to the Council on Evaluation must be submitted using the appropriate petition form. Petition forms are available in the appendix of this manual, the Council office, or from the Education Team Coordinators. There are two types of petition forms: General Petitions and Petitions for Leave of Absence. All petitions must be signed by the student, Education Team Coordinator, and Docent and an up-to-date curriculum plan must be attached. The petition process takes a minimum of four to six weeks to complete and petitions should be submitted no later than two weeks prior to a Council meeting.

Council on Curriculum Student Petitions
A formal petition is required if a student wishes to revise his or her curriculum for any of the following reasons: 1. To waive a required vacation month; 2. To modify required confirmed clerkships, electives, or courses; 3. To modify curriculum in response to academic failure; 4. To request a summer Arts and Science campus. To start the petition process, students should meet with their ETC. Students should submit a thorough petition to the Council on Curriculum no later than the first calendar day of the month prior to the requested schedule change. The petition will be reviewed by the Chairperson and approved, denied or referred to the full Council. In the case of referral or denial, the student will be invited to the next Council meeting and allowed to make a personal appeal. If the petition is denied by the Council, the student may make a final appeal to the Student Appeals Subcommittee. If an emergency appeal is needed, due to time constraints, this will be made to the Senior Associate Dean.
http://www.med.umkc.edu/curriculum/petitions.shtml

Procedure for the Appeal of Grades
Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor. According to university policy which the School of Medicine follows, students may appeal a grade that the instructor has assigned. This grade appeal procedure is available only for the review of allegedly capricious grading, and not for review of the instructor's evaluation of the student's academic performance. Capricious grading, as that term is used here, comprises any of the following:

• The assignment of a grade to a particular student on some basis other than the performance in the course.

• The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course. (Note: Additional and/or different grading criteria may be applied to graduate students enrolled for graduate credit in 300- and 400-level courses.)

• The assignment of a grade by a substantial departure from the instructor's previously announced standards.

Step 1 A student who charges that they were graded capriciously must initiate the grade appeal process by notifying the Associate Dean for Academic Affairs in writing of their intent to do so. This dated correspondence must clarify how their grade was assigned capriciously (as defined in 1-3 above), and it must identify the grade they believe they should receive.
Step 2  The student should first discuss the course grade fully with the instructor of the course. This must be done within fourteen (14) consecutive calendar days after the final grade is first assigned in Blackboard, Pathway or OASIS. If the matter is resolved to the satisfaction of the student at the instructor level, the recommendation to accept the grade appeal is presented to Coordinating Committee for review and recommendation to the Dean.

Step 3  If the matter cannot be resolved by consultation with the instructor, the student should appeal, in person or in writing, to the department chair within seven (7) consecutive calendar days after notification of the decision of the instructor. If the matter is resolved to the satisfaction of the student, the department chair's recommendation to accept the grade appeal is presented to Coordinating Committee for review and recommendation to the Dean.

Step 4  If the matter is not resolved at the department level or if the course is multidisciplinary, the student may appeal, in person or in writing, to the Associate Dean for Academic Affairs within seven (7) consecutive calendar days after notification of the decision of the department chair or instructor, respectively. After the student's meeting with or written appeal to the Associate Dean, an ad-hoc committee to review the record and provide advice on the matter may be appointed by the Associate Dean. The student may have additional input at this level by submitting written correspondence expressing his/her views concerning the grade appeal or by submitting other supporting documentation. The recommendation of the Associate Dean will be forwarded to the Coordinating Committee for a decision which is forwarded to the Dean of the School of Medicine for official determination. If the matter is not resolved at this level, the student may choose to appeal the ruling of the Coordinating Committee in writing to the Dean. The student has a maximum of seven (7) consecutive calendar days following the meeting of the Coordinating Committee to present the written appeal to the Dean. The student forfeits the right to such appeal if he/she fails to provide timely written appeal to the Dean. The final decision of the Dean will be communicated to the student, the instructor, and/or the department chair.

Step 5  If the matter is not resolved within the School of Medicine, the student may appeal to the Chancellor or his/her designated representative. This appeal must be made within seven (7) consecutive calendar days after notification of the decision of the Dean.

Step 6  The Chancellor or his/her designated representative shall review the full record of the case and appeal documents. At this level, the Chancellor may appoint an ad-hoc academic appeals committee to review the record and provide advice on the matter. The decision of the chancellor, or his/her designated representative, is final and will be communicated to the student, the instructor, the department chair and the dean of the School of Medicine.

Note: Procedure for appeal of grades in the UMKC General Catalog is located at:  
http://www.umkc.edu/catalog/Appeal_of_Grades.html  
Student Responsibilities

At times, some of the processes at the School of Medicine can feel cumbersome, tedious, or redundant. While administrators don’t intentionally throw red tape at students, the reality is that most processes are more complex than students may realize. More importantly, students should recognize that a career in medicine requires administrative responsibilities that must be completed in a professional, timely manner. Our programs offer you good practice.

Background checks – UMKC-Affiliated hospitals and clinics have required that we conduct background checks on all UMKC-employed residents, fellows and medical students before placement. This background check is required by a Joint Commission on Accreditation of Healthcare organizations (JACAHO) regulation that must be followed in order for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. Results of the background check will be forwarded to the Office of Student Affairs at the UMKC School of Medicine.

By completing this background check, you authorize the University of Missouri-Kansas City to release the results of any background checks in your UMKC Medical School Records to the UMKC School of Medicine affiliate hospitals where you may be located. If a student is identified as having been convicted of a crime or has any other unsatisfactory finding in the background check process, the affiliated institutions will be notified and will determine whether the student will be permitted to participate in clinical activities on site.

Background checks are required of all incoming students and may be requested at periodic intervals throughout your medical school career. Additionally, some institutions you visit (on Preceptorship or during electives) may require you to have a drug screening test. Contact Student Affairs for more information.

Update your Immunization Record & Proof of Health Insurance – Students must maintain personal health insurance and their own immunizations to protect their own wellbeing and that of their patients. We highly recommend that students keep a copy of their personal medical documentation.

- DPT/TdaP/dT (diphtheria/pertussis/tetanus) - A TdaP or Td immunization (tetanus booster) should be obtained at least every ten years. Students with an exposure or penetrating injury will have this updated as frequently as every five years.
- TB - An annual TB screening test is required.
- Varicella (chickenpox) - Proof of immunization to chickenpox (varicella) or at least 2 vaccines to prevent varicella are required during the student’s lifetime. No additional booster vaccines are required at this time.
- Hepatitis B - The student should have received three hepatitis B vaccines or have proof of immunity to hepatitis B. No additional booster vaccines are required.
- MMR (measles/mumps/rubella) - Two immunizations are required. No additional booster vaccines are required.
- Meningococcus - This is an optional vaccine. If a student has the vaccine, it is a one dose vaccine. If the student elected not to have the vaccine, he/she must have signed a waiver to allow him to live in the residence hall. No additional booster vaccines are required.

Students can obtain many of these vaccines through UMKC Student Health and Wellness. The cost is the price of the drug plus a $5 administration fee (fees are subject to change). For other immunizations, students should inquire at the clinic about ordering the immunization.

- Tdap (Tetanus, Diptheria and Pertussis): $36
- Varicella (chicken pox): $85
- Hepatitis B: $35 per dose - three shot series.
- MMR (measles, mumps, rubella): $51 per dose - two shot series
- Meningitis: $87
UMKC Student Health and Wellness also offers antibody titers at the following costs:

1. Hepatitis B: $19
2. Measles (Rubeola): $22
3. Mumps: $22
4. Rubella Immune Status: $23
5. Varicella (chicken pox): $22

UMKC Student Health and Wellness
4825 Troost, Suite 115
Kansas City, MO 64110
816-235-6133
studenthealth@umkc.edu

Students may also get vaccines and a TB skin test at the Kansas City, MO Health Department through the Adult and Travel Immunization Clinic. Immunizations are available by appointment only. Vaccines are free to UMKC School of Medicine students. TB skin tests are available on a walk-in basis and cannot be placed on Thursdays.

City of Kansas City, MO., Health Department
2400 Troost Ave., Suite 1100
Kansas City, MO 64108
816-513-6128

Read your e-mail – UMKC relies on e-mail as the official means of communicating with students. Students are expected to read their e-mails regularly and keep their e-mail boxes cleared out enough that they can receive important communication. Always read e-mails that come from your docent, ETC, professors or staff members at the Office of Student Affairs. To reduce e-mail clutter, the Office of Student Affairs sends out a weekly In The Know e-mail with events, announcements, policy changes, and research and scholarship opportunities. All past e-mails are posted on the Student Affairs website for reference.

Attend all orientations and class meetings – Orientation sessions and class meetings are mandatory requirements and are the primary ways that advisors and administrators pass along pertinent information. Class meeting topics cover relevant policies and upcoming challenges or requirements and frequently feature the advice of senior students. Those who cannot physically attend class meetings are expected to watch videos via Tegrity at the Student Affairs Blackboard site.

Registering in Pathway – All students are required to register for their classes in a timely manner. Appropriate registration is necessary to access Blackboard and to process your financial aid. Students in clinical rotations who do not enroll will not be covered by the University’s Malpractice Insurance and will be prohibited from patient care. Assistance is offered to students by their ETCs, but it is ultimately the student’s responsibility to resolve holds and enroll in a timely manner. Failure to pay fees or bills or to follow-through with your financial aid may result in a hold on your account that could bar you from registering. The University’s Malpractice Insurance does not cover a student while on vacation or leave of absence.
Your Educational Record – Staff work diligently to ensure that your educational record reflects the effort and achievement due to you. Despite this, it is ultimately the student’s responsibility to regularly check their enrollment and grades for accuracy. Not only do you know what your own record should look like, you stand to lose the most if it is inaccurate. The School of Medicine currently keeps evaluation materials in both Pathway and Oasis – students should be aware of their status in both. Your official transcript is generated from grades submitted to Pathway.

Assessment responsibilities – The School of Medicine takes its educational responsibilities very seriously and actively seeks out the opinions of students through regular and mandatory class assessment. Additionally, UMKC and the School of Medicine send mandatory and optional assessments to students on an ad hoc basis in an effort to improve policies, services, etc. One example of this is the Graduation Questionnaire, which is completed by Year 6 students.

Disability insurance – The School of Medicine maintains a disability insurance policy for all students. This is a standard across U.S. medical schools. Whether medical school is financed with student loans or family contributions, the investment in medical school is great and assumes a payoff of future incomes. In the case where a student is unable to complete their degree because of injury or illness, this policy offers protection. The cost is $55 and is billed to the student account each year. Complete details about the policy are available through the Office of Student Affairs.

Live in the Residence Hall - As a Year 1 Medical Student, you are required to live in the Residence Hall for your first year (two semesters: fall and spring). The UMKC School of Medicine has created a living/learning community for students at the Volker campus. Research shows us that living/learning communities like these are some of the most effective strategies that institutions of higher education can employ to improve student success. In addition to giving you an opportunity to bond with your classmates, living in the residence life buffers you from some of the distractions that can exist at home.

ClexJournal - ClexJournal is an online system that students use to record their patient encounters throughout their clinical experiences. It allows each clerkship to track whether students encounter the diagnoses and procedures that the clerkship has defined as critical to their core curriculum. Use of ClexJournal is required in all clinical rotations, including continuing care clinic. Students must enter all required patient data into the system by the seventh calendar day of the month following the end of the clerkship to show their clerkship requirements have been met. Students who fail to meet this requirement will have their final grade in the clerkship reduced by one level (e.g., Honors to High Pass). Students will receive an orientation to ClexJournal at the beginning of Year 3 clinic. For questions about ClexJournal or for technical assistance, please contact Alison Roberg in the Curriculum Office (roberga@umkc.edu).
Dress Code

Personal appearance, which includes hygiene, grooming and choices regarding jewelry and clothing, is a reflection of attitude towards oneself and the people one is likely to encounter.

• In addition to the students, faculty administrators and support staff whose workplace is the School of Medicine, there are important visitors to the school on a daily basis whose impressions of the school will be formed, in part, by the appearance of those who represent the institution.

• There is a reasonable consensus within the School of Medicine family on the general guidelines for behavior regarding appearance. We generally agree that we should: be clean, minimize body odor, avoid being sexually provocative, and avoid the use of appearance as a way of attracting undue attention to oneself.

• Examples of unacceptable dress on which there is broad consensus (students and faculty) are as follows: clothing with emblems, slogans and symbols related to illicit substances, alcohol, tobacco products, obscene language or sexual connotations; micro-minis (more than three inches above the knee); crop tops, spaghetti strap tops or backless tank tops; bare feet; and cutoff shorts. On the other hand, neatly tailored shorts and sandals would be appropriate in most non-clinical, non-formal settings.

• Medicine, as a caring profession, would be expected to foster an attitude of concern for the well-being of individual members of the group and for the reputation of the group as a whole. When a person belonging to the institution displays behavior, including appearance, unbecoming of the profession of medicine, it would be incumbent on the other members of the institution to guide, counsel and/or assist the person demonstrating such behavior. Students, faculty, and staff will be expected to respond appropriately to constructive criticism. An individual with concerns about the appearance of another may consider utilizing a third party (i.e. class officer, ETCs or faculty member, etc.) to express concern.

Developed by the UMKC School of Medicine, Student-Faculty Forum, November 2000.

• The teaching hospitals each have their own rules regarding appearance. These rules are considerably more definitive and are not negotiable.

• Research laboratories may have their own rules regarding appropriate dress for safety and specialized procedures.
## Advising and Involvement

### Student Affairs and Advising Contacts

<table>
<thead>
<tr>
<th><strong>Student Affairs Staff</strong></th>
<th><strong>Blue Unit Staff</strong></th>
<th><strong>Green Unit Staff</strong></th>
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<tbody>
<tr>
<td>Brenda Rogers, M.D.</td>
<td>Mary Pirotte, M.A.</td>
<td>Petra Bricker, M.A.</td>
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<tr>
<td>Associate Dean for Student Affairs</td>
<td>Senior Education Team Coordinator</td>
<td>Education Team Coordinator</td>
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<tr>
<td>M4-207</td>
<td>M5-329</td>
<td>M4-429</td>
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<tr>
<td><a href="mailto:RogersBr@umkc.edu">RogersBr@umkc.edu</a></td>
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<td>816-235-1957</td>
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<tr>
<th>Cary Lyon Chelladurai, M.S.</th>
<th>Steve Pankey, M.S.</th>
<th>Stephanie Singleton</th>
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<tr>
<td>Manager of Student Affairs</td>
<td>Senior Education Team Coordinator</td>
<td>Administrative Assistant</td>
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<td>M4-203</td>
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<tr>
<td><a href="mailto:ChelladuraiC@umkc.edu">ChelladuraiC@umkc.edu</a></td>
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<tr>
<th>Michelle Schrader, B.S.</th>
<th>Chrystal Headd, B.A.</th>
<th>Red Unit Staff</th>
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<tr>
<td>Administrative Assistant</td>
<td>Administrative Assistant</td>
<td>Gladys Zollar-Jones, M.A.</td>
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<td>M4-201</td>
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<td><a href="mailto:Zollar-JonesG@umkc.edu">Zollar-JonesG@umkc.edu</a></td>
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<th><strong>Years 1-2 Office</strong></th>
<th><strong>Gold Unit Staff</strong></th>
<th><strong>Purple Unit Staff</strong></th>
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<tr>
<td>Kristen Kleffner, M.Ed.</td>
<td>Cassie Shaffer-Johnson, M.A.</td>
<td>Marge Weimer, M.Ed.</td>
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<tr>
<td>Senior Education Team</td>
<td>Education Team Coordinator</td>
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<td>Coordinator</td>
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<td>Success Center</td>
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<th>Tammy Davidson, M.A.</th>
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<th>Cherie Burton, B.A.</th>
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<th>Wanda Saboor</th>
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Education Team Coordinator (ETC)

The Education Team Coordinator, or Advisor, helps students with academic scheduling and degree requirements, as well as serving as the main point of contact for any questions, concerns, or interests a student has. ETCs connect students with School of Medicine, UMKC, and community resources. The ETC acts as a student advocate and can serve as a liaison between the student and faculty members or docents.

An ETC is provided for students in their first two years on the Volker campus. Students are assigned a new ETC when they arrive at the Hospital Hill campus for Years 3-6.

SOM Councils

Council on Curriculum - The chair of the Council on Curriculum is Stefanie Ellison, M.D. Members of this council include basic and clinical scientist faculty, docents, social science and humanities faculty, and students. The bylaws ensure wide representation of medical fields and disciplines relevant to the practice of medicine. At least a simple majority of the members must be elected by their peers. Others may be appointed at the discretion of the dean. The council is responsible for the design and management of the core curriculum leading to the M.D. degree as well as for the review and approval of elective courses. It approves student petitions for changes in curricular plans and, as necessary, oversees the development of curricular prescriptions for students with special learning needs or interests. This council meets monthly.

Council on Evaluation - The Council on Evaluation is chaired by Sara Gardner, M.D. Members of this council include faculty elected by their peers from the basic sciences, clinical medicine, and the social sciences and humanities. It also includes elected representatives from the student body, dean’s appointments, and ex-officio members. Its charge is the development of policies and procedures to assess the academic and professional development of students as they move through the curriculum and to apply those standards in evaluating student performance at all year levels. It originates recommendations for student promotion, non-promotion, graduation, and dismissal. This council meets monthly throughout the year, typically on the second Wednesday of the month. The document, "Policy Manual and Guidelines for Promotion," is available online in PDF format.

Docent Council - The Council of Docents is chaired by George Reisz, M.D. Members of this council include all docents and elected student representatives. This council is charged with the responsibility for implementing the inpatient internal medicine rotation for students in Years 4 through 6 and the continuing care clinic experience for students in Years 3 through 6. The Council works with the Council on Curriculum to continually improve these important curricular offerings, which represent key components of the curriculum. The Council of Docents also has the responsibility to develop and/or review policy relevant to the duties of individual docents in providing support to students in the areas of academic advising, career advising, personal counseling/referral as appropriate, ombudsmanship, and role-modeling the art and science of medicine. The Council of Docents assists its members to carry out these docent functions and enhanced through faculty development activities.

Diversity Council - The Diversity Council’s mission is to create a diverse, nondiscriminatory learning and working environment for the University of Missouri-Kansas City School of Medicine community by promoting cultural competency, awareness, inclusion, respect and equity through education, training and resources.

Faculty Council – The Faculty Council is chaired by David Hermanns, M.D., School of Medicine and Truman Medical Center-Hospital Hill. The Council serves as the representative of the school’s faculty. The council meets once per quarter as a forum for exchange between faculty and administration. The council is also responsible for initial faculty appointments, yearly promotions, and maintaining of faculty records and files. It also develops and coordinates continuing medical education activities.
Selection Council - The Selection Council is chaired by Steve Griffith, M.D. and consists of faculty elected by peers from the basic and clinical sciences, the humanities, and the social sciences; docents; community representatives, and students. The Dean may also appoint members not to exceed the number of elected members. The Council on Selection has been charged with the major responsibility of selecting students for admission to the B.A./M.D. Program, M.D. Program and Oral Surgery/M.D. Program. It is also responsible for the development and implementation of policies and procedures for selecting students.

Council Representatives

Each council has elected students who have identified an interest in a particular aspect of the Medical School to become involved in that area. All terms last one year, and begin June 1.

Council on Selections
- Katy Nickols
- Prasanthi Kandula

Council on Evaluation
- Steven Curti
- Hibba Aziz

Council on Curriculum
- Lisa Brown
- Brandon Carney
- Megan Litzau

Council of Docents
- Blue – Neal Akhave
- Gold – Raza Hasan
- Green – Craig Raphael
- Purple – Poorvi Desai
- Red – Wasfia Alikhan

Coordinating Committee approves all actions by the other Councils. The student rep for Coordinating Committee is elected by and among the other Council Reps.

The Organization of Student Representatives of the Association of American Medical Colleges is one of the major governing councils of the AAMC. Its purpose is to address all issues pertinent to medical students, nationwide.
- Vikram Chakravarthy
- Amit Roy
SOM Events

Fall Orientation for Year 1 M.D. Students is an exciting time for the School of Medicine as new Year 1 students check into the Residence Hall early to attend a weekend of educational and social programs sponsored by the School of Medicine and UMKC.

The InDOCtrination Ceremony is their formal welcome to the School of Medicine and where students hear and recite the Hippocratic Oath for the first time. Students also meet their Year 1 & 2 docents, begin bonding with their docent teams, interact with their peer mentors and hear critical advice on how to succeed in medical school.

Peer Mentors are Year 2 BA/MD students who assist Year 1 BA/MD students with their transition into the program. These model students are selected in the second semester of Year 1 and have demonstrated a higher level of student leadership, academic achievement, and integration to UMKC. Peer Mentors play an active role in the overall orientation and retention efforts of the School of Medicine. They show a strong commitment to helping new students make the transition to UMKC SOM.

The UMKC School of Medicine White Coat Ceremony takes place each August for the new Year 3 students and MD students who are joining clinical teams. The White Coat Ceremony was established by Arthur P. Gold to welcome students as they begin their journey in medicine and to remind them of the professional guidelines that will be expected of them. The Gold Foundation provides each student with a Humanism Pin to wear on the white coat as a reminder of the humanism that each is to bring to the medical profession. The placement of students on teams is a secret until the ceremony where Year 3 - 6 Docents coat their new students and the School of Medicine welcomes their newest clinical students. At White Coat, the class Philosophy of Medicine is read by the Richard T. Garcia winner from the previous year. Following the ceremony, students' families, faculty and peers meet for a reception.

The class Philosophy of Medicine is a statement compiled from students’ ideas about medicine and their role as a physician. Each class statement is unique and provides insight into their class's personality and culture. Each student receives a copy of the statement at White Coat.

Snowball is the annual formal dance held by the Medical School Advisory Council. Snowball is traditionally held in the winter and is an opportunity for students across all levels to relax for the evening.

Match Day is the third Thursday in March and is one of the most exciting days of the year. Senior students, along with their colleagues, faculty, family and friends, gather to hear the announcing of their residency placements. This same event happens at medical schools all across the country at the same time.

Senior Banquet is held during graduation week. The transition to residency is normally a hectic one and the senior banquet offers students a moment to reflect on their past friendships and future endeavors. This last hoorah is a favorite of many students.
Students in the Combined BA/MD program have the opportunity to attend two Graduation Ceremonies before they depart UMKC. Most students go through the undergraduate ceremony in May of Year 5 or December of Year 6.

The MD ceremony is held in May. Students are hooded at this ceremony by their docents, take the Hippocratic Oath for the first time as physicians.

Good Ideas for Strong Teams

Your Docent Team and other group experiences are an integral part of your experience at UMKC and can greatly influence how happy you are here. Great teams don’t just happen; people have to work at creating those unbreakable bonds. Here are some ideas for creating a strong team:

- Use humor to diffuse difficult situations
- Socialize outside clerkships and rotations
- Participate in School related activities together like the MSAC Volleyball Tournament
- Create fun internal traditions like Pajama Day or Ugly Tie Day
- Respect each other even if you have different styles and abilities
- Celebrate each other’s achievements
Medical Equipment

Prior to Year 1, students are given a lab coat for their experiences on their Year 1 and 2 Docent Teams. These coats are replaced when students attend the White Coat Ceremony in Year 3. In the Fall of Year 3, students are instructed to get the necessary equipment for their clinical experiences. Students should not purchase equipment prior to Year 3 as this equipment is purchased in a set and charged to the student’s university account through the UMKC Health Science Bookstore. Prices for the equipment are approximately $870 - $980, depending on which stethoscope the student chooses. Prices are subject to change based on market or vendor.

Equipment includes:

- Welch Allen Diagnostic Set
  - 11820 PanOptic Ophthalmoscope
  - 7100-A Rechargeable Handle
  - 24400 Reusable Otoscope Specula (Set of four)
  - 23820 MacroView Otoscope
  - Hard case
- Coaxial Ophthalmoscope Head
- 3M/Littmann Classic II S.E. Black Stethoscope / 3M/Littmann Cardiology III Black Stethoscope
- Babinski Hammer Noir
- C128 Tuning Fork
- C512 Tuning Fork
- Retractable Tape Measure
- Taylor Hammer with Monofilament
- LED Penlight
Office Space at the School of Medicine

Student offices are provided to all Year 3 – 6 students. Students assigned to St. Luke’s Hospital for their Docent Teams share large communal offices near the St. Luke’s Medicine Clinic, and have space on the 3rd floor of the medical school. Students assigned to Truman Medical Center for the Docent Teams have small individual offices at the School of Medicine. Policies regarding office use are outlined below.

- Due to concern as to student and environmental safety, the following items will not be allowed in student offices or the common areas of student units:
  - microwaves
  - coffee makers
  - hair dryers
  - aquariums
  - toaster ovens/toasters

- The kitchen areas on most units are available for after-hours use and have refrigerators and microwaves available for student use. In addition, microwaves are available in the canteen area on the first floor.

- Refrigerators are allowed in individual offices but must be registered with the Administrative Assistant for that color. No refrigerators will be allowed in the common areas on student units.

- Nothing is permitted to cover the student office doors. This policy is based on the need for security and rescue personnel to see inside offices in the case of an emergency. Curtains will continue to be allowed if they have a manufacturer’s tag indicating a U.L. rating but can only be used while the student is changing in his or her office.

- Student safety is a primary concern at the School of Medicine. As such, students CANNOT sleep in their offices while on call. Call rooms are available at TMC for student use. These rooms are in secured areas and are monitored by adequate security personnel so as to ensure student safety.

- Trash cans are not to be used in individual office areas because housekeeping staff do not have the personnel to enter each and every office. Each unit is equipped with a trash can which is emptied on a daily basis. Please do not leave food remains in your office as this attracts bugs and other undesirable creatures.

- We are pleased the students so regularly use the common areas on the units. While they exist for the convenience and use of the students, they are still public spaces within the school and should be kept clean and straightened, as well as free from any inappropriate material, writings, or pictures. Students Affairs will communicate any issues regarding excessive mess or inappropriate materials with units and their docents.

- Year 2 students that need a place to study after the Health Sciences Library closes each evening can use Theatre B from 9 p.m. - 4 a.m. Year 2 students are not allowed on the student units without being accompanied by a student from that unit.

- If an office key is lost or is not turned in after vacating an office, a $25 replacement fee will be charged. Please be careful to keep track of your key!

- Students who change offices or who graduate will be required to schedule a check-out appointment with the administrative assistant on their unit. Items that are left in the offices after the student is gone will be thrown out and a cleaning charge of $65 will be assessed to the student’s account (which could hold up any needed transcripts). Students who leave refrigerators in their offices will be charged an additional $100 fee to cover the environmental fees associated with the disposal of Freon.
Student Organizations

The School of Medicine has a wide range of student organizations for students to join. SOM student organizations are under the umbrella of the Medical School Advisory Council and must follow their guidelines in order to receive support through MSAC.

- Alpha Omega Alpha
- Anesthesiologist Assistants Student Organization
- American Medical Association (AMA) Student Chapter
- American Medical Women's Association
- Anesthesiology Interest Group
- Asian Pacific American Medical Student Association (APAMSA)
- Christian Medical and Dental Student Association
- Color Officers (Docent Unit Officers)
- Dermatology Interest Group
- Emergency Medicine Interest Group
- Family Medicine Interest Group
- Free Eye Clinic
- Geriatric Medicine Interest Group
- Global Medical Brigades
- GlobeMed (Global Medical Relief Program)
- Gold Humanism Honor Society
- Internal Medicine Interest Group
- MD-Only Student Organization
- Medical Humanities Interest Group
- Medical Student Wellness Council
- Medicine/Pediatrics Interest Group
- Obstetrics/Gynecology Interest Group
- On-Call Musicians
- Ophthalmology Interest Group
- Pediatric Interest Group
- Psychiatry Interest Group
- Radiology Interest Group
- Sojourner Clinic
- Student Activity Funding Committee
- Student Government Association
- Student National Medical Association (SNMA)
- Surgical Society

Officer and advisor lists can be found at http://www.med.umkc.edu/sa/student_organizations.shtml. Additionally, students are encouraged to explore the options offered in the undergraduate programs as well as through Student Life. All student organizations must be approved through the UMKC Student Life Office and should have a faculty and staff advisor. For more information about the approval process please consult the guidelines found at http://studo.umkc.edu/FAQ.htm. In addition to the access to student activity fees, student recognition allows organizations:

- Use of space at the School of Medicine
- Advising support
- Inclusion of events in the Student Affairs Announcements
- Public relations support
- Bulletin board space
- Leadership training
Research Opportunities

Involvement in research is an important aspect of your education. Insights gained through research and its techniques help prepare physicians to continue their education independently after leaving medical school and residency. It may also tip the scales in your favor when applying for your residency.

The optimal time for student involvement in research begins in Year 3 and can last through Year 6. Commitment time can vary from a summer rotation to a year or more of part time work, depending on the opportunity.

The Office of Research Administration at the School of Medicine (ORASOM) coordinates and facilitates potential research opportunities for all medical students. ORASOM works with students and the Director of Student Research to place students with mentors and ensure that they are academically strong enough to enter into this time commitment. This Office coordinates with researchers at SOM and hospital affiliates – Truman Medical Center, St. Luke’s Hospital and Children’s Mercy Hospital – to ensure our students have a positive experience in research.

Annually, the Medical School participates in the UMKC Health Sciences Student Research Summit. ORASOM is responsible for the involvement of the Medical Students and provide support to the participating students in numerous ways.

Sarah Morrison Awards are given twice a year in April and October. They are competitively awarded in amounts up to $1,500 to be used by a student and faculty mentor on the submitted project.

Medical Students Research Interest Group (MSRIG) is a student run organization for those with an interest in research. It meets several times a year and provides mentoring to students new to research as well as interesting speakers.

Contact Pat Weary at somresearch@umkc.edu or 816-235-5366, or stop by the Office of Research Administration in the Blue 4 Unit for more information. A Research Request Form is available on our website (http://www.med.umkc.edu/research/student_overview.shtml), which can be submitted by e-mail or in person.
Study Abroad/International Rotations

Director
Stuart Munro, M.D.
munros@umkc.edu

Incoming/Outgoing Students
International Ambassador Advisor
Cassie Shaffer Johnson
International Visiting Coordinator
ShafferJohnsonC@umkc.edu
(816) 235-1921

Administrative Assistant
Brittany Filkins
International Housing Coordinator (Visiting Students)
FilkinsB@umkc.edu
(816) 235-5882

The International Medicine Program, in conjunction with the International Academic Programs Office on main campus, will lend its support in our students’ efforts to explore study abroad opportunities.

Who is eligible and what are the requirements for International Clinical Electives?
• All Year 4 to 6 full time students in good standing in the School of Medicine
• Students must not be on any probationary status at the beginning of the electives
• Compatible curriculum plan
• Students must have Docent and ETC approval

Can I receive “Medicine Credit” to fulfill requirements for graduation?
• Yes. Students must complete the application process as outlined in the guidelines below.
• Complete the appropriate elective forms, as required by the Council on Curriculum.
• Provide a written statement with a definable goal. This goal should lead to a critical analysis with potential for making a contribution to personal and professional career development, clinical knowledge and appreciation for culture and practices that exist in the country visited.
• Must be at least one month in duration.
• Must receive the approval of the Curriculum Council BEFORE student leaves for such experience.
• Must complete all international travel paperwork on time (turned into Student Affairs staff overseeing outgoing international travel) and meet with Dr. Stuart Munro prior to departure.
• Must schedule this meeting immediately upon approval of your request by your ETC for international elective.
• Must request that your instructor complete a clinical performance evaluation form and send the same to Evaluation Council after the trip.
• Upon returning from abroad, student must be willing to share their experience with others who are interested.
• Provide a written statement to International Medicine Program office with suggestions and ideas to improve the experience for future participants.

Can I participate in an International Clinical Experience while on vacation?
• Yes; however, students participating in an International Clinical Experience while on vacation are encouraged to use the resources available with the International Medicine Program.
• Medicine credit cannot be received because you’re on vacation.
Other Guidelines for International Activities:

- Supplemental medical malpractice insurance must be obtained by student.
- Completion of the following steps is the responsibility of the individual student and not the UMKC School of Medicine. The International Medicine Program Office will facilitate the activities listed below.
- Possess a current passport valid for at least six months beyond the anticipated travel date(s).
- Obtain travel advice and immunizations required as appropriate for the country to which travel is planned.
- Must provide medical/accident insurance documentation which includes provision for medical evacuation and repatriation.
- Designate persons both in the foreign country and in the United States who may be contacted in the event of an emergency.
- Review State Department Travel Advisory by visiting their website at www.state.gov/travel.

Student Travel Guidelines

**This information is subject to change. Please see Student Affairs to discuss your plans before you make arrangements.

- Students are not guaranteed reimbursement until approved by Student Affairs, as funds are limited.
- Travel funding proposals are being considered only from the following groups: AAMC, AMA, AMSA, AMWA, APAMSA, MSMA, and SNMA. If you are part of a special interest group, please see an MSAC officer.
- Students must be a Year 3, 4, 5, or 6 in good academic and professional standing.
- Students must receive permission from their clerkship or instructor to be absent for event prior to turning in request form.
- An individual student is allowed one (1) trip per academic year and only two (2) trips during their entire medical school career.
- If a student requires more funds than Student Affairs can provide, the student should contact his or her research mentor, or check with the organization to see if travel scholarships are available for students.
- Students cannot be reimbursed for alcohol.
- Only travel within the United States is permitted.
- Research requests may still be considered by the Student Affairs Office.
- Students requesting funds for research presentations must also present a letter from their mentor.
- The requesting student must be listed as the primary presenter in the conference.
- If awarded reimbursement from the Student Affairs Office for participation in a conference, students are required to give a short presentation at the next upcoming MSAC meeting (first Thursday of each month, always either in Theater B or C).
- Students are allowed to attend events with the expectation that they will share the information they have gathered with fellow students upon their return. This will benefit both the organizations and individual students.
- Request forms must be submitted at least 30 days prior to the travel date.
- All required reimbursement materials are due to Michelle Schrader no later than seven days after the student returns from the event.
- Request forms may be obtained from Michelle Schrader on Gold 4, or online at: http://www.med.umkc.edu/sa/travel_documents/Student_Travel_Request%20Form.pdf
- Submit completed forms to Michelle Schrader in the Student Affairs Office.
- Travel expectations and guidelines for student organizations, student research, and international travel are available online at: http://www.med.umkc.edu/sa/student_travel.shtml
Good Advice

Basic E-mail Etiquette

Your correspondence says a lot about you! Good e-mail skills help accomplish goals and create positive relationships with faculty and staff.

- Have a descriptive but concise subject line. Never leave the subject line blank.
- Avoid using subject lines that are too casual or that have a false sense of urgency. Don’t overuse the “high priority” option.
- Include a greeting. “Hello, Ms. Smith,” or “Hi, Sally,” is fine, as is a simple “Good afternoon.” Do not begin an e-mail with the word “Hey.”
- Use “Dr.” if the recipient is one (medical or academic), unless they personally tell you to call them something else.
- “Mr.” and “Ms.” are usually safe. Do not use “Mrs.” unless you definitely know she is married.
- If the person gives you permission to call them by their first name, do!
- Be concise, specific, and helpful in your e-mail message. Explain any attachments.
- Do not complain about people or the school in e-mails. You never know if or to whom your e-mail may be forwarded. Confidential issues, urgent matters, or complaints are best handled in person.
- Think before you reply: give strong emotions time to settle, answer all questions, and proofread.
- Set up in-person meetings by e-mail with the person who can help you or through their assistant.
- Include a closing, such as “Sincerely,” or “Thank you.”
- Include a signature block at the end to provide your full name and contact information.
- Use respectful, professional language. Use correct grammar, punctuation, and full sentences that are free of slang and text-speak.
- Proofread your message for clarity and tone before sending. Use spell check.
- Double-check that you have correctly typed your recipient’s e-mail address and name.
- Use caution and restraint with “CC”, “BCC”, and “Reply All”. Who really needs to see this message?
- Respond as you wish to be responded to.
- Respond and expect responses in a quick and reasonable timeframe, within 24 hours is best.
- SOM staff always set an Out-of-Office reply message with a return date and alternate contacts in their absence.

Constructive Criticism

Give criticism the way that you would want to receive it.
- Be specific and use examples to illustrate the points you are trying to make
- Focus on observable behavior
- Avoid personalization or emotionally charged wording
- Describe the effect the behavior had on you
- Offer alternatives for the behavior you are criticizing - explain how you would have preferred things to go
- Point out both good and bad aspects of instruction to help the person receiving the feedback to not become defensive and to help him/her improve
- “I” statements (I feel _______ when you _______ because _________ and I want/need _________)
Five People You Need to Know

Wouldn’t life be so much easier if we could just give you the names of five people who can get you through the UMKC School of Medicine? We might give you the name of a key faculty member, that one exceptional tutor, or maybe the name of a scholarship official. Not so simple! Instead, we recommend you acquaint yourself with at least one person from the following categories:

- **The Cheerleader** – Find someone who thinks you are fabulous and can remind you often. They are the ones who will help you build confidence when you need it most and will see you through the hard times.

- **The Truth Teller** – Find someone who can tell you how it really is! There will be times when you can’t see the forest for the trees and this person will point out what’s right before you. This is the type of person who will very kindly tell you that you are being a jerk or that you have toilet paper stuck to your heel.

- **The Advocate** – Find someone who can speak for you when you are unable to speak for yourself. This could be a student leader who expresses the will of the student body on policy issues or someone who is going to advocate for you on a very specific personal issue. Occasionally, students find themselves in understandably intimidating situations. An advocate can speak when you are too fearful to or can take your issues to a place you may not have access.

- **The Mentor** – Find someone who emulates the qualities and skills you admire. In fact, find multiple people. You probably won’t be able to identify that one infallible person – he or she doesn’t exist. Seek out a variety of individuals from all walks of like. Don’t be afraid to ask them for an opinion or for help. They were in your shoes once too.

- **The Inspiration** – Find someone who inspires you regularly and who takes your mind off your own woes. This does not have to be a mentor. It can be a peer, family member, child or patient. Be inspired by who they are, not what they do. Appreciate their perseverance, spirit, fearlessness or commitment.

Hopefully, you will find some of these individuals amongst your docent/mentor, advisor, senior partner or professors. If that doesn’t happen, don’t back down. Keep looking until you find these people. They are out there. Students who fail to find this support system really struggle when the road gets bumpy. Also, don’t forget that you just might find yourself serving in one of these roles for someone else.

Places to Study in the School of Medicine

There are several common areas at the School of Medicine where students may study. The Health Sciences Library is located on the second floor and has several options for quiet or small group study; check their section for their hours of operation and more details. The conference rooms on the units on the fourth and fifth floors are generally open from 8 a.m. to 5 p.m. Faculty and staff have priority for using these conference rooms and they cannot be reserved for student study. However, when they are not reserved or in use, students are welcome to study there. There are several areas on the first floor that are available about any time of day. There is a canteen area and a few other nooks with comfortable seating that can be turned into a study spot. Theatre B and Theater C are open for student study from 5:00PM to 3:00AM. Occasionally, these may be reserved for group meetings during those hours.
What Happens When Things Go Wrong (or Keeping Things Going Well!)

First and foremost, talk to the professor, even if (especially if) you think the professor is the problem. Solid and persistent research exists to show that students who regularly interact with their professors are more likely to be satisfied with their coursework, have greater intellectual gains, and persist toward degree completion. If you are struggling, a discussion with the professor may help accomplish the following:

- clarify difficult concepts
- identify areas of improvement
- help you understand the disconnect between the professor’s teaching style and your learning style
- reaffirm your commitment in the professor’s eyes
- build your confidence in your ability to succeed in the class

Talk with your ETC or advisor. More than anyone else at the School of Medicine, the advising staff understand how various aspects of student life and curriculum come together. They are trained to understand and communicate the consequences of student’s decisions and can help you plan for the future.

Seek out a learning resource specialist who can help you. This may be a School of Medicine or UMKC academic support staff member, a psychologist, or a professional from outside the school. An ongoing discussion with such a person may help:

- identify your learning style (how you both acquire information and process information)
- recognize areas of improvement in study skills, time management, etc.
- pair/group you with students who have similar needs
- build confidence in your ability to succeed

Find a supportive learning community. Some students learn well on their own but others need the support of other students. Formal or informal peer tutors and study groups are available for almost all of the challenging courses at UMKC. Research shows that discussing coursework with peers outside of the classroom is linked to academic success. Students need to clearly understand that these opportunities are not just for students who struggle. In fact, many of our study groups are comprised of students who are doing well and have always done well. Seeking out this sort of help should not be seen as a weakness. Learning communities do several things for students, such as:

- further engage you in the material
- reinforce your knowledge by explaining to others
- discover additional perspectives
- correct misinformation
- build an emotional support system in times of difficulty
- build confidence in your ability to succeed

Seek out a peer mentor. Peer mentors can be wonderful resources for students. They have been through similar challenges and may have solutions. Growth in vocational skill development and an enriched social life are associated with peer mentoring and “appear to influence positively knowledge acquisition and academic skill development.” One word of caution – students should never rely solely on the advice of another student. What works for one doesn’t always work for another. It is also possible that policies and procedures have changed from year to year. Despite these cautions, the advice of other students can offer a unique perspective. These students may have successfully overcome their own academic hurdles.
What is perfectionism?
- The irrational belief that you and/or your environment must be perfect
- The striving to be the best, to reach the ideal and to never make a mistake
- An all-pervasive attitude that whatever you attempt in life must be done letter perfect with no deviation, mistakes, slip-ups or inconsistencies
- A habit developed from youth that keeps you constantly alert to the imperfections, failings, and weakness in yourself and others
- A level of consciousness that keeps you ever vigilant to any deviations from the norm, the guidelines, or the way things are "supposed to be"
- The underlying motive present in the fear of failure and fear of rejection, i.e., if I am not perfect I will fail and/or I will be rejected by others
- A reason why you may be fearful of success, i.e., if I achieve my goal, I might not be able to continue/maintain that level of achievement
- A rigid, moralistic outlook that does not allow for humanism or imperfection
- An inhibiting factor that keeps you from making a commitment to change habitual, unproductive behavior out of fear of not making the change "good enough"
- The belief that no matter what you attempt it is never "good enough" to meet your own or others' expectations

What are some negative consequences of perfectionism?
Examples of the negative consequences of perfectionism include:
- Low self-esteem. Because a perfectionist never feels "good enough" about personal performance, feelings of being a "failure" or a "loser" with a lessening of self-confidence and self-esteem may result.
- Guilt. Because a perfectionist never feels good about the way responsibility has been handled in life (by himself or others) a sense of shame, self-recrimination and guilt may result.
- Pessimism. Since a perfectionist is convinced that it will be extremely difficult to achieve an ideal goal, he can easily become discouraged, fatalistic, disheartened and pessimistic about future efforts to reach a goal.
- Depression. Needing always to be perfect, yet recognizing that it is impossible to achieve such a goal, a perfectionist runs the risk of feeling depressed.
- Rigidity. Needing to have everything in one's life perfect or "just so" can lead a perfectionist to an extreme case of being inflexible, non-spontaneous and rigid.
- Obsessiveness. Being in need of an excessive amount of order, pattern or structure in life can lead a perfectionist to become nit-picky, finicky or obsessive in an effort to maintain a certain order.
• Compulsive behavior. Over-indulgence in or the compulsive use of alcohol, drugs, gambling, food, shopping, sex, smoking, risk-taking or novelty, is often used to medicate a perfectionist who feels like a failure or loser for never being able to be "good enough" in life.
• Lack of motivation. Believing that the goal of change will never be able to be ideally or perfectly achieved can often give a perfectionist a lack of motivation to attempt change in the first place, or to persevere if change has already begun.
• Immobilization. Because a perfectionist is often burdened with an extreme fear of failure, the person can become immobilized. With no energy, effort or creative juices applied to rectify, improve or change the problem behavior in the person's life, he becomes stagnant.
• Lack of belief in self. Knowing that one will never be able to achieve an idyllic goal can lead a perfectionist to lose the belief that one will ever be able to improve his/her life significantly.

What rational behaviors are needed to overcome perfectionist tendencies?
• Accept self as a human being
• Forgive self for mistakes or failings
• Put self back on the wagon immediately after falling off
• Accept that the ideal is only a guideline or goal to be worked toward, not to be achieved 100 percent
• Set realistic and flexible time frames for the achievement of a goal
• Develop a sense of patience and to reduce the need to "get it done yesterday"
• Be easier on oneself; setting unrealistic or unreasonable goals or deadlines sets you up for failure
• Recognize that the human condition is one of failings, weakness, deviations, imperfections and mistakes; it is acceptable to be human
• Recognize that one's backsliding does not mean the end of the world; it is OK to pick oneself up and start all over again
• Develop an ability to use "thought stopping" techniques whenever you find yourself mentally scolding yourself for not being "good enough"
• Visualize reality as it will be for a human rather than for a super human
• Learn to accept yourself the way you are; let go of the ideas of how you should be
• Enjoy success and achievement with a healthy self-pride, and eliminate the need for self-deprecation or false humility
• Learn to enjoy success without the need to second guess your ability to sustain the achievement
• Reward yourself for your progress, to reinforce your efforts to change even when progress is slight or doesn't meet up to your idealistic expectations
• Love yourself; to believe that you deserve good things
• To eliminate unrealistic expectations and the idea that you are infallible
• Visualize yourself as "winning" even when it takes more energy, and more perseverance, than what you had planned
• Let go of rigid, moralistic judgments of your performance and to develop an open, compassionate understanding for the hard times, obstacles and temptations
• Be flexible in setting goals and be willing to reassess your plan from time to time to keep things realistic
• Be open to the idea that you will be successful in your efforts to change, even if you are not "first," "the best," "the model," "the star pupil," "the exemplar" or "the finest"
• Realize that the important thing is to be going in a positive direction

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How to Complain

Learning how to complain is a great skill to acquire during college – providing you learn how to do it properly. The proverbial “squeaky wheel gets the grease” may be true in some settings but isn’t always the best course of action. Here are some general guidelines when it comes to the art of complaining:

- **Complain to someone who is in a position to do something.** Yes, this is more difficult because it requires you to figure out who that person is. If you are unwilling to do this, then you become known as someone who just likes to use their complaints as excuses.
- **Complain to someone who cares about you and your issues.** Ideally, you should find someone who is both your advocate and in a position to do something. If that fails, you can either find someone who cares and will help you find the right path for your voice or you can find someone in power and help them understand why they should care.
- **Try to understand the complexity of the situation.** Your complaint may relate to a small part of a much larger issue. It may be difficult to solve your problem without creating others (or solving others). Understanding how intricately an issue is will help you appreciate the effort that people make on your behalf. The more you know about the situation, the more likely you are to be able to recommend a viable solution – these are always welcome.
- **Complain up the proper chain of command.** Don’t jump over people’s heads. There are procedures in place to most logically and fairly deal with issues. The further up the chain of command, the less likely you are to find someone who cares personally about you. What almost always happens is that the senior administrator won’t have enough information to deal with your complaint and will work backwards through the process anyway. The senior administrator will be put in a difficult situation and the person you jumped over will likely be offended that you didn’t trust them to deal with your complaint. That being said, if you feel you have gone to the right person and have hit a brick wall, politely find out with whom else you can speak.
- **Contextualize the proposed change in way that helps others see how it affects other students as well.** If it is all about you, people who don’t have a personal connection to you are less likely to go for it. If you can show how the solution to your problem could also solve the problems of other students or even the problems of faculty or staff, you may find additional advocates. This requires that you know enough about what is going on to see how your issues are intertwined with those of others.
- **Find other people who feel the way you do and take collective action.** This is taking the above rule even further by enlisting the assistance of others in a common goal. One person’s complaint can sometimes be perceived as grumbling, but when several people all have the same issues, it forces further examination and action.
- **Make your complaints in a timely manner.** “Failure to plan on your part does not constitute an emergency on mine.” This sounds like a very grumpy adage but most people at the School of Medicine are genuinely busy. They may want to help you solve your problem but may not have the time.
- **Be nice.** This can’t be understated. People who are in a position to affect change are bombarded with nasty complaints. When they come across someone who has a constructive and pleasant attitude, they are more likely to listen.
- **Don’t let your parents complain for you.** When a parent complains, it is difficult for us to separate your feelings on an issue from those of your parents. Parents also don’t always know all the details that you do. Finally, it is you, not your parent, who is at college – don’t miss the opportunity to practice this valuable skill!
Living in Kansas City

One of the greatest aspects of being a university student, especially at an urban institution like UMKC, is the abundance of opportunities for cultural excursions, continuing education classes, eclectic dining, shopping, fitness, and relaxation. Check out www.visitkc.com, a website developed by the Kansas City Convention and Visitor’s Association, for a trip planner, hotel information, local destinations, and more. Some local places to visit include:

- **The Plaza** - The UMKC Volker campus is located just off the Country Club Plaza in midtown Kansas City. The Country Club Plaza is a unique and beautiful location for walking, studying, or dining al fresco during the warmer months.

- **Westport** - Just north of the Country Club Plaza, Westport is an historic location that has been renovated to include dozens of shops, restaurants, and nightspots.

- **The Crossroads** – The Kansas City Crossroads, located just a mile from the UMKC School of Medicine. On the first Friday of each month, local galleries open their doors, musicians, dancers, and entertainers fill the streets. There are also numerous dining and entertainment options in this area.

- **Crown Center** - Crown Center is located in downtown Kansas City, within walking distance of the School of Medicine. Crown Center features a building with three levels of shopping and dining, as well as an outdoor area featuring several entertainment attractions. During the summer, Crown Center hosts Friday Night Concerts, outdoor movies, and more. During the winter, Crown Center opens Ice Terrace, a public, outdoor ice-skating rink.

For students who are looking for a place to relax and study, coffee shops tend to be popular destinations. A few local favorites include:

- **Broadway Café: 4106 Broadway**  
  - Located in Westport, it’s a nice place to hang out if you have some reading to catch up on.

- **Filling Station: 2980 McGee Trfy**  
  - Popular with UMKC medical students, since it is close to Hospital Hill, and has a nice lunch deli.

- **Scooter’s Coffee & Yogurt: 929 Walnut; 1111 Main Street; 446 W 47th St**  
  - Popular with the KCUMB students. Free wireless and study space.

- **Starbucks: 302 Nichols Rd.; 4101 Main St.**  
  - The Nichols Rd. location has an outdoor patio that is nice in good weather.

- **The Roasterie: 6223 Brookside Blvd**  
  - Offers 10% any drink at any time to students with a valid student ID.

Kansas City also has a number of live entertainment options, including:

- Uptown Theater
- Beaumont Club
- Record Bar
- Grand Emporium
- Riot Room
- Crosstown Station

To find out about other opportunities on campus and in the city, pick up a copy of the following local magazines/newspapers (free copies are available at the medical school, on main campus, and at various shops and restaurants throughout the city) or visit their websites.

- **The Pitch**: www.pitch.com
- **Ink**: www.inkkc.com, Twitter @inkkcmag
- **The Kansas City Star**: www.kansascity.com
What to Expect - UMKC School of Medicine

This chart does not replace careful review of School of Medicine Policies. Please refer to the Council on Evaluation and Council on Curriculum policies for official guidelines on course prerequisites, testing deadlines, promotion and graduation requirements, etc. Information here is subject to change - please check with your advisor for updates.

<table>
<thead>
<tr>
<th>Course Subject and Title (course scheduling will vary for individual students)</th>
<th>Class Meetings will discuss</th>
<th>Important Deadlines, Policies and Activities</th>
<th>Extra Expenses (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer before Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP, IB, CLEP, or transfer credit may be applied to select courses below. See UMKC Registrar's website for details.</td>
<td>• Orientation topics</td>
<td>• Meet or contact the advisor for your undergraduate degree if it is a RA</td>
<td>Background Check: $42.00</td>
</tr>
<tr>
<td>Students exempt from Discourse I with ACT English subscore of 30 or above or SAT verbal subscore of 690 or above.</td>
<td></td>
<td>• Turn in all your fall paperwork (acceptance of offer, fall coursework planning sheet, background check, immunization records, FERPA release, residence hall contract, clinical participation fee, proof of insurance)</td>
<td>Clinical Participation Fee: $50.00</td>
</tr>
<tr>
<td><strong>Fall Semester Year 1</strong></td>
<td></td>
<td></td>
<td>BLS Training: $85</td>
</tr>
<tr>
<td>LS Anst 119 - Human Biology (Anatomy)</td>
<td>• Student Competencies</td>
<td>• Mandatory Advising Appointment with your advisor</td>
<td>Disability Insurance: $55</td>
</tr>
<tr>
<td>LS Anst 119L - Human Biology (Anatomy)</td>
<td>• Council on Evaluation Policies</td>
<td>• Basic Life Support (BLS) Training</td>
<td></td>
</tr>
<tr>
<td>Chem 211 - General Chemistry I (Focus 8)</td>
<td>• Class Officer Elections</td>
<td>• TB Tests and Flu Shot</td>
<td></td>
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<tr>
<td>Chem 211L - General Chemistry Lab</td>
<td>• Curriculum Requirements</td>
<td>November – Student self enrolls in Spring classes</td>
<td></td>
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<tr>
<td>Med 9110 - Fundamentals of Med 1</td>
<td>• Honor Council</td>
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<td>Med 9115 - Medical Terminology</td>
<td>• OASIS Training</td>
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<tr>
<td>Med 9119 - Learning Basic Medical Science</td>
<td>• Financial Literacy Series: Understanding Savings, Debt and Credit</td>
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<tr>
<td>Anchor I - More Medicine and Morals</td>
<td>• TB Tests</td>
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<tr>
<td>Discourse I - paired with Anchor I</td>
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<tr>
<td><strong>Spring Semester Year 1</strong></td>
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<tr>
<td>LS Micro 121 [Microbiology] (Focus Elective)</td>
<td>• Mandatory Advising Appointments</td>
<td>• Mandatory Advising Appointment with your advisor</td>
<td></td>
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<tr>
<td>LS Micro 121L</td>
<td>• Financial Literacy Series: Budgeting</td>
<td>• April – Student self enroll for Summer and Fall classes</td>
<td></td>
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<tr>
<td>Chem 212R General Chem II</td>
<td>• Hospital Team: Course Overview</td>
<td>• Students complete the RotorWrite</td>
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<tr>
<td>Chem 212LR General Chem Lab II</td>
<td>• Garcia Award</td>
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<tr>
<td>Med 9120 - Fundamentals of Med II</td>
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<td></td>
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<td>Anchor II</td>
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<tr>
<td>Discourse II</td>
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<tr>
<td>Soc 101 Sociology: An Introduction</td>
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<tr>
<td><strong>Summer Semester Year 2</strong></td>
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<tr>
<td>Chem 320 Organic Chemistry</td>
<td>• No Meeting due to Hospital Team rotations</td>
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<tr>
<td>Chem 320L Organic Chemistry</td>
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<tr>
<td>Bio 207 Cell Biology</td>
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<tr>
<td>Med 9221 Hospital Team Experience</td>
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</tbody>
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*All information here is subject to change. Please check with your advisor for updates to schedules and policy.*
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Assignments/Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Year 2:</td>
<td>BMS 9263 - Human Biochemistry</td>
<td>• Class Officer Elections • Mandatory Advising Appointments • Review GPA criteria to start HSF series • TB Tests • Financial Literacy Workshop: Family Communication</td>
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<td></td>
<td>Bio 206 - Genetics</td>
<td></td>
<td>Mandatory Advising Sessions • Update your immunization records and proof of insurance • TB Test and Flu Shot: Students wanting a summer campus (rather than a Fall of Spring Campus) should check with their advisor to make sure they have 6 hours or less at the end of Fall Semester Year 2 • November - Student self-enrolls in Spring classes</td>
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<td></td>
<td>Soc 211 - Sociology Life Cycles</td>
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<td>Med 9210 - Fundamentals of Medicine III</td>
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<td></td>
<td>Psych 210</td>
<td>Complete the Rod Writer</td>
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<tr>
<td>Spring Semester Year 2:</td>
<td>BMS 9296 Human Structure Function I</td>
<td>• White Coat Details • Financial Literacy Workshop: Cutting back on the budget</td>
<td>Must have a 2.8 Science GPA to continue in Structure Function Series • MD students join BA/MD students in coursework • Students order their White Coats from the UMCK Health Science Bookstore</td>
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<tr>
<td></td>
<td>BMS 9297 Human Structure Function II</td>
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<td>BMS 9298 Human Structure Function III</td>
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<td></td>
<td>Med 9220 Fundamentals of Medicine IV</td>
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<tr>
<td>Summer Semester Year 3:</td>
<td>BMS 9399 Human Structure Function IV</td>
<td>• Year 3 Individual Student Photos.</td>
<td>Docent assignments are being finalized. Students should notify their advisor if they are on a military scholarship and need to do their military training; intend to petition for summer campus; have a major that requires the student to be on campus for a particular campus semester (i.e. Fall or Spring in Year 4)</td>
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<tr>
<td></td>
<td>Med 9310 History of Medicine</td>
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<td>Med 9330 Clinical Correlations</td>
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<tr>
<td>Fall Semester Year 3:</td>
<td>BMS 9310 - Medical Microbiology</td>
<td>• Year 3 Individual Student Photos. • Security/Safety/IDs • Careers in Medicine • Communication Expectations • Office Responsibility • Dress Code/SOM/My Space • Curriculum Review • Self-Paced Pharmacy/Learning Service Project • Professionalism/Code of Ethics • Hospital Responsibilities • Clinic Responsibilities, Role of Docent • Distribution of medical equipment • Financial Literacy Workshop: Understanding the Cost of Attendance</td>
<td>Mandatory Advising Appointment with your advisor • Basic Life Support (BLS) Training • TB Test and Flu Shot: Late July/Early August - Students attend mandatory Year 3 Orientation followed by the beginning of coursework • Mid-August - White Coat Ceremony, students learn which team they are on and who their docent, senior partner and advisor will be • Students meet with their advisors within 3-4 weeks of learning their placement • Beginning of September - Clinic begins (students must have their CPR certification before starting clinic) • Update your immunization records and proof of insurance • November - students self-register in Pathway for Spring semester</td>
</tr>
<tr>
<td></td>
<td>BMS 9311 - Medical Neurosciences</td>
<td></td>
<td>Medical Equipment: approx. $870 - $980 \nBLS Training: $35</td>
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<td></td>
<td>Med 9380 - Clinical Skills</td>
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<td></td>
<td>Med 9381 - Continuing Care Clinic I</td>
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<td></td>
<td>Med 9385 - Introduction to Pharmacology (online course)</td>
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</tbody>
</table>

*ALL INFORMATION HERE IS SUBJECT TO CHANGE. PLEASE CHECK WITH YOUR ADVISOR FOR UPDATES TO SCHEDULES AND POLICY.*
### Spring Semester Year 3
- MEDI 9312 Pathology I
- MEDI 9313 Pathology II
- MEDI 9333 – Continuing Care Clinic
- MEDI 9386 CUES: Interdisciplinary Patient Care; Healing

| Financial Literacy Series: Priorities of Spending |
| Study abroad experiences |
| January - Year 4 schedules are developed |
| Students meet with their advisors to discuss their CBSE date (students must pass CBSE before sitting for Step 1), their study schedule and Step 1 exams |
| March – students with open elective months in Year 4 apply for January – December in-town electives with their advisors (not all students will have extra months) |
| April – Students self-register in Pathway for Summer and Fall semesters |

### Year 4 Campus

| Humanities Writing Intensive Course |
| Chem elective (to fill minor requirement) |
| Focus A |
| Focus C – Constitution Requirement |
| Anchor III |
| Discourse III |

| Students must have a 2.8 science and cumulative GPA to promote to Year 4 |

### Year 4

| MEDI 9401 - Year 4 Docent Rotation |
| Med 9408 - Pharmacology |
| Med 9421 - Family Medicine |
| Med 9472 - Behavioral Science |
| Med 9482 - Patient Physician Society I |
| Med 9484 - Patient Physician Society II |
| Med 9483 - Continuing Care Clinic I |
| Med 9485 - Ambulatory Care Pharm (online) |

| CBSE and Step I Course Scheduling |
| CBSE and Step I Student Panel |
| Preceptorship |
| International Electives |
| MSPE & Chairman's Exam Policy |
| Required Rotations |

| Mandatory Advising Appointment with your advisor |
| Update your immunization records and proof of insurance |
| TB Test and Flu Shot |
| October – students with open elective months spring Year 4 apply for January – May in-town electives with their advisor |
| January - Year 5 schedules are developed |
| March – students with open elective months in Year 5 apply for January – December in-town electives with their advisor |
| Students who pass boards prior to May could have the opportunity to begin Year 5 coursework early |
| MIA and PA students take the EPP exam (graduation requirement) during Year 4 campus |

### Year 5

| MEDI 9501 – Year 5 Docent Rotation |
| MEDI 9503 – Pediatric Rotation |
| MEDI 9505 – Surgery Rotation |
| MEDI 9506 – Obstetric & Gynecology Rotation |
| MEDI 9570 – Family Medicine Preceptorship |
| MEDI 9571 – Psychiatry Rotation |
| MEDI 9583 – Continuing Care Clinic III |
| MEDI 9585 – Prescribing Special Populations (online course) |

| BA Completion (Graduation Applications) |
| Postponed PPS series |
| PBA (Step II CS preparation) |
| Deadlines for Step II CK and CS |
| Financial Literacy Workshop: Traveling on a Budget |
| Number of out-of-town electives |
| Medical Humanities Honor Society Nomination |
| Course scheduling Elective Choices Sheets |
| Intent to interview request forms, etc. |
| Preparing for Match |
| Letters of Recommendations from Docents |
| Step II CS and PBA Words of Wisdom from the Graduating Seniors |

| Mandatory Advising Appointment with your advisor |
| Basic Life Support (BLS)/Advanced Cardiac Life Support (ACLS) Training |
| TB Test and Flu Shot |
| Oral Surgery Residents begin coursework for combined OS/MD program |
| Students must pass USMLE Step I exam to take Year 5 coursework |
| Update your immunization records and proof of insurance |
| October – students with open elective months spring Year 5 apply for January – May in-town electives with their advisor |
| February – Students double check their Bachelor's degree application and go through a degree audit |
| March – students with open elective months apply for June – December in-town electives with their advisor |
| Prepare for USMLE Step 2 CK and CS |
| March – May – students begin to apply for away rotations for Year 6 |
| May – students graduate with their undergraduate degree |

| Drug screen (req’d for some OOT electives) |
| Disability Insurance: |
| $36.00 |
| $55 |
| Step 2 CS Registration: $1,330 |
| Step 2 CK Registration: $580 |
| $35 for 1st institution, $15 for each subsequent |
| OOT electives expense |
| PLS Training: $35 |

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| MED 95xx - Medical Humanities Selective | • ERAS/Residency and the Match Process  
• Financial Literacy Workshop: Budgeting for Residency, what to expect  
• Preparing your academic record for graduation  
• Match Week  
• Graduation Week Activities  
• Financial Literacy Workshop: Loan Repayment: The Economics of Being a Doctor | • July – Electronic Residency Application Service orientation  
• August-September – Schedule time with Career Counselor to review your MSPE letter  
• Fall – Register for the National Residency Match Program  
• TB Test and Flu Shot  
• October – Schedule time with Career and Residency Advisor to review your MSPE letter and participate in mock interviews  
• Students must take USMLE Step II CS by November 30 and USMLE Step II CK exam by December 31 of their final year. Must pass both tests to graduate.  
• October – students with open elective months spring Year 6 apply for January – May in-town electives with their advisor.  
• February – students double check their graduation application for May. Students changing their name (i.e. because of marriage) should do so before March 1  
• Mid-March – Students learn their residency placement  
• April – Students double check, holds, address, diploma names, etc., in anticipation of graduation; students complete the Graduation Questionnaire  
• May – students graduate with their M.D. | ERAS Registration  
$92 + cost per each application over 30 (depending on the number of programs)  
NRMP Registration  
$60 and up (depending on the number of programs)  
Disability Insurance:  
$55  
Residency Interviews  
(Will vary based on the number of interviews, and locations – airlines have issued discount coupons in the past) |

*All information here is subject to change. Please check with your advisor for updates to schedules and policy.*
Vacation Time

Your schedules will not be like those of typical college students. As you progress through the curriculum, there will be times where you work during the weekends or holidays. Excused absences from clinical rotations are possible but limited. Please do not purchase plane trips or commit to plans prior to receiving your schedule and/or the official syllabus for the coursework in which you are enrolled.

Year 1
- Fall – Course schedules are in line with the University’s published academic calendar.
- Spring – Regular course schedules are in line with the University’s published academic calendar. However, you will have an additional two-week “Hospital Team” experience following Finals week. Both weeks are required to pass the class.

Year 2
- Summer – Course schedules in line with the University’s published academic calendar.
- Fall – Course schedules in line with the University’s published academic calendar.
- Spring – You are enrolled in a series of courses called Structure Function I, II, and III at the medical school that no longer matches the regular academic calendar. You should refer to the published syllabus for start and end dates.

Year 3
- Summer – You are enrolled in Structure Function IV until mid-July. You normally have a break from the end of SF IV until Year 3 Orientation.
- Fall – You normally report for testing and orientation on or near the last day of July and continue with coursework until around the third week in December. You should refer to the published Medical Microbiology, Neurosciences, and Clinical Skills syllabi for start and end dates and watch for information about required orientation events.
  - During this semester, you begin your regular weekly clinic experience. Attendance in clinic does not always coincide with the start and end of coursework. You should watch for the clinic schedule and not make travel plans until it is published.
- Spring – You are enrolled in two consecutive Pathology courses and a course called “CUES” that does not match the regular academic calendar. You should refer to the published syllabi for start and end dates. Dates roughly run from the beginning of January until the end of May. Vacation is prior to and after the conclusion of Pathology.

Year 4
Campus semester – Each student (except those who take an extra year to complete their Year 1 & 2 coursework) is required to return to campus during their fourth year.
- If you have fall or spring campus, you will be enrolled in coursework that is consistent with the University’s published calendar which includes vacation prior to and after the conclusion of coursework (some exceptions occur).
- If you are enrolled in a summer campus semester, you will have a one-month vacation scheduled later in the year. Year 4 vacations, however, are frequently used by students to study for their Step I board exam.
- When not enrolled on the campus semester, students are enrolled in consecutive one-month and two-month courses. These courses typically start on the first day of the month and end on the last day of the month.

Year 5 and Year 6
Students are enrolled in consecutive one-month and two-month courses. These courses typically start on the first day of the month and end on the last day of the month. Each year, you will receive a one-month vacation.
Student Personal Holiday Policy

• All students shall receive the following holidays off of rotations for 2013-2014:
  o Independence Day: July 4, 2013 (Wednesday)
  o Labor Day: September 2, 2013 (Monday)
  o Thanksgiving: November 28, 2013 (Thursday)
  o Christmas Day: December 25, 2013 (Wednesday)
  o New Year’s Day: January 1, 2014 (Wednesday)
  o Memorial Day (2014): May 26, 2014 (Monday)

• Students shall not take call and will be excused by 5:00 pm the night before each of the above holidays.
• Students will resume rotation duties the morning after each of the above holidays.
• Each student may also receive one (1) personal day per school year (defined as June 1 through May 31).
• With discretion of the Clerkship Director(s) students may also request other days off in keeping with current “Clinical Excused Absence and Interview Policy”.
• Clinical Clerkship Excused Absence forms must be obtained from the Student Affairs Office and returned to the Student Affairs Office with required signatures.
• Student Personal Holiday Policy applies to Year 3, 4, 5, or 6 students for clinical experiences only.
• The Student Personal Holiday Request Form must be filled out for the personal day and turned in by the first day of the month prior to the beginning of the clerkship during which their holiday falls.
  Example: If your requested date is during a May clerkship (May 1-31), the deadline to submit your Request Form is April 1. This deadline also applies to dates requested during the 2nd month of a 2-month clerkship. For example, if your requested date falls in June during a May-June clerkship (May 1-June 30), the deadline to submit your Request Form is April 1.

• No student will be excused on the date of a scheduled subject exam or rotation orientation.
• Personal holiday forms can be found at the UMKC Student Affairs website at http://www.med.umkc.edu/sa/Forms/Personal_Holiday_Request.pdf

NBME Exam Guidelines

Kara Shaw
Chief Proctor
shawkm@umkc.edu
816-235-5285

For all NBME exams administered here at the School of Medicine, please check that you make the OASIS course roster at minimum ONE MONTH in advance of the test date for which you’d like to register. If you are not on the roster, no exam will be ordered for you and you will not be allowed to sit for the exam on that date.

This is especially critical as we transition to computer-based testing in the new Computer Testing Lab. Availability is tight and has to be managed carefully. Space will be allotted first to those on the original roster (generally via OASIS), then to others first come/first serve as needed. Once an exam is ordered for you, you are expected to sit for the exam or lose an opportunity (of 2 total attempts) to take that exam.

Additionally, please plan to follow instructions before beginning your exam carefully. The lab is scheduled with hard stops and we won’t be able to allow you to continue beyond time when someone else is scheduled for the room if you started late for lack of listening. Memorize and properly enter your UMKC Student ID Number (without the leading zeroes), as it will be the way you regain access to your exam.
Scheduling for NBME Exams
Exam schedules will be posted online (generally here: http://www.med.umkc.edu/students/) occasionally however, last minute changes do occur because of room size, availability & conflicting schedules. Any alternate scheduling – including retakes, have to be documented (e-mail), approved and communicated to the involved parties. Generally this involves at minimum your course coordinator and the Chief Proctor managing the administration, though it is a good idea to let your director know as well.

Rescheduled exams will always be funneled into existing scheduled test dates. Most important to remember is that you must contact the testing administrator approximately one month in advance notice for any variation in scheduling to occur. This needs to occur via e-mail NBMEexams@umkc.edu, both for your benefit and ours. You should have confirmation roughly 3 weeks in advance of any rescheduled test date or the likelihood exists that no test has been ordered for you. If you don’t receive confirmation via e-mail, you should e-mail again.

If a disability exists and accommodations are required, UMKC Student Disability Services must be contacted in advance. This process can take quite a bit of time. This will allow you to work through all the necessary details & required documentation prior to contacting OMER for accommodations. Any future administrations under the agreed upon policy of accommodation must still have advance notice as all planning occurs approximately 1 month in advance of each exam.

If you have any doubts or concerns, e-mail NBMEexams@umkc.edu for additional detail. Most important to remember is that you must contact OMER one month in advance notice for any variation in scheduling to occur. As the policy describes, exceptions are allowable due to documented illness or family emergency. Any change inquiries should be sent to NBMEexams@umkc.edu so they can be appropriately tracked and all involved parties can sign off accordingly. Space availability is first come first served and at a premium in the SOM, therefore we are unable to entertain all requests. NBME has a prescribed way of doing things, especially where scheduling and processes are involved. Therefore, last minute conflicts can easily be detrimental depending on your course schedule.

For the NBME Comprehensive Basic Science Examination (CBSE) – “MED4”, scheduling & registration is through your ETC & subsequently Council on Curriculum if you do not show readiness. CBSE exams generally occur on the second Saturday of most all months. As space can be an issue, this may need to be a paper-based examination – especially if taken in January, February or March.

For NBME Subject Exams – most often taken in/around Year 5, if you are on the OASIS roster for the course/clerkship/rotation, an exam will be ordered for you accordingly. The following NBME Subject Exams (Clinical: DoRo/Med, SURG, OB/Gyn, PEDS, Psych, -plus Basic Science: Behavioral Science & Pathology) are two and half (2.5) hour exams with 100 questions each. The Year 6 Advanced Clinical Exam is currently at 75 questions with 1 hour and 45 minutes allotted by NBME. Most all subject exams are held as close to the last week of the month as possible.

Again, the responsibility to confirm that you are correctly registered for a class (thusly an exam) in OASIS is yours. After your NBME Subject exam, you are expected to return to your assigned curricular experience unless your Course Coordinator tells you otherwise.
**United States Medical Licensing Examination (USMLE) Step 1 Policy**

**USMLE STEP 1 GENERAL REQUIREMENTS**

1. Students are not allowed to withhold their USMLE Step 1 score results from the School of Medicine.
2. A passing score on USMLE Step 1 is required for promotion to Year 6.
3. A passing Step 1 score determined by USMLE is required for graduation from the School of Medicine.
4. Students must show readiness to sit for USMLE Step 1 by achieving ≥ 66 score on the CBSE exam. (See Council on Curriculum policy on Criteria, Deadlines, and Preparation for Taking USMLE Step 1.)
5. BA/MD and MD Only students will have a USMLE Step 1 deadline of 28 months, ending September 30, following the start date of Human Structure Function IV. (This deadline also applies to Oral Surgery/MD students who matriculated prior to June 2010.) (See Council on Curriculum policy on Criteria, Deadlines, and Preparation for Taking USMLE Step 1 for exceptions.)
6. Failure to pass USMLE Step 1 in one year, beginning the day after the deadline set forth above, fulfills criteria for separation.
7. A maximum of 3 attempts, time permitting, to pass USMLE Step 1 are allowed. Failure to pass Step 1 in 3 attempts fulfills criteria for separation.
8. BA/MD students have a maximum of 8 years from their matriculation date as a student at the School of Medicine to complete the required curriculum to achieve the M.D. degree.
9. MD Only students, as well as Oral Surgery/MD students who matriculated prior to June 2010, have a maximum of 6 years from their matriculation date as a student at the School of Medicine to complete the required curriculum to achieve the M.D. degree.

**CRITERIA, DEADLINES, AND PREPARATION FOR TAKING USMLE STEP 1**

1. **Criteria for taking the USMLE Step 1 examination:**
   a. BA/MD and MD students must have officially promoted to Year 4 and successfully completed (achieved a passing grade in) the Year 4 courses listed below:
      - MED 9472: Behavioral Science
      - MED 9408: Pharmacology
      - MED 9401: Docent Rotation-Year IV OR MED 9471: Family Medicine
      - Students must also have taken the following course: MED 9482: Patient, Physician, Society I
   b. All students must have shown readiness for Step 1 through the CBSE, as set forth by the USMLE Step 1 Preparation and Registration Policy. (See 2 a-g below).
   c. Students must currently be enrolled in UMKC School of Medicine to be eligible to sit for the USMLE Step 1 examination.

2. **Preparation and Registration for CBSE and USMLE Step 1**
   a. Dates for CBSE and USMLE Step 1 will be set by Student Affairs and the Associate Dean for Curriculum in planning the Year 4 curriculum for students. The student’s CBSE date and Step 1 target date cannot be rescheduled without petitioning the Council on Curriculum.
   b. The CBSE will be administered monthly. All CBSE administrations will be provided in the computer testing center and are paid for by the school. The CBSE will be administered only at the School of Medicine.
   c. All students must adhere to the posted sign-up deadlines for CBSE as set by the Office of Educational Support Services. Students are responsible for ensuring that they are signed up for the correct test date.
   d. In order to sit for CBSE, a student must meet all criteria for promotion to Year 4 and must have a cumulative science GPA of 2.80 or better.
   e. Minimum CBSE performance to register and sit for USMLE Step 1:
      1. Students who score 66 or above on the CBSE or other means determined by the Associate Dean for Curriculum are automatically cleared to register and sit for USMLE Step 1. (A CBSE score of 66 predicts a Step 1 score of 190.)
a. A student, who has shown readiness through the CBSE to sit for Step 1, cannot postpone any required clerkships that are scheduled during or after the student's assigned USMLE Step 1 target examination date.

2. Students who score between 61-65 will be eligible to register only for USMLE Step 1 but may not sit until they have achieved a score of 66 or better on their second CBSE. Students who score between 61-65 do not have to show readiness to sit for their second CBSE.

3. Students who score below 61 may not register for USMLE Step 1.
   a. A student scoring below 61 on their first attempt at CBSE must wait a minimum of 30 days after receiving the score before sitting for a second attempt. The student must also show readiness in order to register for the second CBSE. The exact criteria for readiness will be determined by the Associate Dean for Curriculum.

f. Students failing to reach the required CBSE score of 66 after two attempts must show readiness to sit for Step 1 by non-NBME criteria approved by the Associate Dean for Curriculum.

g. Failure to appear at a student’s scheduled CBSE will result in a letter of unprofessional behavior placed in the student’s file. In consultation with the Education Team Coordinator, the student must reschedule another CBSE on OASIS and must notify the ETC and the Assistant Proctor of the Office of Medical Education Support Services of the rescheduled date.

3. **Deadline for taking USMLE Step 1 examination:**
   a. BA/MD and MD students will have a Step 1 deadline of 28 months, ending September 30, following the start date of Human Structure Function IV.
   b. Alterations to a student’s schedule (e.g., repeating courses) will not change a student’s Step 1 deadline, with the following exceptions:
      1. If a student has not completed the Year 4 courses listed above (1a-b) by the September 30 deadline set forth in 2a, then the last day of the month in which the student completes those courses, plus one additional study month, becomes the student’s Step 1 deadline.
      2. If a student takes a Medical Leave of Absence (approved by the Council on Evaluation), the student’s Step 1 deadline will be extended by the number of months on approved Medical Leave.
   c. Failure to take USMLE Step 1 by the deadlines set forth in 3a-b above will place a student on immediate Administrative Leave of Absence. A student may petition the Council on Curriculum for an exception to this Administrative Leave in order to enroll in a Not-For-Credit study month if both of the following criteria are met:
      1. The Associate Dean for Curriculum has certified the student’s readiness to sit for Step 1.
      2. The student has a documented, confirmed date to sit for Step 1 during the month immediately following the deadline set forth in 3a-b.
   d. A student may return from Administrative Leave of Absence in order to sit for Step 1 upon meeting the following criteria:
      1. The Associate Dean for Curriculum has certified the student's readiness to sit for Step 1.
      2. The student has a documented, confirmed date to sit for Step 1 during the month of his/her return.

   The student's curriculum upon return will be determined by the Associate Dean for Curriculum.

   e. If a student does not sit for Step 1 by his/her deadline, that student may not begin or continue in any required two-month rotations until the student has sat for Step 1 or has secured an examination date within the first week of the clerkship.
STEP 1 FAILURE POLICY

1. Advising Procedure for Students Failing USMLE Step 1
   a. The student is referred to the Associate Dean of Student Affairs for advice and may be referred to appropriate support service for counseling.
   b. The student must then meet as soon as possible with the Associate Dean for Curriculum and his/her ETC to design an appropriate Step 1 preparation program. The exact criteria for readiness will be determined by the Associate Dean for Curriculum.
   c. When readiness criteria are met, the student will be cleared by the Associate Dean for Curriculum to retake the exam.

2. Curriculum Policies for Students Failing USMLE Step 1
   a. Failure on First Attempt of USMLE Step 1:
      1. One-Month Clerkship
         a. Students receiving “notification of failure” while enrolled in a one-month clerkship will be allowed to complete the clerkship.
      2. Two-Month Clerkship
         a. Students receiving “notification of failure” in the first month of a two-month clerkship will be allowed to complete only the first month. Withdrawal from the second month of two-month clerkship is mandatory. “Incomplete” will be issued until the second month is satisfactorily completed. The second month of this split two-month clerkship must be completed within twelve months after the completion of the first month or the student must re-enroll in the entire two-month clerkship to receive credit.
         b. Students receiving “notification of failure” in the second month of a two-month clerkship will be allowed to complete the clerkship.
      3. Enrollment in two-month rotations will not be permitted until successful completion of USMLE Step 1.
      4. Curriculum schedules while preparing to sit for a second Step 1 exam may only include the following:
         a. Independent Study Month (policy allows for 3 study months for credit)
         b. Vacation
         c. Not-for-Credit study months (a maximum of 2 are allowed for preparation to re-take Step 1). NOTE: Not-for-Credit study months will not count toward the required 38 medicine months and may affect the student’s graduation date.
         d. Leave of Absence, if allotted study months (for-credit and not-for-credit) and vacation have already been used. NOTE: A student may not sit for Step 1 while on Leave of Absence. In order to return from LOA, the student must show readiness and be approved by the Associate Dean for Curriculum. During the month in which the student returns from LOA, he/she must enroll in one of the courses listed in 5 below.
      5. While awaiting results on a second Step 1 attempt, students may only enroll in the following one-month courses:
         • MED 9570 Preceptorship
         • MED 9471 Family Medicine
         • MED 9571 Psychiatry
         • Humanities course
         • Clinical/Research electives
         • No required two-month clerkships may be taken.
   b. Failure on Second Attempt of USMLE Step 1
      1. Students will be placed on an administrative leave of absence after a second failure on USMLE Step 1. They will remain on administrative leave of absence until readiness for a third attempt at Step 1 has been verified by the Associate Dean for Curriculum.
2. Students will be placed on Step 1 probation after failure to successfully pass USMLE Step 1 on the second attempt.

3. While awaiting results on a third attempt at Step 1, students may only enroll in clinical/research electives. No required rotations may be taken.

   c. Failure After Third Attempt
      1. A student who fails on the 3rd attempt at Step 1 meets criteria for separation from the School of Medicine.
      2. Students will automatically be placed on an administrative leave of absence after a third failure on USMLE Step 1 and will remain on administrative leave of absence until the student’s status in the program has been determined.

Council on Curriculum
Revised 3/31/11

Signing Up for Boards

1. Go to the NMBE website. For licensing exams, the link is https://apps.nbme.org/ciw2/prod/jsp/login.jsp.
   - You will need to have your USMLE ID, but there is also a link for first time users, or if you have forgotten it.
   - You will need to pay at the time of application.

2. Print out the application.

3. Take the completed application, along with a 2x2 inch color picture of yourself, to Mary Pirotte’s office MS-329 (Blue 5th floor) to have it signed and stamped with the school seal.

4. Your application will be returned to you in your unit mailbox, and you will need to mail it to the NBME (the address is on the bottom of the application). The School of Medicine will not mail it for you.

5. Once the NBME has received your application, they will contact the school to confirm your status at the medical school. After this is done, you will be free to set up your window.

6. When you receive confirmation of your window, you are free to contact one of the testing centers available and set up your date!

Studying for Boards
M4-205B

A full-time School of Medicine specialist is available to assist students with study techniques.

Kathy Phillips, M.Ed
Learning Resource Specialist
phillipsk@umkc.edu
816-235-8831

- Assistance with various study skills techniques
- Organizational instruction for required courses
- Content supplementation for various required courses
- Study schedule information for USMLE Step 1
- Administration of Diagnostic exams for the USMLE Step 1
- Administration of Mock Board practice exams for the USMLE Step 1

Additional resources can be found at http://www.med.umkc.edu/sa/academic_support.shtml
The Electives Process

In-Town Electives
Electives at Truman Medical Center-Hospital Hill, Truman Medical Center-Lakewood, St. Luke’s Hospital, Center for Behavioral Medicine, and Children’s Mercy can be found in the electives database at http://www.med.umkc.edu/electives/findrecords.php. Click on the UMKC button and it will list all available electives, faculty information, prerequisites and months offered.

A large number of elective placements are determined in October (for January – May) and in March (for June – December). Students will receive an Elective Choice Sheet, which should be returned by the deadline specified by your ETC. Many electives are popular and you should list multiple options for each month you have available. If there are more students who want an elective than there are spots, there is a process to fairly determine who gets the spots. This process considers whether the student can get the same elective during another month and if he or she is a senior student. In almost all cases, Year 6 students are given the highest priority, then Year 5s, then Year 4s. The exception to this rule is for electives open to Year 4 students that don’t require a DoRo (as these electives are rare, they are offered first to Year 4 students). If there are more senior students than there are spots, the placements are done by lottery.

After March and October, students make requests through their ETCs, who consult with the Electives Coordinator. Here are a few things to consider when asking for an elective:

- Ask early – After the initial lists are sent to Children’s Mercy and St. Luke’s in March and October they begin to fill their openings with visiting students.
- Visiting students are placed in open electives at Truman and CBM 6-8 weeks prior to the start of the elective. If you haven’t requested your elective prior to that time, you may miss out.
- If you are interested in a Family Medicine elective at TMC-Lakewood, the Career Advising, or the Directed Readings in Leadership electives, the request must be submitted at least 12 weeks prior to the start date.
- If you are going to change your mind about an elective, do so early. **Curriculum Council will only allow changes in electives one month prior to the start of the elective month.** This is because hospital staff makes schedules in advance of the rotation that are based on your participation.
- Students are required to have electives from three different clinical categories. You can tell what category an elective is by its course number.
  - MED 98xxC1 = Community and Family Medicine
  - MED 98xxC2 = Internal Medicine
  - MED 98xxC3 = Neuro/Psychiatry
  - MED 98xxC4 = Obstetrics & Gynecology
  - MED 98xxC5 = Pathology
  - MED 99xxC6 = Pediatrics
  - MED 99xxC7 = Radiology
  - MED 99xxC8 = Surgery
  - MED 99xxC9 = Miscellaneous (Emergency Medicine, Ophthalmology, Radiation/Oncology, etc.)
- Avoid putting your last clinical requirement too late in Year 6. If you have to repeat a rotation or have some other problem, you will have limited flexibility to get your requirement in.
- One of your three electives must meet the critical care requirement set by the Curriculum Council. Because there are a limited number of these electives at UMKC, students who put off the requirement until Spring of Year 6 may have little say on the placement or timing of this course.
Out-of-Town Electives

Are they necessary? Not absolutely. The most common reason to go to a certain institution is to learn more about the place, see it for yourself, and to give your application a little more weight at the programs where you rotate. It can help to get your foot in the door at a competitive place or in a competitive field. Working at big-name places or with well-known people in the field will add prestige to your application. Additionally, there may be a perception of people on either coast that Midwesterners will not leave the Midwest; doing rotations on the coasts can help show that you do not fit that stereotype.

When to do them? The ideal time to do out-of-town electives is July-September.
- It is possible to do them in October, November, or even December, but realize that doing them at that time will be too late to get a letter of reference for your application.
- Those months are – for the same reason – the busiest time for out-of-town electives, so it is best to get the applications in early.

How many to do? This is dependent upon your schedule, financial resources, and competitiveness of the specialty.
- Because of DoRo, Humanities, Step 2, and other requirements we have as part of our curriculum, it may be difficult to find 3-4 months during July-October in which to do the rotations. Unless you are off-track with your schedule, you should have at least 2 months available for out-of-town electives.
- Because new residents start at hospitals in July, some electives aren’t offered during this month.
- Most programs require only a nominal monetary application fee, but housing may be extremely expensive, depending upon where you go.
- If you are applying to a competitive specialty, it would be advantageous to do more out-of-town electives to increase your chances of matching.

Where to go? This is entirely up to you, the applicant.
- You should research programs and create tentative list of programs to which you may apply. From this list, choose from your top choices.
- Apply to more schools than you have available time, as it may take the school a long time to respond. Some do not respond until 30 days before the rotation begins; this makes it difficult to make housing and travel arrangements.
- If you are doing an out-of-town elective during the interview season, make sure you have easy access to a major airport. You don’t want to incur extra costs flying out of a regional airport. You also don’t want to waste your valuable days off traveling by car to a major airport.

How to apply?
- Applications for out-of-town rotations are handled through the medical schools that are affiliated with the hospitals.
- Most schools have a deadline for out-of-town rotations in July-October, which is usually in April or May. You can look this information up on the VSAS site, or contact the institution.
- VSAS (Visiting Student Application Service) is an online service provided by the AAMC. VSAS houses your application materials and makes them viewable to a large number of medical schools. VSAS website: https://services.aamc.org/20/vsas/
  - Many schools now use the VSAS system for their application process. Schools in this program list their catalogs on the VSAS website. Additionally, many schools have more detailed catalogs on their own website. VSAS should provide you with the link to this catalog.
  - While you can view elective catalogs online without an authorization, you can’t begin to apply to schools without first contacting Mr. Steve Pankey(pankeys@umkc.edu) to receive authorization to work in VSAS.
  - VSAS requires an application, immunization history, a transcript, and proof of good standing as a medical student. Additionally, you can upload a CV, personal statement, photo, and/or a letter of recommendation.
o VSAS charges you for each school to which you apply, but you can apply to as many electives at that school as the school will allow without being charged again. A few programs will charge a fee in addition to the VSAS fee.

o The VSAS catalogs indicate which electives are offered but not necessarily which are open. To avoid unnecessarily paying fees, we recommend you politely contact the school coordinator to see if there are spaces. Some schools receive so many applications that they may not be able to respond.

o As you start the VSAS process, you will need to request an official transcript using a transcript request form from Ms. Cherie Burton. Once she receives your transcript, she will upload all your documents into the system and verify that you are a student in good standing. Leave a few days for all this to happen.

• Paper
  o Some schools still have a paper application process. This can be facilitated by Ms. Cherie Burton who can type all the school related information on your application. She will add to the application a letter of good standing, proof of liability insurance, and your immunization records. Most applications will ask for a signature of the Dean or Dean’s Designee. Those forms are signed by Dr. Brenda Rogers and can be left with Ms. Burton.
  o Transcripts can be requested the same way as for VSAS.

• Besides being accepted by the host institution, you also need approval from UMKC to take the elective.
  o Once you have been accepted by the host institution, contact your ETC and tell him or her where you will be going and when.
  o Check the electives database for your elective.
    ▪ If your elective is in the database, your ETC will need to give you the numbers needed to update your Pathway enrollment.
    ▪ If your elective is not in the database, it has not recently been reviewed by the Council on Curriculum. You will need approval by completing the New Elective Description form and returning it to your ETC.
      • The Council on Curriculum must approve new electives at least one full month in advance of the elective rotation start date.
      • Failure to complete these forms in a timely manner could result in a No Credit for the month.
  o Approximately two weeks into the elective, log in to your Oasis account and fill out the evaluator information form. It is very short, but it can help track down any missing grades or information regarding your elective rotation.

Other Helpful Ideas
• If you have a friend in the area, and you are going somewhere you can take a car, then this would be the best, cheapest, and easiest option.
• If you have to try and arrange housing, first check with the hospital and medical school; sometimes they provide housing at a large discount, or perhaps for free.
• If you must get an apartment, be aware that it will be very expensive. www.craigslist.com is the first place to check for a sublet. Corporate housing (short-term apartment living) may be another option.
• If you are in a city that has a Step 2 CS testing center, it would be very convenient to take the exam before you leave at the end of the rotation.
Visiting Student Application Service (VSAS) Information

To obtain authorization to use the VSAS website:
Steve Pankey
pankeys@umkc.edu
816-235-1966

VSAS will email you with login/password information.

For assistance uploading and verifying application materials:
Ms. Cherie Burton
burtoncd@umkc.edu
816-235-1940
Med School 4th Floor, Red

For Help Using VSAS:
If your question is not addressed through the VSAS website (http://services.aamc.org/20/vsas/) please contact the VSAS Help Desk by e-mail (vsas@aamc.org) or phone (202-478-9878) Monday-Friday, 9 AM - 5 PM Eastern Time.

Fees:
$35 application fee for the first institution
$15 application fee per institution thereafter

VSAS Process
• The student requests authorization for the VSAS website from Steve Pankey or Cherie Burton.
• The student will receive an e-mail from VSAS with instructions.
• The student can now apply to any school that is registered through VSAS.
• The students upload their picture and curriculum vitae on the VSAS system.
• Cherie Burton can assist in uploading a student picture from OASIS.
• The student can pick up a transcript request form from Cherie Burton or Student Affairs Office.
• The student can fax the form or go over to The Office of the Registrar to request transcript. ($5.00 fee)
• Cherie Burton will upload the student transcript and immunization record. Most schools require a TB test within a year.
  o Additionally, some schools want up-to-date vaccinations. Not all schools require titer, so students are advised to review the individual immunization policies of schools to which they are applying.
  o Students who do need titer should go to the Student Health and Wellness center at 4825 Troost.
• Some schools have their own immunization forms. Print out and complete the immunization form, and take it to Cherie Burton to upload into the VSAS system.
• Cherie will go into the VSAS system to answer verification questions for the student file.
  o Have you completed OSHA course within a year?
  o Have you passed Step I Boards? Provide score only if the school requests it.
  o Are you certified for BLS (Basic Life Support) or ACLS (Advanced Cardiac Life Support)? If yes, provide the month and year listed on your certification card.
  o How many weeks of Internal Medicine Clinic have you completed?

Paper applications for schools not participating in VSAS system
• Cherie Burton must fill out the part of the application required from the UMKC School of Medicine and the application has to be signed by Dr. Brenda Rogers.
• If a letter needs to accompany the application, Cherie Burton will type up a letter (provide what elective you are applying for and what month).
Career Planning

Career Planning and Residency Match
M4-205G

Felix Okah, M.D., M.S.
Assistant Dean for Career Advising
okahf@umkc.edu
816-235-3593

Connie Beachler, M.A.
Career Counselor
beachlerc@umkc.edu
816-235-1811

Alison Troutwine
Administrative Assistant
troutwinea@umkc.edu
816-235-1900

The Career Services Office assists medical students at every class level in their career planning and residency program application process. Services are based on the AAMC Careers in Medicine program at https://services.aamc.org/careersinmedicine and include the list that follows. On request, tailored presentations are also given on CV preparation and interviewing skills for students in the MSA, MSB, PA and graduate certificate programs.

• Individual counseling and class presentations on how to:
  o Assess personal compatibility with different career paths
  o Explore specialty options and make an informed choice
  o Construct a Curriculum Vita and Personal Statement
  o Research residency programs and prepare to be a competitive applicant
  o Interview skillfully and follow up properly

• An up-to-date database of physician specialists in the Kansas City area and elsewhere who are willing to mentor students in their specialty exploration and choice.

• An annual Career Fair and residency program director forums, to assist students in selecting a specialty and becoming a well-prepared applicant for residency programs.

• Liaison with the School of Medicine’s student interest groups, e.g., Emergency Medicine, Surgical Society, Pediatrics, etc. to assist with members’ career planning process.

• Preparation of the Medical Student Performance Evaluation (MSPE) for each graduating senior.

• Process residency application materials - including letters of recommendation, transcripts, board scores, etc. -- via the national Electronic Residency Application Service.
The Curriculum Vitae Basics

CV for Letter Writers
- You will need to create a CV to give to letter writers as well as to your interviewers at residency programs.
- Include enough to allow the writer to support your candidacy and convey a sense of who you are.
- Keep in mind that the basic purpose of a CV is to summarize your education, work, and life experiences.
- Be concise. You should never exceed two pages. (Few will read through more than this).
- There are many ways to format a CV and you should do what represents you the best.
  - Leave some white space. Crowded CVs are less attractive and harder to read.
- Your format should reflect your own style but retain a professional appearance.
  - Check out the Careers in Medicine website (noted earlier) for sample formats.
- If you decide to include a picture, be professionally dressed against a solid background.
- After posting your contact information at the top, your first category should always be education. After this, the order of categories is up to you.
- Common categories include:
  - Work experience
  - Research
  - Publications
  - Honors and Awards
  - Extracurricular Activities
  - Leadership Activities
  - Professional Memberships
  - Community service
  - Hobbies and Interests
- Title and sequence categories according to what presents you in the best light as well as what is most valued in your specialty choice (e.g., research or community service).
- Combine categories if necessary in order to have more than one or two items per category.
- Organize each category chronologically when possible, starting with your most recent activities.

The Personal Statement
What is it?
The personal statement is a critical part of your residency application for many reasons:
- It is the only portion of your application not based upon scholastic achievement or a letter writer’s perspective of you.
- It is something over which you have complete control.
- The personal statement gives a residency program a better idea of who you are as a person.
  - Are you sincere and thoughtful in your expressed interest in the specialty?
  - Are you who they are looking for in a resident?
  - Do your career goals fit with the mission of the program?
- It may be used as a part of their selection process.
- The personal statement is a way to distinguish you from other applicants with similar academic achievement.
- During your interview, it can be used as conversation and most likely will be brought up at some point during your interview day.
- Your personal statement should be written over a period of time. Start with a brainstorming session, then a rough draft. Leave it alone for days or even weeks, then return with fresh eyes and continue or re-start your statement. Allow plenty of lead time (2-3 months, ideally) for the entire process.
- Have your ETC, the SOM career counselor, docent and/or trusted others critique it.
- It should only be one page:
When entering your personal statement, ERAS recommends typing directly into the space instead of pasting from a TEXT file (.txt). They have their own format and font. Print out your personal statement from ERAS to ensure it only occupies one page.

On average, a residency program director reads the personal statement in three minutes. In that time, you want them to know who you are as a person and why you are interested in that specialty.

What is it not?

• The personal statement is not equivalent to your CV. Do not list your accomplishments. It should be a reflection of your personal and professional growth and you may include those experiences or accomplishments from your CV that are relevant.
• It is not a place to discuss why you wanted to become a doctor. That was the purpose of your medical school admissions essay; write about your specialty choice instead.
• A document in which you can get away with exaggerating, plagiarizing or misspelling – nor should you hire someone to write it!

What should I include?

• Why (fill in your specialty)?
  o What got you interested?
    ▪ Personal connection or experience
    ▪ Patient encounter
    ▪ Specific aspect of your specialty
  o How did you make your choice?
    ▪ This will be a question you are consistently asked during each interview. If you develop this portion of your personal statement, you will be prepared for your interviews.
  o What experience in that field have you had?
    ▪ Rotations
    ▪ Research
    ▪ Publications
• What particular skills and qualities do you possess which are valued in that specialty?
• What are you looking for in a residency program? You should be developing a list of things that are important to you and may want to include these in your personal statement.
• When tailoring your personal statement to a particular program (highly recommended!) – What strengths and qualities do you have that make you a good match for that program? A little research will uncover what they value and seek in a resident.
• What are your career goals?
• Where do you see yourself in 5 years? This is a question you are guaranteed to be asked during an interview.
• What do you hope to contribute to your field?

Other helpful tips:

• Be creative, but not overly so. There is a fine line between clever and artistic vs. inappropriate or offensive.
• Have a theme or something to organize your thoughts. If you begin with a quotation or an anecdote, it should set the stage for the rest of the document.
• Personal experiences that influenced your specialty choice are good to include and can make for a more interesting statement.
• You may describe a patient encounter that influenced you- but take care not to reveal too many identifiers as HIPAA also applies.
• Do not write about all of the positives or benefits of the specialty. The reader knows these already.
• Be concise. The personal statement should not be longer than one page.
Letters of Recommendation (LOR)

How to ask?

• Every program in almost every field will require, but not limit, the number of letters to three. (A few require four). There is no limit, however, to the number of letters you may ask for, and remember that you can choose which letters go to which programs.
• It is best to ask early and in an appropriate manner. For example, if you wish to ask your docent for a letter, it would be best to schedule an appointment to speak to him/her about it, instead of just stopping them in clinic.
• Also, it is important to provide your letter-writers with three documents: a personal statement (a draft will suffice), a CV, and the official LOR forms from ERAS with your name and AAMC number filled in at the top. These forms should be given to the letter-writer in a stamped, addressed (to Alison Troutwine) envelope. In addition, on the ERAS LOR form, make sure the box waiving your right to see your letter is checked.
  o In the SF Match, the letter-writers will give the applicant the LOR in a sealed envelope that requires the letter-writer’s signature over the seal, instead of mailing it directly to UMKC.
  o The LOR are then sent with the complete application to the SF match (the Central Application Service, or CAS, receives all correspondence for the SF match) by the applicant.
• If you are not especially close with your letter-writer, and feel that they should get to know you a little better before they write your letter, schedule a session (or two) to speak with them about your short and long-term career goals, your thoughts about where you want to go, and any other information that you would want them to know about you.
• Beware of the mediocre letter from a letter-writer who barely knows you but agrees to write the letter. If that is a concern, ask the letter-writer directly, “Dr. Jones, do you feel you know me and my work well enough to write me a strong letter of recommendation?”
• If you know you are going to ask well ahead of time, ask as early as possible, because there is significant variability in how long it takes for letter-writers to turn in the LOR. Providing them four weeks’ notice is ideal – and the courteous thing to do.
  o A caveat to the above point – wait until you have worked with the letter-writer to ask for the LOR.

Whom to ask?

• If you are applying for anything that relates to general medicine, like IM, Pediatrics, OB-GYN, ER, Neurology, Dermatology etc., then your docent and the local chairman or program director (though the director may have a conflict of interest if they really want you) of that particular field would be an appropriate choice, though it is by no means an absolute necessity to ask anyone.
• If you are applying for surgical fields, then the decision is up to you. Use your judgment on deciding whether to have an IM doctor write a letter for you – ask people who have gone into that particular field. The only reason you might consider this is if you know your docent will write you a fantastic letter. Otherwise, it is best to have letters from people within your chosen field. If possible, get a letter from the chairman of the department at Truman, SLH, or KU.
• If there is no such person in town, then you are probably applying to a very exclusive and competitive field, and you are likely doing out-of-town rotations in said field. If this is the case, a letter from the chairman of the department at an outside institution will be just as good, if not better, than one from a person in town. Small fields are small worlds, and name recognition means more than in other fields, so look to work with and ask for letters from the notable people.
Other helpful tips

• If you rotate somewhere out-of-town, do not hesitate to get a letter from someone at the program, especially if you want to go there. In fact, if they really like you, you can ask them instead of a letter, to call/write the program director of that program only. Letters from the institution itself always mean more than outside letters, so if you really like the program (or if you are working with any notable names), go ahead and ask for a letter.

• If you are applying for a procedure-oriented field (General/Orthopedic Surgery, Ophthalmology, Otolaryngology, Urology, Anesthesiology), it may behoove you to keep a procedure log of the cases in which you participated with the attending physician whom you are asking for a LOR.

• The best time to ask for a letter from an out-of-town source is in the third week (of a 4-week cycle) of the rotation; be sure to meet the physician in an office setting to ask in a more formal way, and provide him/her with a personal statement, CV, a cover letter written by you, and the official ERAS forms in a stamped, addressed envelope.

• After Match, be sure to call and thank your letter-writers.

Using ERAS to Generate a Curriculum Vitae

ERAS CV

• ERAS will automatically generate a CV for you. However, the format is set. You cannot change headings, order, font size, style, spacing, etc. This is the CV that programs will see and download (and often have in front of them when you are interviewing).

• Your ERAS CV is compiled from the application information you enter. While there are twelve sections to the application, there are really only three that are more than background information.

• Section 5 is entitled Experience. You must classify each experience as work, volunteer, or research. If you don't know how to classify something, ask yourself if it was research related. If the answer is yes, then you must list it as research. If the answer is no, then ask yourself if you received monetary compensation. If yes, then list it as a volunteer experience. You must also enter:
  - Organization name
  - Your position
  - Supervisor name
  - Description of duties – be as specific as possible
  - Reason for leaving
  - Dates of experience

• Section 6 is entitled Publications. You must enter:
  - Title of publication
  - Authors/presenters
  - Publication/organization
  - Month and year of publication
  - Volume number and pages

• Section 12 is entitled Miscellaneous. You are first asked two questions: if you have any limiting aspects and if your medical education was interrupted or extended for any reason. Any affirmative response requires you to enter an explanation or description in 510 characters or less (including spaces). This section also has separate text boxes to enter:
  - Languages in which you are fluent (Can you conduct an interview in this language?)
  - Hobbies and interests
  - Medical school awards
  - Other awards and accomplishments – include community, too.
  - Membership in honorary/ professional societies
Helpful Hints

- Don't feel compelled to list everything you have ever done. This can be distracting, especially if done in a laundry list fashion. Your CV should reflect themes. Coming from UMKC, you will be viewed as a focused, goal-oriented candidate. Use this to your advantage. Show that you have pursued interests and not just randomly partaken in activities.
- Use short descriptions under items. This can generate interest, tie experiences together, and help shape the way the item is viewed. Do not describe self-explanatory items. Remember, brevity is the soul of wit. (No more than a few sentences!). The CV should not explain everything, but rather spark interest in you.
- Use action verbs, e.g. ‘organized’ and ‘edited’ and avoid the use of the word “I”.
- A short description is especially useful for job duties with work experiences and community service-type activities. Try consolidating various activities under the organization name (i.e. Make-a-Wish) instead of listing each time you volunteered. Then, in the description, mention that you organized or helped with A, B, and C activities.
- If you are listing an award or honor that you have received, include a single-sentence explanation for those that are not self-explanatory. This ensures that the reader understands its significance.
- Use common sense; be cautious about listing an interest group, professional society, or experience in a field other than your own. If you do this, be able to both explain how this changed your career choice and show that you have explored your career choice more than the other field.
- Be able to have a conversation, preferably a good one, about anything listed on your CV. Listing a more unique hobby can be a great conversation piece at interviews. Listing several may alienate a program director. If it is listed, it will come up somewhere on the interview trail (So don't list things you didn't do in an attempt to make your application look better!).
- If you have time, try to be able to list at least one or two things in each major area. Programs understand that you have had less time than most other applicants. As such, deficiencies in areas such as research or community service will be looked more favorably upon if you have at least explored the area. It is even better if you can tie these activities into themes in your application. For example, research in your field or a service activity related to an interest or hobby.
- It is better to list research as 'in progress' or 'submitted for review' than to not list it at all. You can always provide a program with an updated CV when you interview (and you should if you have significant changes).
- Some interviewers will Google the research you list on your CV and ask you about your involvement. They may also check out your Facebook page.
- Don't be confined by the space on the ERAS CV! You have some leeway to be interactive or creative. Prior students have written things such as, "Ask me about..." This can set your application apart and create interest in inviting you out for an interview.

Researching Residency Programs

Gathering Information

- The first and most important step requires that you figure out the criteria you will evaluate the programs with and what characteristics are important to you and your career goals (i.e. continuity clinics, extensive surgical subspecialty departments, etc). This takes a lot of work, so start early.
- Many of you will be applying to a large number of programs (>40-50), so break them up. Assess what programs you want to consider before you start collecting the information.
- In addition to helping you establish your application list, this background information will help you decide what interviews you want to accept.
- The information about each program should be organized in whatever way you choose (one notebook, separate manila folders). You should review this information thoroughly and often.
- Start considering the “Rank” of your chosen programs before you apply.
- Clearly understand your “Ranking” when accepting your interviews.
Where Should You Get the Information?

- **Residency Programs**
  - Websites and FRIEDA provide contact information for each program.
  - Do not hesitate to e-mail or write postcards to the programs requesting information. Most programs provide packets of information.
  - It would be a good idea to set up a database (such as MS Word Mail Merge) to help you. Electronically label your written communication so that thank you notes can be easily addressed in the future.

- **Career Mentor**
  - The mentor must understand what information is important to you and they must have an accurate evaluation of your character.
  - Provides subjective interpretation of reputation
  - May provide contacts with programs to help gain more information
  - Helps provide subjective opinions about program personalities, benefits and flaws

- **Faculty**
  - Can be biased toward their own program
  - May provide contacts with other programs
  - Subjective opinions about programs
  - Seek opinions from junior faculty who trained at other programs

- **Residents**
  - A very good resource for inside information about their program
  - Can be very good for other programs too, they applied only a few years prior
  - Good to understand geographic information about programs
  - A great resource while on away rotations
  - Fellows from other institutions are a great resource too
  - Contact information will be available through your docents and Student Affairs Office regarding current residents and faculty in your chosen field who have agreed to help out UMKC students.

- **Other Students (or Graduated Students)**
  - **Share information with each other**
  - Give feedback about program encounters
  - Discuss programs with other students you meet at away rotations and along the interview trail
  - We have started a database of programs where the 2006 class interviewed that may shed light on the programs to which you want to apply.
  - Do not hesitate to contact UMKC graduates regarding residency programs

- **Careers in Medicine**
  - Produced by the AAMC

- **FRIEDA (Fellowship and Residency Electronic Interactive Database)**
  - Produced by the AMA
  - Very good resource regarding objective information about schedule and benefits
  - Links to program websites
  - Contact information for program

- **Graduate Medical Education Directory (“The Green Book”)**
  - Print version of FRIEDA
  - Annually updated catalogue of programs
  - Can get in UMKC Health Science Library
  - Can order from AMA
Interviews

Scheduling Your Interviews

- Review **possible** interview dates before interviews are offered
  - You must know quickly what dates you prefer.
  - Consider preliminary planning of coordinated trips to minimize expenses to interviews at programs in the same vicinity.
  - Respond quickly to invitations.
- To ensure your interview spot, you must speak with the coordinator or get a response via e-mail.
- Do NOT be afraid to overbook your interviews.
  - Do not wait for another invitation to schedule an interview to which you are already invited!
  - If you get the interview you want, you can cancel others later.
- Courteous canceling of interviews:
  - Cancel as early as possible.
  - Speak directly with the coordinator.
  - Ask about alternate dates or times that fit in your schedule, they may create special dates for you.
- Keep a final schedule of your interview dates.
- If you are doing an out-of-town elective during interview season, do not be afraid to attempt to schedule interviews during your rotation. Realize, however, that missing rotation days even for legitimate reasons should be avoided if you are trying to obtain an LOR or strongly considering the program at which you are rotating.
- Conventional wisdom explains that interviewing in the latter half of the interview season will help keep you fresh in the committee members’ minds when rank lists are created.
- Consider scheduling early interviews with programs not particularly high on your list. You can use these occasions to practice your interviewing skills and ’get the kinks out’ for later interviews.

The Mock Interview

- It would be important to schedule a mock interview with someone you trust will give you good feedback and who has experience in residency interviews (especially in field of your choice).
- Many times, your docent is a good resource for mock interviews.
- The Student Affairs Office will be scheduling mock interviews for MS-VI students during the months of September through November. The schedule is released at the beginning of September.
- Perform in this interview just as you would like to execute in the actual interview. Dress accordingly (see following) and address your interviewer/s formally and respectfully, even if you know him/her already.

Interview Attire

- Early shopping is key. You don’t want to wait until the last minute, only to find nothing that you like.
- For men, a safe bet is a dark suit (blue, gray, black, or brown) with a white or blue shirt and a plain tie. Shoes should be comfortable, clean and polished. Belt and socks should complement the outfit.
- Women should consider dark skirt or pant suit (blue, gray, black, or brown). Consider a nice collared shirt underneath. Shoes should be comfortable (you walk a lot during tours) and polished. The key is to maintain professionalism and avoid dressing provocatively.
- If in a surgical specialty, you may have to tour the OR in a bunny suit. This may entail the removal of your suit coat, and subsequent embarrassment if you have a flimsy or indecent blouse on underneath.