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MD STUDENT HANDBOOK 2022-23

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2022-2023

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ST. JOSEPH CAMPUS

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Students,

It is my sincere hope that you enjoy this edition of the UMKC School of Medicine 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 Ms. Nyia Duncan (nduncan@umkc.edu or 816-235-1811).

Best of luck to you and enjoy the Handbook!

Robert "Bobby" Riss, M.D.
Associate Dean of Student Affairs
Associate Professor of Pediatrics
UMKC School of Medicine
Pediatric Hospitalist
Children's Mercy Hospital

University Resources

Office of Student Affairs

Mission - Student Affairs at the UMKC School of Medicine is committed to assisting students in building skills related to the school's core competencies of effective communication, medical knowledge, practice-based learning and improvement, system-based practice, patient care, and professionalism.

Located on the 4th floor Gold Unit

Phone: 816-235-1900

Fax: 816-235-5593

Functions

- Academic Support
- Advising
- Announcements
- Career Advising
- Degree Verification
- Financial Planning
- Graduation/Commencement
- Scholarships
- Selection (Admissions)
- Wellness

Student Affairs also provides the following resources for students in the M.D. program:

- Class Meetings
- Electives
- Personal Holiday Requests
- Residency/Match
- Student Organizations
- Student Representatives



Office of Diversity, Equity, and Inclusion

Tyler K. Smith, MD, MPH, FAAP

Associate Dean for Diversity, Equity, and Inclusion

tksmith2@cmh.edu

816-235-1780

Doris C. Agwu, MPH

Assistant Dean for Diversity, Equity, and Inclusion

doris.c.agwu@umkc.edu

816-235-6809

The DEI Office serves as the Medical School's primary division for diversity initiatives:

- Providing support and advocacy in academic, financial and personal development matters for under-represented in medicine (URM) identities and other marginalized student populations
- Advancing the Faculty Scholars and Fellows program to support URM faculty retention and advancement
- Managing the Students in Training, in Academia, Health and Research (STAHR) grant with the Admissions Office to implement the Summer Scholars program and Ambassador Mentoring program
- Collaborating with Graduate Medical Education (GME) to support URM and marginalized residents and fellows
- Establishing a required Anti-Racism and Cultural Bias program for all medical students. Hosting the Diversity Symposium with administrative leaders to advance DEI goals across the medical school
- Hosting the Shannon Lectureship that addresses health disparities in our annual lecture during Black History Month
- Creating opportunity, access, equity, and inclusion for any and all emerging diversity issues

SOM Diversity Collaborative Initiatives:



- Diversity, Equity, and Inclusion Council
- Expect Respect Committee (ERC)
- Critical Mass Gathering (CMG)
- Academic Service Learning - Sojourner Clinic
- STAHR Ambassador Mentoring program (pictured above)
- Diversity Residency Advisory Group called UNITED

- Health Sciences Diversity and Inclusion Council
- Collaborative Committee for Faculty Success (CCFS)
- MACS (Multicultural Advisory Community of Students) Student Organizations: APAMSA, SNMA, AMWA, LMSA, LGBTQIA Health District Alliance

DEI Advancing Cultural Competency:

Cultural Competency is having the awareness, knowledge and skill to navigate cultural differences. In medicine, culturally competent health practitioners have the ability to understand and respond effectively to the cultural background (including language and religious beliefs) brought by the patient to the health care environment.

Statement on Discrimination, Intimidation and Sexual Harassment (UMKC 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 the course instructor, clerkship director, supervisor or the mistreatment website:
<http://med.umkc.edu/mistreatment/form/>**

SOM Councils

Diversity, Equity, and Inclusion (DEI) Council - The DEI Council was established 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 other resources.

Faculty Council – The Council serves as the representative of the school’s faculty. The council meets once per quarter (and monthly via conference/WebEx) 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.

Council on Selection - The Council on Selection 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 on Curriculum - The goal of the Council on Curriculum is to provide centralized oversight of a coordinated curriculum that supports the educational objectives of the School of Medicine, including the competencies stated in the Competency-Based Curriculum Guide. 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. The Council is also responsible for the regular review of the entire curriculum and components therein, evaluating learning outcomes, examining pedagogy, and attending to vertical and horizontal integration of content. The Council approves student petitions for changes in curricular plans as necessary.

Council on Evaluation – The charge of the Council on Evaluation 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.

Docent Council – Members of the Council of Docents 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.

Each **graduate program** has its own admissions committee. Each admissions committee includes the Program Director or Department Chair and additional Graduate faculty members who are involved with the specific program.

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 Curriculum

Hannah Suffian (voting)
Julia Dahlke (1st alternate)
Shreya Menon (2nd alternate)

Council on Evaluation

Victoria Cegielski
Neal Shah

Council on Selection

HSD-Fahd Malik
HSD-Jordan Grimmett
STJ-Wesley Stark

Diversity, Equity, and Inclusion Council

HSD-Kyle Ta
HSD-Wes Weske
STJ-Sindhu Balakumar

AAMC

Shreya Majagi (voting delegate for 22-23, completing 2nd year of position in 22-23)
Steven Obiefuna (completing 2nd year of position in 22-23)
Victoria Shi (2-year position, position expires in spring 2024, voting delegate in 23-24)
Kealy Kornitzer (St. Joseph rep, 2-year position, position expires in spring 2024)

Council of Docents

Blue-Lara Makhoul
Gold-Anissa Bernardez
Green-Ryan Deutsch
Red-Thomas Cunningham
Purple-Nila Palaniappan
St. Joseph-Abigail Bowser

National Board of Alumni and Partners

Maya Kosinska (2nd year ending in spring 2024)

Faculty Awards Review Committee

Karishma Kondapalli

Year 3 Class Officers

President-Daniel Song
VP-Alexa (Lexi) Palacio
At-Large Reps—Mary O'Brien and Abbie Poisson
STJ Rep—Ali Khreis

Year 4 Class Officers

President-Shreya Gautam

VP-Lauren Vaughn

At-Large Reps—Audrey Otwell and Harib Mian

STJ Rep—Rahul Jilakara

Year 5 Class Officers

President-Anshul Raman

VP-Sameena Hameed

At-Large Reps-Hari Randhawa and Bianca Ituarte

Year 6 Class Officers

President-Shil Shah

VP-Liesl Larson

At-Large Reps-Rachel Wright and Macy Anderson

Health Sciences Library

M2-101

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 7:30 a.m. to 10 p.m.

Friday 7:30 a.m. to 10 p.m.

Saturday 11 a.m. to 6 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 at <http://libcal.library.umkc.edu/booking/HSL>) 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/off-campus-access>.

The Library's web site is <http://library.umkc.edu/hsl/>. 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/hsl/mobile-health-apps>.)

Please respect others and help all in maintaining an academic learning environment at the Health Sciences Library.

Clinical Training Facility

2429 Charlotte St.
Hospital Hill Parking Structure next to the Health Sciences Bookstore
816-235-1845
Hours: Monday – Friday, 8 a.m. to 5 p.m.

Jennifer Quaintance, Ph.D

Director, Medical Education Support Services
816-235-1958
quaintancej@umkc.edu

Marquis Zweifel

Assistant Director of Simulation Operation
816-235-5355
mlz2b@umkc.com

Shay Kirkendall

Assistant Director of Standardized Patient Program
816-235-1865
srkf85@umkc.edu

Emily Hillman, MD

Director of Simulation Education
816-235-1945
emily.hillman@tmcmed.org



The Clinical Training Facility (CTF) provides skills and simulation experience for the UMKC School of Medicine and its affiliated programs. The CTF not only provides the facility and equipment for task training and simulation, but facilitates the educational process where needed.

The CTF is the home of the School of Medicine's Standardized Patient program, BLS (CPR) and ACLS training programs, and the Emergency Medical Services (EMS) Education program. Available services include access to task trainers, high fidelity simulation, and assistance with curriculum/scenario design, integration, implementation, and presentation.

The CTF is a Training Site for American Heart Association Emergency Cardiac Care programs in the disciplines of Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS).

ACLS courses are held every block for students in the Emergency Medicine rotation, as well as at other times throughout the year as demand dictates. BLS and ACLS initial and renewal courses are also available. A schedule can be obtained by calling the lab. The CTF houses the Emergency Medical Services education program including Emergency Medical Technician (EMT) training and a nationally-accredited Paramedic program.

For more information, including a full listing of the task trainers available in the CTF, please visit <http://med.umkc.edu/ctf/>.

Student Financial Wellness

M4-205A Kristian Brennon, AFC®

Financial Literacy Counselor

Brennonk@umkc.edu

816-235-1807

Navigating Personal Finance

The Financial Wellness Counselor assists students by providing personal financial management education and resources. The Financial Wellness Counselor discusses student's specific financial situation and goals, and empowers them to practice healthy money-management habits. Examples of topics that may be addressed during the student's time in school are:

- Financial goals, priorities, and values
- Budgeting and anticipating expenses
- Saving and planning for emergencies
- Building credit
- Consumer debt management
- Understanding financial aid
- Student loan repayment options and management
- Understanding workplace financials and benefits
- Money mindsets and financial habits
- Planning for off-campus living
- Planning for residency and graduation
- Emergency financial resources and referrals
- Creating positive financial behaviors
- And much more!

Kristian is available for one-on-one counseling to review individual financial goals, guide students in successfully creating and following a budget, and discuss strategies to keep student loan debt as low as possible.

Additionally, students will receive weekly financial tips, resources and scholarship information in the School of Medicine's "In The Know" newsletter.

Why Financial Wellness

Students should prioritize financial wellness as a piece to their overall personal well-being and are encouraged to meet with the Financial Wellness Counselor, attend Financial Wellness events, and take advantage of tools and resources. Year 1 BA/MD students are required to meet with the Financial Wellness Counselor for a financial wellness check-in.

Once students have Matched in their 6th year, it is helpful to meet with the Financial Wellness Counselor to plan for post-medical school finances. Reviewing residency placements, accompanying salary, and loan repayment options will create a solid financial plan upon graduation.

Schedule a meeting with your Financial Wellness Counselor by emailing Kristian at brennonk@umkc.edu to review your specific financial goals.

Financial Wellness Resource Highlights

School of Medicine Financial Wellness On our website, you will find more information about our Financial Wellness services, discover financial literacy topics and tutorials, money management tools, and Financial Aid topics tailored to medical students. Visit www.med.umkc.edu/sa/finance.

AAMC FIRST The Association of American Medical Colleges has developed the FIRST (Financial Information, Resources, Services and Tools) program to guide students financially through medical school. You can find a variety of personal finance topics, calculators, and informational videos at www.aamc.org/first.

AAMC Financial Wellness In addition to FIRST, the AAMC has developed an online personal money management dashboard. Students can create a free account and have access to build their budget, track expenses, complete financial literacy courses, create financial goals, and more. Visit www.aamcfinancialwellness.com and register as a student at University of Missouri – Kansas City today!

Financial Wellness Syllabus

Upon graduation, students will have an understanding and personal application of the following concepts:

DEBT REDUCTION STRATEGIES: Students will be able to identify ways to decrease their reliance on student loans by completing the FAFSA annually and finding external scholarships and the UMKC Scholarship application.

SMART BORROWING: Students will be able to understand their student loan options, make educated choices regarding aid to accept, complete a spending plan for each semester of attendance, and identify resources to aid in living within their means.

LOAN REPAYMENT: Students will be able to identify alternate ways to pay for medical school and knowledge of repayment and forgiveness programs after graduation.

GOAL PLANNING: Students will be able to develop specific financial goals and identify actions steps to reach those goals.

FINANCIAL CAPABILITY: Students will be able to manage their financial wellbeing by applying knowledge and skills learned to their personal financial situation.

FINANCIAL BEHAVIOR: Students will be able to recognize how social and personal values intersect with financial beliefs and actions and link these financial values to their behaviors and goals.

Wellness Program

M4-205E

Niloofer 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 by offering wellness programs, workshops, and 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 choices 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 sub-optimal 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. Coaching sessions 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 services, as described below:

WellConnect:

In addition to the UMKC Counseling Center – which all UMKC students are entitled to utilize for free – the School of Medicine also offers its own contracted counseling service called WellConnect. WellConnect is a nationwide counseling and resource referral service provided free of charge to students and their household members.

Students simply call the WellConnect phone number at 1-866-640-4777 to find a counselor in their area. Students are entitled to six FREE sessions. Students have the option of in-person therapy, online therapy or phone counseling sessions. Students may also use WellConnect as a 24/7 crisis line. The person who answers the phone is always a licensed therapist and is available to talk you through any anxiety or crisis.

Benefits of WellConnect for medical students include:

- Ability to seek therapy no matter where the student is located (home for the summer, away on a research elective or preceptorship). Since the network is nationwide, the student can call to find a therapist wherever they are in the country and is entitled to 6 free sessions
- Evening and weekend hours – since the therapists in the WellConnect network are often in private practice they have more flexible hours which can be more conducive to student schedules
- 6 free sessions for household members – 6 free sessions are available to a student’s household members as well so if your roommate, mother, child, etc. is in need of counseling they are also welcome to utilize the WellConnect service even if they are not a medical student
- Telephone therapy option for those unable to drive to a therapist or who feel more comfortable speaking to someone over the phone
- Increased sense of confidentiality as WellConnect therapists are not affiliated with UMKC

For any questions about or any issues in utilizing WellConnect please email shahmohammadin@umkc.edu
Read more about WellConnect here: <http://med.umkc.edu/student-assistance-program-offers-confidential-access-to-full-range-of-life-services/>

The Wellness Wing

The Wellness Wing is a designated relaxation space on the 5th floor of the School of Medicine that is open 24/7. The space is ideal for unwinding between and after classes and you can find:

- Free tea
- Puzzles
- board games
- coloring books
- novels
- magazines
- art supplies
- massage chair
- sports equipment (for checkout and use on the lawn),
- aromatherapy oils
- First Aid Kit
- And more!

Wellness Council

The Wellness Council is a student group that serves as an advisory council to the Wellness Program Coordinator and as Wellness Ambassadors to the student body. The council’s aim is to discuss ideas for wellness programs and how to combat stigma and mental health issues at the medical school. The Council also has a Facebook group to discuss ideas. Please join the group by visiting [@umkcwellness](#) on Instagram for more information.

How to Set Up a Private Wellness Session

A note from Niloofar Shahmohammadi, M.A. – Wellness Program Coordinator

If you're struggling with **stress, anxiety, time management, depression, roommate issues, relationship or communication problems, eating well, sleep troubles, or anything else (really!)**, I am available to talk you through it and/or help you determine your next steps.

You may not know that **I have a Master's Degree in Counseling and Guidance, with an emphasis in Couples and Family therapy**, with plenty of experience working one-on-one with students and clients regarding all kinds of mental health, wellness, and relational issues.

Oftentimes, I am able to talk a student through an issue in just one session. I am able to provide clear action steps on how to resolve a conflict with a roommate, how to help a friend, how to manage time better, etc. If it seems that an issue is going to require multiple sessions of intensive work, to heal family conflicts or past traumas, I will often provide some immediate guidance and action steps, but will then refer you to WellConnect or the UMKC Counseling Center for further therapy. But for many issues, students are able to gain perspective in one session and then come back periodically to check in with me or to update me on the situation and gain a bit more perspective.

I know that as students, your time is valuable, so **here are some things to note that will make setting up a session easier:**

- 1) **The BEST way to reach me is via email**, at shahmohammadin@umkc.edu. Sometimes strange things happen with voice mails or I may not be in my office if you call or drop by, but I will always see and respond to my emails during normal business hours unless otherwise noted on an out-of-office reply. If for some reason you did not get a response to your email (or phone call) please don't hesitate to call or email me again!
- 2) **You are ALWAYS welcome to simply drop by my office.** If I'm in, I am happy to stop what I'm doing and speak with you, if possible. Many times, however, I have meetings outside of my office, or I am at the Volker campus for office hours. Therefore, the best thing you can do is to email me before you stop by to see if I'm there, or, email me afterwards if I wasn't around to set up a session as soon as possible.
- 3) **Our session will be kept 100% confidential, except in cases where I believe you are at risk of harming yourself or someone else.** I will always keep what we talk about private and will NEVER share anything we talk about with other students. In fact, many students have come to talk to me about a roommate, then the roommate comes to talk to me about the first person, and I don't let on that I know anything about the situation. I also do not share information with faculty or staff, EXCEPT in cases where I need to consult with your ETC or with Cary Chelladurai, Manager of Student Affairs and/or Dr. Bobby Riss, Associate Dean for Student Affairs, because I believe you may be at risk for harming yourself or someone else. In such cases, great care is taken to keep the information to only the staff and faculty who need to know and, again, the information is never shared with other students.
- 4) **If you've been thinking of setting up a session – set up a session! Don't hesitate!** Most students find that the experience is not at all scary, and is often beneficial. If you've been toying with the idea of coming in to talk, don't wait! There have been many instances of students who waited too long to talk about an issue, sometimes waiting until it's too late. I promise it's not scary, I have plenty of tissues, and even just airing your problems can make all the difference!

UMKC Counseling Services

5110 Oak Street, Suite 201

Kansas City, MO 64112

816-235-1635

<http://www.umkc.edu/counselingcenter/>

Oak Street Location

Monday-Friday 8:00am – 5:00pm

Brief walk-in crisis appointments: M-F 10:00am and 2:00pm

Hospital Hill (HSB) Location

Open Position Waiting to Be Allowed To Fill This Position

The mission of Counseling Services is to foster the psychological well-being, personal development, and educational potential of our diverse student, faculty, staff, and campus community.

Counseling Services has a diverse professional staff equipped to assist clients with a wide range of personal, emotional and relational difficulties. An initial appointment is scheduled with one of the staff counselors by calling the main number at 816-235-1635. In case of crisis or emergency, please utilize the daily walk-in hours.

Counseling Services hopes to resume services on the Health Sciences Campus in the future once our position is unfrozen and allowed to be hired.

Counseling Services provides the following services to all UMKC students:

- Individual & Couple Counseling
- Group Therapy
- Workshops and Trainings
- Crisis Intervention
- Consultation
- Assessment (text anxiety, learning disabilities, attention and focus, etc.)
- Alcohol and Substance Abuse Prevention
- Referral to community resources
- Outreach

UMKC RISE (Resources, Intervention, Support, & Education)

108A Haag Hall
Volker Campus

Office Hours

Monday–Friday 8:00 am to 5:00 pm

Michelle Kroner

Advocacy and Crisis Intervention Specialist and T9 Education Compliance Administrator
816-235-1652
kronermm@umkc.edu

Maya Burtin

Outreach and Prevention Education Coordinator and Green Dot Administrator
816-235-5560
mburtin@umkc.edu

Our Mission

The mission of RISE: Resources, Intervention, Support, & Education is to positively impact UMKC’s response to all forms of sexual harassment, including sexual assault and sexual violence, gender-based violence, stalking, and relationship abuse, through support services, advocacy, training, educational programming, and outreach to our campus and the Kansas City community.

Our Goals

The goals of the RISE: Resources, Intervention, Support, & Education are:

- To provide a safe space for confidential support for victims and survivors and their allies;
- To provide referrals and information to those affected by sexual assault and sexual violence, gender-based violence, stalking, and relationship abuse;
- To unify campus resources through the coordination of existing services which address the issues of sexual assault and sexual violence, gender-based violence, stalking, and relationship abuse; and
- To assess campus needs for training and educational programming and to offer such opportunities meant to address the prevention of and response to sexual assault and sexual violence, gender-based violence, stalking, and relationship abuse.

RISE as a Confidential Resource

As a confidential resource, RISE will not convey any personally-identifiable information to UMKC’s Title IX Coordinator or any other University officials without your permission and is exempt from [Mandated Reporting](#) (link) at UMKC. Therefore, any information you provide to **RISE** will not be considered to have been reported to the University for the purposes of tracking or investigation.

However, in rare situations, **RISE** may be required to disclose the information shared: 1) when **RISE** believes there is imminent harm to self or others or 2) as required by law. **RISE** is also required to share with the University’s [Title IX Coordinator](#) (link) and [UMKC Police Department](#) (link) de-identified aggregate information regarding reports of any and all possible criminal offenses that occur on-campus or within close proximity of the University as required by the [Clery Act](#) (link), including those related to acts of sexual misconduct. As part of this disclosure, **RISE** must

provide as much information as is known about the date and time of the incident, the general location, and the basic nature of the incident.

Though the information shared with **RISE** is confidential, it is not considered privileged and is therefore subject to disclosure or discovery and can be asked about in testimony as part of a legal proceeding. As such, any individual employed by or volunteering for **RISE** may be required to share information that is considered confidential under University policy but is not privileged under law.

LGBTQIA Programs and Services

5100 Cherry Street
Student Union, Suite 320
Rainbow Lounge – Student Union Room 325

Todd Wells (He/Him/His)

Assistant Dean of Students for Student Engagement
Director, Office of Student Involvement
816-235-1407
wellsta@umkc.edu

Anthony Maly (He/Him/His)

Senior Program Manager
816-235-1407
malya@umkc.edu

Zachary Parker

Assistant Director of LGBTQIA Programs and Services
816-235-1639
zparker@umkc.edu

Visit us at:

Web: info.umkc.edu/lgbt
Facebook: www.facebook.com/umkc_lgbtqia
Twitter: twitter.com/UMKClgbtqia

The Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, 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.

LGBTQIA Health District Alliance Student Group

Dr. David John

UMKC Faculty/Staff Advisor

johnda@umkc.edu

816-235-1922

The purpose of this organization shall be to support lesbian, gay, bisexual, transgender (LGBTQIA) students within the UMKC Schools of Medicine, Nursing, Pharmacy, Dentistry and Health Science, as well as to provide services to create a more open and inclusive LGBTQIA-friendly campus. In addition, the mission of the LGBTQIA Health Alliance is to improve healthcare for lesbian, gay, bisexual, and transgender patients. We work towards this goal by educating medical, dental, nursing, pharmacy and health science students on health disparities in this population and the factors that may affect their access to care and their quality of care.

Lactation Room

SOM Second floor

M2-309

The Lactation Room for nursing mothers is available at the School of Medicine to serve students, residents, faculty, and staff. The Lactation Room is on the second floor of the School of Medicine in room M2-309. The area is approximately 68 square feet, and has a comfortable chair, a small refrigerator, a sink, and a combination door handle. The room is also equipped with an 'in use' light. For your safety and privacy, an access code is required to use the room. The access code can be obtained by contacting the GME Office at 816-235-6627, or by stopping by room M2-202. This initiative was part of a cooperative effort between the Office of the Dean and the School of Medicine Staff Association.

Policies and Procedures

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:
 - 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.
 - 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.
 - 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.

Technical Standards

Because of our obligation to ensure that patients receive the best medical care possible, certain abilities are required of our students. All students of medicine must possess those intellectual, emotional, mental, and physical capabilities which are necessary to participate fully in the curriculum and which are essential to achieve the levels of competence required by the faculty.

Candidates for the medical degree must demonstrate the ability to work as an effective member of the health care team and must be able to observe and perform a variety of procedures. Intact sensory and motor functioning is required for accurate observation and the competent performance of procedures. Candidates must be able to observe and evaluate a patient accurately, at a distance, and close at hand. This necessitates the functional use of the senses of vision, hearing, touch, and sometimes smell. A candidate must be able to communicate effectively, to hear and to observe patients in order to elicit information, to describe changes in mood, activity and posture, and to perceive nonverbal communications. The candidate must be able to communicate effectively in oral and written form. Candidates must have sufficient sensory and motor function to elicit information from the physical examination by palpation, auscultation, percussion and other diagnostic maneuvers, in a timely manner.

Problem solving is a critical cognitive skill demanded of physicians, and it requires the intellectual abilities of measurement, calculation, reasoning, analysis and synthesis. In addition to these skills, a candidate must possess the high moral and ethical standards demanded of physicians and the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients.

Because of the above essential functions, the School of Medicine strongly discourages the use of surrogates to perform these functions as a reasonable accommodation for persons with disabilities. While each application is reviewed individually, it is necessary that each degree candidate himself or herself be able to observe and perform each task required by the curriculum of the school. Similarly, the school does not consider the waiver of required examinations a reasonable accommodation for individuals with learning disabilities. Learning-disabled students, when appropriate, * may be granted additional time on required examinations and may be examined in separate testing facilities or accommodated in other reasonable ways, but they will not be exempted from the requirement to take and pass such examinations. In addition, they will not be provided more opportunities to complete coursework or required examinations than given to the other students. All students must adhere to the course or clerkship syllabus and all of its requirements.

The University of Missouri-Kansas City School of Medicine Council on Selection will review qualified applicants who are unable to meet the technical standards for admission as stated above. The entire application file will be formally reviewed by the Council on Selection in consultation with the UMKC Office of Services for Students with Disabilities.

*Contact the UMKC Office of Services for Students with Disabilities for information regarding definition and documentation of learning disabilities.

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.

MSAC SGA Card Rules and Regulations

This policy is subject to change. Please check with Student Affairs for the most up-to-date information.

Card Use

All purchases made on a Student Government Association Card must be made in compliance with the Purchasing Card Policy Manual and Student Purchasing Card Manual. The SGA Card may only be used for university purposes. **NO PERSONAL PURCHASES.** Prohibited purchases are listed in the Purchasing Card Manual, which is available, on-line at: <http://www.umssystem.edu/ums/fa/procurement/card/policy>

Approval

- The student/organization must receive an **e-mail with preliminary approval** that contains a **maximum** dollar amount from the MSAC Treasurer before the SGA Card may be released 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. Once preliminary approval is granted, student must contact Student Affairs to arrange a time to check out the SGA Card. This must be done no **later than 48 hours prior to the date the SGA Card is requested.**
- The Student Affairs Office will only release the card to the organization representative listed on the MSAC Approval Letter. The student will have also needed to take the funding workshop and passed the test, which can be found online through Canvas.
- All paperwork must be completed prior to release of the SGA Card and Tax-Exempt Certificate.
 - MSAC Treasurer Approval Letter
 - Advisor's Approval – either on the original paperwork or in the form of an email
- In the event that multiple approvals for card use occur around the same time:
 - The first student to present approval from the MSAC Treasurer to Student Affairs may use the 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)

- SGA Card must be returned by end of session in which it was checked out – Morning Session 8 a.m. – 12 Noon, Afternoon Session 12 Noon – 4 p.m.
- The following materials are to be returned with the card **as early as possible after use, but NO LATER than 24 hours after checkout:**
 - **Itemized receipts WITHOUT tax** from the vendor.
- If a non-itemized receipt is submitted, the student will be asked immediately to return to the vendor to obtain an itemized receipt.
- If taxes appear on the receipt, the student will be required to return to the vendor immediately to have the tax removed. The updated receipt with no tax needs to be submitted. If taxes aren't removed, cash for the tax needs to be paid to the Office of Student Involvement and submit to them a written explanation why taxes were included. Having tax on a SGA purchase results in a consequence against your student organization.
- **Sign-in Sheet WITH Date, Event, and Group Name at top** as applicable.
- Sign-in sheets are required for events with 10 people or less in attendance. If more than 10 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 and listed on the MSAC Approval Letter will submit all of the listed materials at the same time.** Materials will not be accepted at different intervals or from anyone besides the listed student.

Weekend Use

The SGA Card may not be checked out over a weekend, under any circumstance (Friday 4pm-Monday 8am). If an

organization'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 by the end of the session in which it was checked out AND materials within 24 hours:
 - They will receive one phone or email reminder.
 - If the card is still not returned on the day of the phone or email reminder by 4pm, the student/organization will be put on notice to MSAC. At its discretion, MSAC may officially review future fund allocation to the offending organization, with possible suspension of card privileges for a to-be-determined period of time.

UMKC Office of Student Involvement Consequence of Misuse of Funds

- Three Strike Rule:
 - Strike One: Warning. You and your advisor will receive an email for OSI stating the violation.
 - Strike Two: Your organization will only be allowed to use the SGA Card In-House for the remainder of the academic year.
 - Strike Three: Your organization will not be allowed to use the SGA Card for the remainder of the academic year and your organizations funds will be frozen.

Misuse of funds includes but not limited to having tax on SGA Card purchases, not submitting itemized receipts, SGA Card splitting and not receiving approval for gift cards before they are purchased.

Business Interruption Policy

In the event of severe weather, natural disasters (tornados, 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:

- Text messaging, personal and UMKC voice mail, personal and UMKC email, and pagers.
 - The University Help line (235-2222): includes information as to safety of being on campus; laboratories open or closed; building availability.
 - Mass email/voicemail notice to UMKC Everyone (faculty, staff & students)
 - UMKC home page (umkc.edu) and UMKCA!ert! (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 235-1000 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://info.umkc.edu/hr/wp-content/uploads/2015/11/Business_Interruption_Policy_2013.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 UMKCA! 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 Canvas 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 Canvas 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 Assessment and Quality Improvement will not administer the subject exam that day but will reschedule it for the following evening.
- For CBSE/CCSE on Saturdays, OAQI will notify students and proctors by e-mail that it will be rescheduled.
- 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/advisor, program coordinator, Docent, instructors or Clerkship Coordinator) that you will be absent.

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

M.D. 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 Mutual Respect & Civility

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.

Statement on Equal Opportunity

The UM System Board of Curators and UMKC are committed to providing equal opportunities to all students without unlawful discrimination on the basis of their race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, or any other status protected by applicable state or federal law. Compliance with Chapter 600.010 of the UM System Collected Rules and Regulations is monitored by the Office of Affirmative Action, but it is the responsibility of the entire university community to provide equal opportunity through relevant practices, initiatives, and programs. If you or someone you know has experienced discrimination or harassment based on their protected identity, you can make a report using UMKC's online complaint form: <https://info.umkc.edu/title9/affirmative-action-discrimination-report/>.

Equity & Title IX

UM System Collected Rules and Regulations Chapter 600

(https://www.umsystem.edu/ums/rules/collected_rules/equal_employment_educational_opportunity/ch600/) provides all employees, students, and applicants with equal opportunity and prohibits discrimination on the basis of race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, or any other status protected by applicable state or federal law. Included in Chapter 600 is the UM System Title IX policy prohibiting sexual harassment, including sexual assault, dating violence, domestic violence, and stalking. If you or someone you know has experienced discrimination, harassment, or misconduct, you can make a report using UMKC's online complaint form: <https://info.umkc.edu/title9/makingareport/>

Additional support and connections are found on the Equity & Title IX website pages, [Support](https://info.umkc.edu/title9/support/) (<https://info.umkc.edu/title9/support/>) and [Connections](https://info.umkc.edu/title9/connections/) (<https://info.umkc.edu/title9/connections/>). To speak to UMKC's Title IX Coordinator, KC Atchinson, please email atchinsonk@umkc.edu or call (816) 235-6705. You can also reach an on-call staff member during the hours of 9 a.m. - 5 p.m. on weekdays by calling (816) 235-1771. If the staff member is on another line, messages should be returned within a few hours.

Nearly all UMKC employees, including your course instructors, are required to report any known or suspected discrimination, harassment, or sexual misconduct to the Office of Affirmative Action and cannot offer confidentiality in regard to any disclosures. However, students may seek confidential guidance from these resources:

- **RISE: Resources, Intervention, Support & Education:** 108 Haag Hall; 816-235-1652/5560
- Counseling Services: Brookside 51, 5110 Oak Street, Suite 201; 816-235-1635
- Student Health & Wellness: Brookside 51, 5110 Oak Street, Suite 237; 816-235-6133

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: www.umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010

NON-DISCRIMINATION POLICY

The mission of the University of Missouri-Kansas City School of Medicine (SOM) is:

"to improve the health and well-being of individuals and populations through innovative educational programs in medicine and biomedical science, cutting-edge biomedical research, and leadership in academic medicine. The School strives to implement this mission with the highest professional and ethical standards, in a culture of diversity and inclusiveness, and in an environment that enables each individual to develop to his or her full potential."

In support of this mission, the SOM, in all of its responsibilities to learners, faculty and staff, does not discriminate in any form on the basis of age, sex, gender, race, color, ethnicity, national origin, ancestry, religion, disability, sexual orientation, gender identity, gender expression, military or veteran status. The SOM does not discriminate in admissions decisions, decisions related to learners, educational programs or activities, or employment.

As an academic unit within the University of Missouri-Kansas City, the SOM complies with all federal and state laws and University of Missouri System policy regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 and the state of Missouri Human Rights Act Chapter 213 RSMO. The SOM Non-Discrimination Policy aligns with the university's notice of non-discrimination.

Process for Reporting Discrimination

Any student, resident, fellow, faculty or staff member who feels they have been discriminated against, or who feels they have observed discrimination, may report the discrimination to UMKC's Equity Officer and Title IX Coordinator through any of the following methods:

- Online Report: <https://info.umkc.edu/title9/makingareport/>
- On-call Staff Member: (816) 235-1771
- Email: eqtix@umkc.edu or atchinsonk@umkc.edu
- Call UMKC's Equity Officer/Title IX Coordinator: (816) 235-6705
- Walk-in during business hours: Volker Campus, 5115 Oak St., Administrative Center Room 212

Any person who believes they have experienced or witnessed discrimination may also address the situation through the following mechanisms:

For students, residents or fellows:

- Address the situation immediately and non-confrontationally with the person engaging in discriminatory acts;
- Discuss the situation with the course director, program director or department chair;
- Discuss the situation with the Education Team Coordinator or Program Coordinator;
- Discuss the situation with the docent or another faculty member;
- Discuss the situation with the Associate Dean of Student Affairs or another member of the Student Affairs staff;
- Discuss the situation with the Associate Dean of Graduate Medical Education.

For faculty and/or staff:

- As of August 14, 2020, UM System CRR 600.010 Section E.2. requires that all employees report suspected or known protected identity discrimination or harassment to the UMKC Equity Officer, unless the employee is designated as confidential by the Office of General Counsel **and** has learned of the discrimination through their role as a confidential employee. The Equity Officer and Office of Affirmative

Action are responsible for handling **all** reports of protected identify discrimination, harassment, or misconduct according to the Equity Resolution Processes outlined in CRR Chapter 600.

Retaliation

Retaliation against the person filing a report of discrimination will not be tolerated in any situation. Individuals who believe that retaliatory action has been taken against them as a result of reporting or raising concerns regarding discrimination may report such retaliation to UMKC’s Equity Officer and Title IX Coordinator using any of the methods previously mentioned.

Training

The University of Missouri-Kansas City and the hospital affiliates require students, staff, and/or faculty to complete the following training:

- Title IX
- Sexual harassment and discrimination

STANDARDS OF CONDUCT FOR TEACHER/LEARNER RELATIONSHIPS POLICY

UMKC School of Medicine (SOM) is a community of professionals dedicated to education, patient care, and research. The SOM holds in high regard professional behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. The SOM community is committed to maintaining academic and clinical environments in which faculty, fellows, residents, students and staff can work together to further education and research, while providing the highest quality of ethical and compassionate care for patients at affiliated hospitals and clinics. As effective learning is best fostered in an environment of mutual respect between teachers and learners, mutual respect is expected; each member within the SOM community must be accepted as an individual and treated with respect and fairness. Diversity in background, outlook and interest is inherent, necessary and important in medical education and the practice of medicine. Although both teachers and learners bear responsibility for creating and maintaining these academic and clinical environments, teachers take on particular responsibility with respect to their evaluative roles relative to student work and with respect to demonstrating appropriate professional behaviors.

The term “teacher” is used broadly to include peers, GME trainees, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn. Graduate medical education trainees , of special note, are also “students” at the UMKC SOM.

GUIDING PRINCIPLES:

Duty: Medical educators/teachers have a duty to convey the knowledge and skills required for delivering the Medical profession’s standard of care and also to instill the values and attitudes required for preserving the medical profession’s social contract with its patients.

Integrity: Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

Respect: Respect for every individual is fundamental to the ethics of medicine. Mutual respect is

essential for nurturing that ethic. Teachers have a special obligation to ensure students and residents are always treated respectfully.

RESPONSIBILITIES AND CONDUCT OF TEACHERS AND LEARNERS:

Teachers should:

- Treat students fairly and respectfully
- Maintain high professional standards in all interactions
- Be prepared and on time
- Provide relevant information in a timely fashion
- Provide explicit learning and behavioral expectations early in a course or clerkship
- Provide timely, focused, accurate and constructive formative feedback on a regular basis and thoughtful and timely evaluations at the end of a course or clerkship
- Display honesty, integrity and compassion
- Practice insightful (Socratic) questioning, which stimulates learning and self-discovery, and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive
- Solicit feedback from students regarding their perception of their educational experiences
- Encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately

Students should:

- Treat fellow students and faculty fairly and respectfully
- Demonstrate professional behavior in all settings
- Be prepared and on time
- Demonstrate honesty, integrity and compassion
- Be active, enthusiastic, curious learners
- Recognize learning stems beyond formal and structured activities and requires responsibility and commitment
- Recognize their responsibility to learn established learning objectives and to participate as an active learner
- Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine
- Recognize personal limitations and seek help as needed
- Recognize the privileges and responsibilities coming from the opportunity to work with patients in clinical settings
- Recognize the duty to place patient welfare above their own concerns
- Recognize and respect patients' rights to privacy
- Solicit feedback on their performance and recognize criticism is not synonymous with "abuse"

Relationships between Teachers and Students

Students and teachers should recognize the special nature of the teacher-learner relationship, which is in part defined by professional role modeling, mentorship, and supervision. Because of the special nature of this relationship, students and teachers should strive to develop their relationship as one characterized by mutual trust, acceptance, and confidence and limited to that of education and mentoring. They should both recognize

the potential for conflict of interest and respect appropriate boundaries.

Conduct/Responsibilities of Teachers and Learners:

- Treat each other with respect at all times
- Treat each other equally, without regard for age, sex, gender, race, color, ethnicity, national origin, ancestry, religion, disability, sexual orientation, gender identity, gender expression, military or veteran status
- Act fairly in all dealings with each other
- Communicate with each other in a respectful and professional manner at all times
- Be prompt to appointments, classes and lectures

Inappropriate Conduct:

- Unwanted physical contact or the threat of such contact
- Sexual harassment (including voluntary romantic relationships between teachers and learners in which the teacher has authority over the learner's academic status and progress)
- Harassment based on age, sex, gender, race, color, ethnicity, national origin, ancestry, religion, disability, sexual orientation, gender identity, gender expression, military or veteran status
- Discrimination in any form based on age, sex, gender, race, color, ethnicity, national origin, ancestry, religion, disability, sexual orientation, gender identity, gender expression, military or veteran status
- Asking others to perform personal errands unrelated to education, research or patient care activities
- Providing health and/or psychiatric or psychological services to any student for which a teacher has involvement in the academic assessment or in decisions about the promotion of that student, except in an emergency situation.

Reporting Inappropriate Conduct or Mistreatment

• The general process and procedures for learners and teachers is outlined below. This policy provides guidelines for the learner and teacher to address the issue, including some initial resources to consider. The underlying concern is for the comfort of the individual raising the concern. The SOM will not tolerate any form of retaliatory conduct by or toward teachers or learners who report inappropriate conduct in good faith. Individuals who believe that retaliatory action has been taken against them as a result of reporting or raising concerns regarding inappropriate conduct, may report such action through the procedures set forth herein.

• In addition to the SOM process for reporting, learners and teachers may report concerns within the University. This includes contacting the Title IX Coordinator at the Office of Affirmative Action and Title IX at (816) 235-6910 and/or to the University's Ethics and Compliance Reporting Line either online at <https://www.compliance-helpline.com/UM.jsp> or by calling 1-866-447-9821 (Reports to the Ethics and Compliance Reporting Line may be made anonymously). Additionally, UMKC Human Resources or University administrators could be contacted to raise a concern.

• Learners may file a Student Mistreatment report with the link found on the UMKC website <https://med.umkc.edu/mistreatment/>. A report may also be filed by imaging the QR code found on the Expect Respect posters available throughout the medical school and in medical education areas of affiliate hospitals. Learners are also directed that they may report their concern to the Associate Dean for the Learning Environment.

For Learners (Students):

- Learners may report the inappropriate conduct of another through a variety of mechanisms. First and foremost, learners (only if comfortable doing so) may address the situation immediately and non-confrontationally with the person engaging in such conduct. If the learner is not comfortable raising the matter with the person engaging in the conduct, or the conduct continues, the learner may discuss the issue with course directors, program directors, department chairs, the student's education team coordinator (ETC), the student's docent or the Associate Dean of Student Affairs, Assistant Dean for Graduate Studies, or the Associate Dean for the Clinical Affiliate.
- If the issue cannot be addressed/resolved in this manner and/or if the issue is deemed to represent a significant violation of the responsibilities/conduct described in this policy, the student and/or the individual the student confided in should report the incident to the Associate Dean for the Learning Environment. Confidentiality of the student will be maintained to the extent possible according to the situation. The learner may also file a mistreatment report online (<https://med.umkc.edu/mistreatment/>) which will subsequently be reviewed by the Expect Respect Committee (ERC)

For Learners (Residents/Fellows):

- Residents/fellows must promptly report to the Office of Affirmative Action any and all conduct that may be related to bullets 2-4 under Inappropriate Conduct, whether directly witnessed, received as a disclosure from a student or employee, or learned through a third party (rumors, etc.) per the Mandated Reporter requirements. • Each UMKC graduate medical education program sponsored by the SOM has a working and learning environment policy that should be followed.
- Additionally, the Graduate Medical Education Resident/Fellow Working and Learning Environment Policy describes the methods and procedures for residents/fellows to report concerns at: http://med.umkc.edu/docs/gme/policy_pdfs/GME_Working_Environment.pdf If the issue cannot be addressed/resolved in this manner and/or if the issue is deemed to represent a significant violation of the responsibilities/conduct described in this policy, the resident/fellow and/or the individual that the student confided in should report the incident to the Associate Dean for the Graduate Medical Education. Confidentiality of the resident/fellow will be maintained to the extent possible by the situation. The learner (Resident/fellow) may also file a mistreatment report online at (<https://med.umkc.edu/mistreatment/>) which will subsequently be reviewed by the ERC.

For Teachers:

- Teachers who feel that a learner or teacher has engaged in inappropriate behavior may address the situation immediately with that learner or teacher. Additionally, for student concerns, the teacher can report the concern to the course/clerkship director, Associate Dean for Student Affairs, Assistant Dean for Graduate Studies, or the Council on Evaluation Chair for investigation. For resident concerns, the teacher can report to the program director or Associate Dean for Graduate Medical Education for investigation. For teacher concerns, the faculty member can report to the Academic Department Chair and/or the Associate Dean for the Clinical Affiliates for investigation.
- If the issue cannot be addressed/resolved in this manner and/or if the issue is deemed to represent a significant violation of the responsibilities/conduct described in this policy, the teacher and/or the authority the teacher reports contact the Associate Dean for Diversity and Inclusion. Confidentiality of the teacher will be maintained to the extent possible based on the situation.

Education:

The University and hospital affiliates require education of students and teachers, including training about:

- Title IX;
- Sexual harassment and discrimination;
- Hospital compliance; and
- Cultural sensitivity

Monitoring:

The SOM regularly reviews internal surveys completed by learners, as well as course evaluations, and one of several objectives in this process is to identify possible problems with regard to inappropriate conduct by or between teachers and learners, and if necessary, to take appropriate action with regard to such conduct. The Associate Dean for Diversity and Inclusion is charged with reviewing this data annually and reporting to the Coordinating Committee and Dean a summary and recommendations.

Reports made to the Associate Dean for Diversity and Inclusion are investigated, tracked, and reported to the SOM Coordinating Committee and Dean.

Reports made to the Assistant Dean for Graduate Studies are investigated, tracked and reported to the Dean.

Reports made to the Associate Dean for Graduate Medical Education are investigated, tracked, and reported to the Dean.

Reports made to the Associate Deans for the Clinical Affiliates are investigated, tracked, and reported to the Dean.

Reports made to the Honor Council Chair are investigated, tracked, and reported to the Dean.

Reports made to the Office of Affirmative Action that result in an investigation where the Respondent is affiliated with the SOM are reported to the Dean.

Miscellaneous:

1. If the reported conduct involves unlawful discrimination or harassment, including sexual harassment, the matter will be referred to the Office of Affirmative Action and Title IX, and will be handled through University policies established for such reports.
2. The SOM will not tolerate any form of retaliatory conduct by or toward teachers or learners who report inappropriate conduct in good faith. Individuals, who believe that retaliatory action has been taken against them as a result of reporting or raising concerns regarding inappropriate conduct, may report such action through the procedures set forth herein.
3. If it is determined that a report of inappropriate conduct has not been made in good faith, the reporting individual may be referred for disciplinary action in accordance with appropriate University procedures identified elsewhere.

*Adapted from the AAMC LCME Standard, the Johns Hopkins School of Medicine Code of Professional Conduct and the AAMC Uniform Clinical Training Affiliation Agreement

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 Coordinating Committee. All requests to the Council on Evaluation must be submitted using the appropriate petition form. Petition forms are available on the COE webpage, the Council office, or from any Education Team Coordinator. 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. Students taking a Leave of Absence will work with the Council on Evaluation office to complete the correct forms. 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.

<http://med.umkc.edu/councils/coe/forms/>

Council on Curriculum Student Petitions

A petition is defined as a request to modify a confirmed elective, rotation, or vacation month in the student's curriculum. 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 date of the block prior to the requested schedule change. It is important to provide all important information at the time the petition is submitted. The petition will be reviewed by Curriculum leadership, provisionally approved or denied, and then referred to the full Council for review and final approval. In the case of denial, the student may contact the Council on Curriculum office and ask to make an in-person appeal at the next Council on Curriculum meeting. If the appeal is denied by the Council, the student may make a final appeal to the Student Appeals Subcommittee.

<http://med.umkc.edu/curriculum/petitions/>

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 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: <https://catalog.umkc.edu/undergraduate-academic-regulations-information/grading-options-auditing-courses/grade-appeals/>
<http://med.umkc.edu/docs/coe/COE-Policy-Manual.pdf>

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, where our students rotate, have required that we conduct background checks on all UMKC-employed residents, fellows and medical students before placement. This background check is required because of a Joint Commission on Accreditation of Healthcare organizations (JCAHO) 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 during year 4. They may also be requested at periodic intervals throughout your medical school career, depending upon your curriculum choices. 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.

Required immunizations can be obtained anywhere, but students need to provide their ETC with updated information.

- 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.
- MMR (measles/mumps/rubella) - Two immunizations are required.
- Varicella (chickenpox) - Proof of immunization to chickenpox (varicella) or two vaccines to prevent varicella are required during the student's lifetime.
- Hepatitis B - The student should have received three hepatitis B vaccines or have proof of immunity to hepatitis B.
- TB - An annual TB screening test is required. At the start of medical school, two TB skin tests within 6 months of each other are required. Annual TB testing is provided by the medical school.
- Influenza – An annual immunization is required. It is provided by the medical school.
- Meningococcal - This is an optional vaccine that is strongly recommended. If the student elects not to have the vaccine, he/she sign a waiver to allow him/her to live in the residence hall.

Immunization administration providers located near the UMKC campuses:

UMKC Student Health and Wellness
5110 Oak St.
Brookside 51 Bld, Suite 237

Kansas City, MO 64112
816-235-6133
studenthealth@umkc.edu

Students need to contact the Student Health center to schedule an appointment.

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

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. Please contact the Health Department for more information and current fee schedule.

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/advisor, 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 announcements 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 Panopto (formerly Tegrity) at the Student Affairs Canvas site.

Registering in Pathway – All students are required to register for their classes in a timely manner. Appropriate registration is necessary to access Canvas and to process your financial aid. Assistance is offered to students by their ETCs or advisors. Failure to pay fees or bills or to follow-through with your financial aid responsibilities may result in a hold on your account that could bar you from registering. Students in clinical rotations who are not enrolled will not be covered by the University's Malpractice Insurance and will be prohibited from patient care. 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 your efforts and achievements. 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 meetings and surveys. 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.

Graduates of the MSA program will be asked to complete a program assessment six months after graduating. Data collected from this survey is reported to the Commission on Accreditation of Allied Health Education Programs for accreditation purposes.

School of Medicine Attire Policy

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. The teaching hospitals each have their own rules regarding appearance. These rules are considerably more definitive and are not negotiable.
7. Research laboratories may have their own rules regarding appropriate dress for safety and specialized procedures.

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

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
 - coffeemakers
 - 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.

Advising

Advising/Who to Contact

<p><u>Student Affairs Staff</u></p> <p>Robert (Bobby) Riss, MD Associate Dean of Student Affairs M4-207 rissr@umkc.edu 816-235-1782</p>	<p><u>Years 3-6 Office</u> <u>Blue Unit Staff</u></p> <p>Units 1-4 Krisana West, M.A. (Contact information below)</p> <p>Units 5-8 Nyia Duncan, M.B.A (Contact Information below)</p>	<p><u>Student Support Services</u></p> <p>Stan Viebrock, MPA Learning Resource Specialist, Years 3-6 School of Medicine, M4-209 viebrockst@umkc.edu 816-235-6763</p>
<p>Bridgette Jones, MD Assistant Academic Dean of Student Affairs bljones@cmh.edu</p>	<p><u>Gold Unit Staff</u></p> <p>Krisana West, M.A. Senior Education Team Coordinator M4-225 westkri@umkc.edu 816-235-1921</p>	<p>Kristian Brennon, AFC® Financial Literacy Counselor M4-205B brennonk@umkc.edu 816-235-1807</p>
<p>Cary Chelladurai, Ed.D. Assistant Dean, Student Affairs M4-203 chelladuraic@umkc.edu 816-235-1951</p>	<p><u>Green Unit Staff</u></p> <p>Nyia Duncan, M.B.A. Education Team Coordinator M4-429 nduncan@umkc.edu 816-235-1811</p>	<p>Niloofer Shahmohammadi, M.A. Wellness Program Coordinator M4-205E shahmohammadin@umkc.edu 816-235-1862</p>
<p>Kimberlee Kalaiwaa, BBA Sr. Administrative Assistant M4-201 kalaiwaak@umkc.edu 816-235-1900</p>	<p><u>Red Unit Staff</u></p> <p>Brent McCoy, M.A. Senior Education Team Coordinator M4-121 mccoybt@umkc.edu 816-235-1906</p>	<p>Petra Bricker, MA Manager of Career Services M4-205G brickerp@umkc.edu 816-235-1931</p>
<p><u>Years 1 and 2 Office</u></p> <p>Collin Foster, MA Education Team Coordinator 116 C Atterbury Student Success Center fosterjc@umkc.edu 816-235-1459</p>	<p><u>Purple Unit Staff</u></p> <p>Tammy Davidson, Ms. ED Education Team Coordinator M4-205 davidsontj@umkc.edu 816-235-2189</p>	<p>Cherie Burton, BA Administrative Assistant Red Unit, 3rd floor burtoncd@umkc.edu 816-235-1940</p>

<p>Carline Bruton, LMSW Education Team Coordinator 116 B Atterbury Student Success Center brutonc@umkc.edu 816.235.1460</p>		
<p>Kathleen Moburg, M.S. Learning Resource Specialist, 116 A Atterbury Student Success Center moburgk@umkc.edu 816-235-8831</p>		

Education Team Coordinator

The Education Team Coordinator (ETC) 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 Health Sciences campus for Years 3-6.

SUPPORT, GUIDE & EMPOWER

Our mission is to...
Support, guide & empower.

- Our vision is to...**
- Support our first- and second-year medical students by offering encouragement and fostering an environment in which our students develop critical thinking skills.
 - Guide our first- and second-year medical students by offering developmentally appropriate counsel and advice.
 - Empower our first- and second-year medical students with mentorship and equipping individual students with the tools necessary to be successful.

Our goals - with support, guide & empower as our driving forces - are to...

- Foster resiliency as exhibited by students who are self-reliant, motivated and able to navigate difficult situations appropriately.
- Experience the completion of the years 1 and 2 curriculum for the maximum number of students as exhibited by successful curriculum promotion in an appropriate time frame.
- Develop student professionalism as exhibited by students who interact appropriately with patients, fellow students, faculty and staff.
- Offer a holistic approach to student success as exhibited by providing essential resources to create and sustain meaningful relationships among our students, faculty and staff.
- Nurture effective relationships among medical school councils as exhibited by effective communication and job completion.



Years 1 and 2 Office

Get Involved

Student Organizations

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

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- Alpha Omega Alpha
- American Medical Association (AMA) Student Chapter
- American Medical Women's Association
- Anesthesiology Interest Group
- Anesthesiologist Assistant Student Organization (AASO)
- Asian Pacific American Medical Student Association (APAMSA)
- Christian Medical and Dental Student Association
- Dermatology Interest Group
- Doctors for America
- Emergency Medicine Interest Group
- ENT Interest Group
- Family Medicine Interest Group
- Free Eye Clinic
- GI interest Group
- Global Medical Brigades
- GlobeMed (Global Medical Relief Program)
- Gold Humanism Honor Society
- Hyperbaric Oxygen and Wound care Interest Group
- Indus
- Internal Medicine Interest Group
- Interprofessional Education Interest Group
- MD-Only Student Organization
- Med-Peds Interest Group
- Medical Humanities Interest Group
- Medical Student Research Interest Group
- Ob-Gyn Interest Group
- On-Call Musicians
- Ophthalmology Interest Group
- Oncology Interest Society
- Orthopedic Surgery Interest Group
- Pediatric Interest Group
- Preventative Medicine and Public Health Interest Group
- Psychiatry Interest Group
- Physician Assistant Student Association
- Preventative Medicine and Public Health Interest Group
- Pulmonary/Critical Care Interest Group
- Radiology Interest Group
- Research Interest Group
- Roos On Call
- School of Medicine Wellness Council
- Society for Skin Health Awareness
- Sojourner Clinic
- Spanish in Medicine Interest Group
- Sports Medicine Interest Group (SMIG)
- Student Interest Group of Neurosurgery (SIGNS)
- Student Interest Group in Neurology (SIGN)
- Student National Medical Association (SNMA)
- Surgical Society
- UMKC Walk with a Doc (WWAD)

Officer and advisor lists can be found at <https://med.umkc.edu/sa/student-organizations/>. 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



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 docent teams, 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 for the first year. These 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-Program 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 to keep as a reminder of their original intentions in the field of medicine.

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 Friday 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 **Commencement Ceremonies** before they depart UMKC. Students may 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 and take the Hippocratic Oath for the first time as physicians.

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 \$800 - \$1000, depending on which stethoscope the student chooses. Prices are subject to change based on market or vendor.

Equipment includes:

- Welch Allen Pocket Diagnostic Set
 - 92821
- ADC 609 stethoscope/Littmann Cardiology IV Black Stethoscope
- Babinski Hammer Noir
- C512 Tuning Fork
- Retractable Tape Measure
- Taylor Hammer with Monofilament
- LED Penlight

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 (ORA) at the School of Medicine along with the Director of Student Research (Dr. Agostino Molteni) and the School of Medicine Assistant Deans for Research (Dr. Mike Wacker, Dr. Rosa Huang, and Dr. Larry Dall) coordinate potential research opportunities for all medical students. ORA works with the Director of Student Research and the Assistant Deans so that they can facilitate and place students with mentors and ensure that students are academically strong enough to enter into this time commitment. The Assistant Deans and Director of Student Research align students and researchers at SOM and hospital affiliates – Truman Medical Centers, Saint Luke’s Hospital, and Children’s Mercy Hospital – to ensure our students have a positive experience in research. Year 1 and 2 Medical Students should first review the policy and information listed under #6 at: <https://med.umkc.edu/student-research/getting-started/>

Annually, School of Medicine students participate in the UMKC Health Sciences Student Research Summit. ORA coordinates the event for Medical Students and works with School of Medicine faculty to judge and evaluate School of Medicine students’ projects. Students in the other UMKC schools of health sciences also participate. The event is typically held on the UMKC Volker campus.

Sarah Morrison Student Research Awards competitions are held annually in November in the School of Medicine. Awards are granted in amounts up to \$3,000 to be used by a student and faculty mentor on the submitted research project. Application and deadline information is at: <https://med.umkc.edu/student-research/sarah-morrison/>

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 Dr. Dall for more information or see the website at <https://med.umkc.edu/sa/student-organizations/>

Contact ORA at somresearch@umkc.edu or 816-235-5682, or stop by ORA in the SOM, Blue-4 Unit for more research information. A Student Research Request Form is available on the ORA website (<https://med.umkc.edu/ora/>) which can be submitted by e-mail or in person. External funded summer or year-long research opportunities and additional research information is also listed on this site.

Study Abroad/International Rotations

Office of International Programs

M4-C03 D/E
816-235-5882

Paul Cuddy, M.D.

VICE DEAN AND PROFESSOR
cuddyp@umkc.edu

Sarah McKee

Senior Office Support Assistant
hallse@umkc.edu

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 elective
- 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.
 - Meet with ETC to determine if elective is an option for your schedule and if you meet SOM requirements for an elective rotation.
 - Must meet all hourly and other requirements for educational activity.
 - Must receive the approval of the Curriculum Council BEFORE student leaves for the experience.
 - Must complete and submit all international travel paperwork on time to Study Abroad staff overseeing outgoing international.
 - 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, 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 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.

Visiting Student Learning Opportunities: VSLO

- VSLO works with International SOS, Dept of Homeland Security, and embassies to select locations that are safe for students. Areas with turmoil are automatically removed from the list of available locations, and individual schools can close locations to their students as they deem fit. If there is a travel warning, in accordance with UMKC policy, we can 'hide' that location from our students.
- The student's home institution controls when students can apply, when they can go, duration of leave, travel policies, and credit.
- Students must meet all SOM, VSLO, and Volker requirements before leaving the country for their elective.
- Students will continue to pay UMKC tuition as normal during the time abroad.
- Many host institutions charge a fee for students to attend a rotation (\$400-3000) that goes to the host, not to UMKC or VSLO.
- VSLO charges a \$45-per-application fee.
- UMKC International Office (Volker) charges a one-time \$50 fee.
- Applications have a due date. Students should remember that date is when the application closes, so students should leave plenty of time to complete requirements and approvals from Student Affairs, Curriculum, SOM International Office, and Volker International Programs Office.
- For more information, visit <https://students-residents.aamc.org/attending-medical-school/article/visiting-student-learning-opportunities/> and <http://info.umkc.edu/international/study-abroad/>

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 – do not leave it blank.
- Avoid using subject lines that are too casual or that have a false sense of urgency. Don't overuse the 'high priority' option.
- 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?
- 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 person 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 that is the recipient's preference.
- Don't know if the person is a Mr., Ms., Dr., etc., and no one you ask knows? A simple "Good morning" or "Good afternoon" will suffice.
- Be concise, specific, and helpful in your e-mail message. Try not to ramble, and if you are listing events, do so clearly and chronologically.
- Explain any attachments.
- Set up in-person meetings by e-mail with the person who can help you or through their assistant.
- Use professional, respectful language, with correct grammar, punctuation, and full sentences. Avoid text-speak and slang. Proofread your message, and use spell check.
- Include a closing, such as "Sincerely," or "Thank you."
- Include a signature block at the end to provide your full name and contact information.
- If you are angry, upset, or panicked, use extra caution when you e-mail. **Remember, you don't know if or to whom this may be forwarded, and you want to always conduct yourself professionally and respectfully.**
- Do not complain about people or the school in e-mails. Confidential issues, urgent matters, and/or complaints are best handled in person.
- Think before you reply. Give strong emotions time to settle, answer all questions, and proofread.
- Consider having a friend or other trusted individual proofread your e-mail for clarity, tone, and correctness.
- Respond as you wish to be responded to. Respond and expect responses in a 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.

Vocemails:

- Clearly state your name (first and last), and give a brief description of why you called.
- Keep voicemails concise.
- Be sure that you leave your phone number – don't speed through it! Your listener should be able to understand it and have time to write it down.
- All of the above rules regarding e-mails still apply!

Constructive Criticism

Give criticism the way that you would want to receive it.

- Be respectful. Your goal is to help others improve.
- 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 or the team.
- 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.
- Be willing to listen. A teammate may have a reason for their actions that you or the team could help solve.
- "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 life. 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., except where posted. 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.

What To DO 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 consistent 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 many of the challenging courses at UMKC. Research shows that discussing coursework with peers outside of the classroom is linked to academic success. 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 is not 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, as 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.

Speak with a staff psychologist at the Counseling Center or find help through WellConnect. Frequently, students have other issues that are impeding their ability to make the grade. A psychologist can help you with any of the following issues:

- stress/adjusting to being away from home
- assessments for individuals who may be experiencing difficulty due to study skills, unique learning styles, test anxiety, learning disabilities, or attention and focus issues
- relationship problems
- self-esteem issues
- support groups and group therapy
- alcohol and substance abuse
- eating disorders

Overcoming Perfectionism

Students enrolled in programs at the UMKC School of Medicine are high-achieving individuals who set high standards for themselves. Perfectionism is frequently self-reported as a fault and is a characteristic that is not always completely understood by the person who purports to have it. Perfectionism can be devastating.

What is perfectionism?

- The irrational belief that you and/or your environment must be perfect
- 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?

- 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, learn to accept yourself the way you are; let go of the ideas of how you should be
- Put yourself 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, and 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"
- 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
- To eliminate unrealistic expectations and the idea that you are infallible
- Visualize yourself as "winning" even when it takes more energy and 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

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:

- **Figure out what you want to achieve.** Be specific and realistic. If your complaint is accompanied by realistic ideas to improve the situation, you are more likely to find a reasonable solution in a timely manner.
- **Be nice, remain calm, have patience.** This is important! 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 and help you problem-solve.
- **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 intricate 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 be able to do something immediately.
- **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 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
- RecordBar
- Riot Room
- Starlight Theater
- Grinders
- Knuckleheads

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

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 (Winter Wonderland, Pumpkin Carving, etc.)
- Have non-medical conversations
- Create fun internal traditions like potlucks, Taco Tuesdays, or Ugly Tie Day
- Respect and embrace each individual's different styles and abilities
- Celebrate each other's achievements



Curriculum Information

What to Expect



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.

Course Subject and Title (course scheduling will vary for individual students)	Class Meetings will discuss	Important Deadlines, Policies, and Activities	Extra Expenses (subject to change)
Summer before Year 1			
<p>AP, IB, CLEP, or transfer credit may be applied to select courses below. See UMKC Registrar's website for details.</p> <p>Students exempt from ENGL 110 with ACT English subscore of 30 or above or SAT verbal subscore of 690 or above.</p>	<ul style="list-style-type: none"> • Orientation topics 	<ul style="list-style-type: none"> • Submit your pre-matriculation materials on AMP (i.e acceptance of offer, fall coursework planning sheet, background check, immunization records, FERPA release, residence hall contract, clinical participation fee, proof of insurance) • Summer Orientation - Student self-enrolls in Fall classes 	<p>Background Check: \$96</p> <p>Clinical Participation Fee: \$55</p>
Fall Semester Year 1			
<p>LS Anat 219 - Human Biology (Anatomy)</p> <p>LS Anat 219L - Human Biology (Anatomy)</p> <p>Chem 211 - General Chemistry 1 (Focus B)</p> <p>Chem 211L - General Chemistry 1 Lab</p> <p>Med 9110 - Fundamentals of Med 1</p> <p>Med 9115 - Medical Terminology</p> <p>Other required general education courses (varies by student)</p>	<ul style="list-style-type: none"> • Student Competencies • Council on Evaluation Policies • Class Officer Elections • Curriculum Requirements • Honor Council • OASIS Training • Financial Literacy Series: Understanding Savings, Debt and Credit 	<ul style="list-style-type: none"> • Mandatory Advising Appointment with your advisor • Basic Life Support (BLS) Training • TB Tests and Flu Shot • November – Student self-enrolls in Spring classes 	<p>BLS Training: \$35</p> <p>Disability Insurance: \$55</p>
Spring Semester Year 1			
<p>LS Micro 121 - (Microbiology) (Focus Elective)</p> <p>LS Micro 121L</p> <p>Chem 212R - General Chem II</p> <p>Chem 212LR - General Chem II Lab</p> <p>Med 9120 - Fundamentals of Med. II</p> <p>Soc 211 Sociology- Social and Psychological Development Through the Life Cycle</p>	<ul style="list-style-type: none"> • Mandatory Advising Appointments • Financial Literacy Series: Budgeting • Hospital Team: Course Overview • Elect Yr 2 COE Representative • Garcia Award 	<ul style="list-style-type: none"> • Mandatory Advising Appointment with your advisor • April – Student self-enrolls for Summer and Fall classes 	
Summer Semester Year 2			
<p>Chem 320 - Organic Chemistry</p> <p>Chem 320L - Organic Chemistry Lab</p> <p>Bio 202 - Cell Biology</p> <p>Med 9221 - Hospital Team Experience</p>		<ul style="list-style-type: none"> • Students must have a minimum cumulative 2.8 science and overall GPA to promote to Year 2 • Hospital Team takes place during the week following the regular spring semester. Students must attend all sessions during 	

the one-week experience to earn credit for the course.

Fall Semester Year 2:			
BMS 9265 - Human Biochemistry Bio 206 - Genetics Med 9210 - Fundamentals of Medicine III	<ul style="list-style-type: none"> • Class Officer Elections • Mandatory Advising Appointments • Review GPA criteria to start HSF series • Financial Literacy Workshop: Knowing How to Access Your Loan Data 	<ul style="list-style-type: none"> • Mandatory Advising Sessions • Update your immunization records • proof of insurance • TB Test and Flu Shot • Students wanting a Summer campus year 4 (rather than a Fall or Spring campus) should check with their advisor to make sure they have the appropriate number of undergraduate lit hours remaining to be eligible summer campus semester • November – Student self-enrolls in lit classes <p>Students must have a minimum cumulative 2.8 science and overall GPA to promote to spring semester of Year 2</p>	Disability Insurance: \$55

Spring Semester Year 2:			
BMS 9296 - Human Structure Function I BMS 9297 - Human Structure Function II BMS 9298 - Human Structure Function III Med 9220 - Fundamentals of Medicine IV	<ul style="list-style-type: none"> • White Coat Details • Financial Literacy Workshop: Year 3 Changes: Becoming a Professional Student • Student nominations for Outstanding Docent Award • Transition to Year 3 	<ul style="list-style-type: none"> • Students must have a minimum cumulative 2.8 science and overall GPA to promote to Year 3 • MD students join BA/MD students in coursework • Students submit a Philosophy of Medicine statement 	

Summer Semester Year 3:			
BMS 9399 - Human Structure Function IV Med 9310 - History of Medicine Med 9390 - Clinical Correlations		<ul style="list-style-type: none"> • Docent assignments are being finalized. • Students will complete a survey regarding the transition to Year 3 which includes information like military training needs; preference for Year 4 campus semester, and number of remaining undergraduate hours. • Students order their White Coats from the UMKC Health Science Bookstore and have a new picture taken. 	

Fall Semester Year 3:			
BMS 9310 - Medical Neurosciences MED 9308 - Clinical Practice of Medicine I MED 9312 – Pathology I MED 9383 - Continuing Care Clinic MED 9385 - Intro to Pharmacology	<ul style="list-style-type: none"> • Security/Safety/IDs • Careers in Medicine • Communication Expectations • Office Responsibility • Dress Code/Expectations • Curriculum Review • Self-Paced 	<ul style="list-style-type: none"> • 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 	Medical Equipment: appx. \$860-999 BLS Training: \$35 Disability Insurance: \$55

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| Pharm/Learning Service Project
• Professionalism/Code of Ethics
• Hospital Responsibilities
• Clinic Responsibilities, Role of Docent
• Distribution of medical equipment
• Financial Literacy Workshop: Financial Values | 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 BLS certification before starting clinic)
• Update your immunization records and proof of insurance
• November – students register in Pathway for Spring semester |
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Spring Semester Year 3

BMS 9311 – Medical Microbiology MED 9313 - Pathology II MED 9383 - Continuing Care Clinic I MED 9309 - Clinical Practice of Medicine II	• Financial Literacy Workshop: Keep Your Pennies Close and Your Dollars Closer (Upcoming Costs)	• 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 electives in summer and fall of Year 4 submit elective preferences • April – Students register in Pathway for Summer and Fall semesters
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Year 4 Campus

Humanities Writing Intensive Course Chem elective (to fill minor requirement) Focus A Missouri Constitution Requirement Anchor III Discourse III	• Students must have a minimum cumulative 2.8 science and overall GPA to promote to Year	Disability Insurance: \$55 BLA and BA students take the EPP exam (graduation requirement) during Year 4 campus semester
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Year 4

Med 9401 - Year 4 Docent Rotation Med 9408 - Pharmacology Med 9471 - Family Medicine Med 9472 - Behavioral Science Med 9482 - Patient Physician Society I Med 9484 - Patient Physician Society II Med 9483 - Continuing Care Clinic II Med 9485 - Ambulatory Care Pharm (online)	• CBSE and Step I Course Scheduling • CBSE and Step I Student Panel • Electives • Required Rotations	• Mandatory Advising Appointment with your advisor • Update your immunization records and proof of insurance • TB Test and Flu Shot • October – students with electives in spring Year 4 submit elective preferences • January - Year 5 schedules are developed • March - students with electives in summer and fall Year 5 submit elective preferences • Students who pass Step 1 prior to May could have the opportunity to begin Year 5 coursework early	Step 1 Registration: \$645 Background Check: \$96
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Year 5

MED 9501 - Year 5 Docent Rotation MED 9503 – Pediatric Rotation MED 9505 – Surgery Rotation	• BA Completion (Graduation Applications) • Deadlines for Step 2 CK • Financial Literacy	• Mandatory Advising Appointment with your advisor • Basic Life Support (BLS) • TB Test and Flu Shot • Oral Surgery Residents begin coursework for combined OS/MD	• Drug screen (if needed for away electives): \$30-32 • Background Check (if needed for away electives): \$96 • Titers (if needed for away electives):\$100
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MED 9506 – Obstetrics & Gynecology Rotation	<ul style="list-style-type: none"> Workshop: Traveling on a Budget Away elective info, VSLO 	<ul style="list-style-type: none"> Students must pass USMLE Step I exam to take Year 5 coursework 	<ul style="list-style-type: none"> Disability Insurance: \$55 Step 2 CK: \$645 VSLO fees: \$15 per application OOT electives expenses BLS Training: \$35
MED 9571 – Psychiatry Rotation	<ul style="list-style-type: none"> Elective Categorical Requirements 	<ul style="list-style-type: none"> Update your immunization records and proof of insurance 	
MED 9583 - Continuing Care Clinic III	<ul style="list-style-type: none"> Medical Humanities Honor Society Nomination 	<ul style="list-style-type: none"> October – students with elective in spring Year 5 apply for electives with their advisor 	
MED 9585 – Prescribing Special Populations (online course)	<ul style="list-style-type: none"> Course scheduling Excused Absence request forms, etc. Preparing for Match Letters of Recommendations from Docents 	<ul style="list-style-type: none"> Late fall/early Spring – Year 5 students intending to match in the upcoming Match cycle will meet with Career Advisor March – students with electives in summer and fall Year 6 apply for electives with their advisor Register for USMLE Step 2 CK March – May –students begin to apply for away electives for Year 6 May - students graduate with their undergraduate degree. 	

Year 6			
MED 95xx - Medical Humanities Elective	<ul style="list-style-type: none"> ERAS/Residency and the Match Process 	<ul style="list-style-type: none"> July – Electronic Residency Application Service information 	ERAS Registration \$99 + cost per each application over 10 (depending on the number of programs)
MED 9601 - Year 6 Internal Medicine Docent Rotation	<ul style="list-style-type: none"> Financial Literacy Workshop (Fall): Loan Repayment Education 	<ul style="list-style-type: none"> August-September – Schedule time with Career Advisor to review your MSPE letter Advanced Cardiac Life Support (ACLS) Training. 	NRMP Registration \$85 (includes 20 unique program ranks, additional fee for ranks over this initial 20)
MED 9683 - Continuing Care Clinic IV	<ul style="list-style-type: none"> Preparing your academic record for graduation 	<ul style="list-style-type: none"> Fall – Register for the National Residency Match Program TB Test and Flu Shot 	Disability Insurance \$55
MED 9685 - Safe and Rational Prescribing (online course)	<ul style="list-style-type: none"> Match Week 	<ul style="list-style-type: none"> October/November - Schedule time to participate in mock interviews 	
MED 9678 - Emergency Medicine	<ul style="list-style-type: none"> Graduation Week Activities 	<ul style="list-style-type: none"> Students anticipating a May graduation must take USMLE Step 2 CK exam by December 31 of their final year. December graduates will need to take the exam sooner. Must pass both tests and have scores returned to UMKC to graduate. 	Residency Interviews (varies based on the number of interviews and locations – plan for hotel, airfare, meals, and ground transportation costs)
MED 98xx-99xx - Clinical Elective	<ul style="list-style-type: none"> Financial Literacy Workshop (Spring): One on One Loan Repayment and Residency Budget Counseling 	<ul style="list-style-type: none"> October – students with open electives in spring Year 6 submit elective preferences 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. 	<ul style="list-style-type: none"> ACLS Training: \$157
MED 98xx-99xx - Clinical Elective			

Alternate Program for Years 1 & 2 Students

A Year 1 or 2 student in the BA/MD Program may require additional time to successfully complete requirements for promotion to the next level. The Alternate Program addresses those needs as detailed below.

Years 1 & 2 Alternate Program

A student may enter the Alternate Program if any of the following occur:

- The student self-selects the Alternate Program due to specific, personal reasons, such as a medical leave or other life circumstance
- The student meets criteria for placement into the Alternate Program at any point during the first two years of enrollment by:
 - a. experiencing academic difficulties, such as earning a grade of “D(+/-)”, “F”, “WF”, “No credit”, or “Fail” in any of the following required School of Medicine coursework:

Chem 211 & 211L: General Chemistry I & Lab
Chem 212 & 212L: General Chemistry II & Lab
LSMCRB 121 & 121L: Human Biology III & Lab (Microbiology)
LSANAT 219 & 219L: Human Biology I & Lab (Functional Anatomy)
BMS 9265: Human Biochemistry I (Medical)
Chem 320 & 320L: Elementary Organic Chemistry & Lab
BIOL 202: Cell Biology
BIOL 206: Genetics
BMS 9296 Human Structure Function I
BMS 9297 Human Structure Function II
BMS 9298 Human Structure Function III
MED 9110: Fundamentals of Medical Practice I
MED 9120: Fundamentals of Medical Practice II
MED 9210: Fundamentals of Medical Practice III
MED 9220: Fundamentals of Medical Practice IV
MED 9115: Medical Terminology
MED 9119: Learning Basic Medical Sciences
MED 9221: Hospital-Team Experience

- b. earning an insufficient cumulative or science GPA for promotion. Details of the required cumulative and science GPA calculations are found in the Council on Evaluation policy manual, under the heading “Grade Point Average”.
- The student does *not* meet criteria for promotion to
 - a. Year 2 by May 31st of the first year of enrollment
 - b. Year 3 by May 31st of the second year of enrollment

Upon entering the Years 1 & 2 Alternate Program, students must sign an Alternate Plan Contract in order to continue in the School of Medicine BA/MD Program. Students will be placed into a personalized curriculum program that consists of bachelors and medical degree coursework to achieve either a baccalaureate degree in Biology or Chemistry and to strengthen their knowledge and study habits in the basic sciences.

Years 1 & 2 Alternate Program Requirements

Performance in the curriculum for these alternate students will be monitored each semester upon placement in the program. Students maintain eligibility for each semester in accordance with Council on Evaluation policy. Council on Evaluation policies for separation (dismissal) remain in effect throughout the Alternate semesters. Students will be placed on probation for a time-frame to be determined by the Council on Evaluation.

Successful participation in the Alternate Program and promotion to Year 3 includes the following requirements:

1. The student must adhere to a personalized Alternate Plan Contract as designed by the student's ETC and/or the Assistant Dean of Years 1 & 2 Medicine with approval by the Council on Curriculum. Students may not alter the curriculum plan.
2. Students must declare a BA in Biology or a BA in Chemistry. Students deemed unable to complete a BA in either Biology or Chemistry due to time constrictions, determined by the Assistant Dean of Years 1 and 2 with approval of the Council on Evaluation, will continue work towards their prior baccalaureate degree designation.
3. Students must complete all course work at UMKC.
4. Students will remain enrolled as full-time School of Medicine students.
5. Students must complete the Year 1 & 2 Docent experience. Every attempt will be made to assign the student to their established Docent. During the Year 2 alternate year, students must be enrolled in a clinically focused School of Medicine course.
6. Students must repeat any required School of Medicine courses in which the student previously earned a grade of "C (+/-)", as their Alternate Plan Contract allows.
7. Students must satisfactorily complete all attempted coursework as outlined in the student's Alternate Plan Contract. Students are not permitted to withdraw from coursework. However, students granted a medical leave of absence by the Associate Dean for Student Affairs and/or the Council on Evaluation prior to the Academic Assessment date will be allowed to withdraw from coursework. Students who withdraw from coursework for a medical leave of absence must complete a performance review by the Council on Evaluation prior to re-entering the curriculum.
8. Students must achieve a grade of "B-" or better in any repeated science course. A course is defined as being repeated if enrollment in a semester-based course on the first attempt extends past the Census Date. The Census Date occurs on the 20th day of classes for the fall and winter semesters and the 10th day of classes for the summer semester. Courses not on a semester-based schedule will be considered as repeated if more than one-quarter of the instruction has been completed on the first attempt of the course.
9. Students must achieve a grade of a "C-" or better in all attempted coursework not designated as a repeat science course.

10. Students must achieve a semester science GPA of at least 2.800. For students in the Years 1 & 2 Alternate Program, a semester science GPA is calculated using the following:
 - a. The most recent attempt of any science course required for the medical degree
 - b. The most recent attempt of any science course required for the Biology or Chemistry degree
 - c. Any non-100 level math or science course required in the student's Alternate Plan Contract
11. Students must achieve a minimum cumulative GPA of 2.800 at promotion to Year 3 in the School of Medicine.
12. Students must achieve a cumulative science GPA of 2.800 to begin the Human Structure Function Series and to promote to Year 3 in the School of Medicine. The most recent attempt of the following courses are included in the School of Medicine Cumulative Science GPA calculation:

Chem 211 & 211L
Chem 212 & 212L
LSMCRB 121 & 121L
LSANAT 219 & 219L (instead, LSANAT 218L for BA Biology)
Chem 320 & Chem 320L (either Chem 320 & 320L or Chem 321 & 321L for BA Chemistry)
LSBIO 202 Cell Bio
LSBIO 206 Genetics
BMS 9265 Human Biochemistry
BMS 9296 Human Structure Function I
BMS 9297 Human Structure Function II
BMS 9298 Human Structure Function III
BMS 9399 Human Structure Function IV
BMS 9310 Medical Neurosciences
BMS 9311 Medical Microbiology
MEDIC 9390 Clinical Correlations
MEDIC 9312 General Clinical Pathology I
MEDIC 9313 General Clinical Pathology II

13. Students must complete all required coursework in the Years 1 & 2 curriculum in no more than three years after matriculation.
14. Failure to meet any of the above requirements will result in meeting criteria for separation (dismissal) from the program.

In addition, the following stipulations apply to students in the Years 1 & 2 Alternate Program:

1. If a student has not completed all requirements for their undergraduate degree, a student in the Years 1 & 2 Alternate Program will be required to take a campus semester during Year 4.

Academic Support for Years 1 and 2

Volker Campus, Atterbury Student Success Center
Medical School Advising, 116A

Kathleen Moburg, M.Ed

Academic Support for Years 1 and 2
moburgk@umkc.edu
816-235-8831

Academic Support Coordinator: The School of Medicine recognizes the academic challenges faced with students' coursework. The Academic Support coordinator serves as a resource to bolster students' success by offering various types of academic support.

What is Academic Support? Developing and practicing high-yield study strategies is essential in the medical students' courses. To this end, this Academic Support offers a variety of topic-specific skills. These topics include time management, note taking, study and review techniques, listening and memory-enhancing strategies, test-taking strategies, coping with test anxiety, and organization of materials. Historically, many of the most successful medical students were the individuals who utilized all the resources available to them.

How does the Academic Support program work? We offer small-group workshops on various study strategies (listed above); as well as developing individualized plans, and one-on-one coaching on an as-needed basis. Additional support is offered through the Supplemental Instruction (SI) program. The SI sessions are offered for several content-heavy science courses. Offered twice weekly, sessions are taught by former students who earned an A grade in that course. SI sessions offer additional practice, review and study suggestions over the content. All students are encouraged to attend SI sessions.

Academic Support for Years 3-6

M4-209

Stan Viebrock

Learning Resource Specialist
ViebrockSt@umkc.edu
816-235-6763

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

- 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://med.umkc.edu/sa/academic-support/>

Additional Requirements of Medical 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 or at <http://app.hsac.com/umkcsom>.

Clerkship Patient Logs in Oasis– The School of Medicine uses an online system called Oasis 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 Oasis patient logs is required in all clinical rotations, including Continuing Care Clinic. Students must enter all required patient data into the system by the last calendar day of the block 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). For questions about Oasis patient logs, please contact Megan Frasher in the Curriculum Office (reedme@umkc.edu).

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 the opportunity to bond with your classmates, living in the residence life buffers you from some of the distractions that can exist at home.



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 every course 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 one-week “Hospital Team” experience following Finals week occurring in mid-May.

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 Human 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 Human Structure Function IV until mid-July. You normally have a one to three week break before fall courses start in early August.
- Fall – You normally report for courses, testing, and orientation in early August and continue with coursework until around the third week in December. You should refer to the published course 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 courses that do 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.

Year 4

Campus semester – Each student (except 4-year MD students and 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 summer, 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).
- When not enrolled on the campus semester, students are enrolled in consecutive one-block and two-block courses. Each block lasts four weeks.

Year 5 and Year 6

Students are enrolled in consecutive one-block and two-block courses, with a new block starting every four weeks. Each year, you will receive a one-block vacation.

Student Personal Holiday Policy

All students shall receive the following holidays off of rotations for 2022-2023:

- Monday, May 30, 2022 (Memorial Day)
- Sunday, June 19th, 2022 (Juneteenth)
- Monday, July 4, 2022 (Independence Day)
- Monday, Sept. 5, 2022 (Labor Day)
- Thursday, Nov. 24, 2022 (Thanksgiving Day)
- Sunday, Dec. 25, 2022 (Christmas Day)
- Sunday, Jan. 1, 2023 (New Year's Day)
- Monday, Jan. 16, 2023 (Martin Luther King, Jr. Day)

- 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 two (2) personal days per school year (defined as May 30, 2022 through May 25, 2023).
- 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 can be found on-line at <http://med.umkc.edu/docs/curriculum/ClkshpExcusedAbsence.pdf>
- 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 submitted on-line by the first day of the block prior to the beginning of the clerkship during which their holiday falls.
 - Example: If your requested date is during Block 2, then the deadline to submit your Request Form is the beginning of Block 1 (May 27). This deadline also applies to dates requested during the 2nd Block of a 2-Block clerkship. For example, if your requested date falls in Block 3 during a Block 2 & 3 clerkship (June 24-August 18), the deadline to submit your Request Form is the beginning of Block 1 (May 27).
- No student will be excused on the date of a scheduled subject exam or rotation orientation.
- Personal holiday forms can be found at <http://med.umkc.edu/sa/student-personal-holiday-policy/>

NBME Exam Guidelines

Office of Assessment and Quality Improvement

Currently all NBME exams are being held remotely online. Please refer to the provided system requirements and any other updated information to ensure you are prepared to test by your exam date. For all NBME exams administered at the School of Medicine, please check that you make the OASIS course roster at minimum one month in advance of the test date. 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. Availability is limited, and space will be allotted first to those on the original roster and then 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.

Follow provided instructions to ensure you are ready to take the exam on time. Any delay may cause a disruption with the exam, and prevent you from taking the exam at that time. Memorize your UMKC Student ID Number, as it will be the way you regain access to your exam if needed.

Scheduling for NBME Exams

Exam schedules will be posted online (med.umkc.edu/NBME) occasionally; however, last minute changes may occur. Any alternate scheduling, including retakes and reschedules, have to be documented by e-mail, approved, and communicated to the involved parties. This involves your course coordinator for clerkship/course exams, ETC for CBSE/CCSE, and the Chief Proctor managing the administration, and it is also a good idea to let your director know. Rescheduled exams will always be funneled into existing scheduled test dates.

Any change inquiries for clerkship or course exams should first be sent to the course/clerkship coordinator, and any change inquiries for CBSE/CCSE should first be sent to your ETC. All change inquiries will be reviewed by the involved parties, and a determination will be made to allow or disallow the requested change.

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 and required documentation prior to set-up for any approved accommodations. Any future administrations under the agreed-upon policy of accommodation must still have advance notice as all planning occurs one month in advance of each exam.

For the NBME Comprehensive Basic Science Examination (CBSE) and Comprehensive Clinical Science Examination (CCSE), scheduling and registration is through your ETC and subsequently Council on Curriculum if you do not show readiness. CBSE/CCSE exams generally occur on the second Saturday of most blocks.

For NBME Subject Exams, if you are on the OASIS roster for the course/clerkship/rotation, an exam will be ordered for you accordingly. The NBME Subject Exams are two hours and forty-five minutes exams with 110 questions each. Subject exams are held as close to the last week of the block as possible. After your NBME Subject exam, you are expected to return to your assigned curricular experience unless your Course Coordinator tells you otherwise. CBSE/CCSE are currently five hours and 15 minutes with 200 questions each.

United States Medical Licensing Examination (USMLE)

Step 1 Policy USMLE STEP 1 GENERAL REQUIREMENTS

1. Students must be enrolled in School of Medicine coursework in order to sit for USMLE examinations. Students are not permitted to take an examination while on leave of absence.
2. Students must sit for USMLE Step 1 prior to participating in any required clerkship other than Continuing Care Clinic, Year 4 Docent Rotation, and Family Medicine. Students who do not sit for the Step 1 exam by the end of the first week of any required clerkship (except Continuing Care Clinic, Year 4 Docent Rotation, and Family Medicine) will be automatically withdrawn from the clerkship and placed on administrative leave of absence until completion of the exam.
3. Students are not permitted to take USMLE Step 1 until they have successfully demonstrated readiness to sit for the exam by earning a qualifying score on the required Comprehensive Basic Science Exam (CBSE). Students who do not demonstrate readiness on the CBSE, as described below, will meet with the USMLE counselor to establish new readiness criteria.
4. A student who has shown readiness to sit for Step 1 cannot postpone any required clerkships.
5. Students who do not sit for Step 1 within 6 weeks of demonstrating readiness will be required to re-demonstrate readiness to sit for the exam. The student will meet with the USMLE counselor, who will establish new readiness criteria. The student will be responsible for the cost of any additional testing.
6. The deadline for a first attempt at Step 1 is 29 blocks (116 weeks) following the start date of Human Structure Function IV. The deadline for off-track students is determined by the Associate Dean for Curriculum. Students who do not meet this deadline will be placed on administrative leave of absence until they successfully demonstrate readiness to sit for Step 1.
7. Students are not permitted to withhold USMLE score results from the School of Medicine.
8. Students must pass the USMLE Step 1 examination within three attempts, time permitting. Graduation and deadline criteria are not suspended in order to permit three attempts on an examination.
9. Failure to pass USMLE examinations on the first or second attempt may result in a revised or extended curriculum. Additionally, students earning a second-attempt failing score on the USMLE Step 1 examination will be placed on administrative leave of absence.
10. Students earning a third-attempt failing score on any USMLE examination meet criteria for separation (dismissal) from the program and will be placed on immediate administrative leave of absence.

MINIMUM CRITERIA FOR THE FIRST-ATTEMPT USMLE STEP 1 EXAMINATION

1. BA/MD and MD students must officially promote to Year 4 and successfully complete (achieve a passing grade) in the Year 4 courses listed below:
 1. MED 9472: Behavioral Science
 2. MED 9408: Pharmacology

3. MED 9401: Docent Rotation-Year IV OR MED 9471: Family Medicine
2. Students must complete MED 9482: Patient, Physician, Society I (a grade must be received)
3. BA/MD and MD students must demonstrate readiness for the USMLE Step 1 examination by successfully completing the Comprehensive Basic Science Examination (CBSE).

CBSE Requirements

1. The CBSE is administered only at the School of Medicine. Students are responsible for ensuring that they are signed up for the correct test date.
2. An unexcused absence from a scheduled CBSE examination will be treated as a failed attempt and the student will be required to meet with the USMLE Step 1 Counselor, who will establish criteria to demonstrate readiness for a subsequent attempt.
3. In order to sit for the CBSE, a student must meet all criteria for promotion to Year 4 and have a cumulative science GPA of 2.80 or better.
4. Minimum CBSE performance to sit for USMLE Step 1:
 - A student scoring an Equated Percent Correct Score (EPC) score of 62 or above on the CBSE is automatically cleared to sit for USMLE Step 1.

Specific CBSE Requirements for students whose initial Year 4 schedule contains two consecutive study blocks:

- Students whose initial Year 4 schedule contains two consecutive study blocks must sit for a CBSE during one of the study blocks. Petitions to postpone the CBSE past the second study block will be considered only under documented extenuating circumstances.
- Students whose initial Year 4 schedule contains two consecutive study blocks and earn an EPC score of 56-61 on their first CBSE will be enrolled in a Council on Curriculum-approved elective for the block following their first attempt CBSE. These students must sit for a second CBSE during that elective.
- Students whose initial Year 4 schedule contains two consecutive study blocks and either
 - 1) earn an EPC score of ≤ 55 on their first CBSE, 2) earn a score of ≤ 61 on a second CBSE, or 3) fail to sit for a scheduled CBSE will meet with the USMLE counselor, who will establish readiness criteria for clearance for subsequent exams. These students will be enrolled in up to two blocks of MEDICINE 9714 – Academic General Elective, as determined by the USMLE counselor. Specific CBSE requirements for students whose initial Year 4 schedule does not have two consecutive study blocks:
- Students whose initial Year 4 schedule does not have two consecutive study blocks will select a CBSE date in consultation with their Education Team Coordinator (ETC). Students may petition to move this selected CBSE date once, and must sit for the CBSE on or before the March test date.
- Students whose initial Year 4 schedule does not have two consecutive study blocks and earn an EPC score of 56-61 on their first CBSE will be enrolled in Council on Curriculum-approved coursework for the block following the first CBSE attempt. These students must sit for a second CBSE during that block.

- Students whose initial Year 4 schedule does not have two consecutive study blocks and either 1) earn an EPC score of ≤ 55 on their first CBSE, 2) earn a score of ≤ 61 on a second CBSE, or 3) fail to sit for a scheduled CBSE, will meet with the USMLE counselor who will establish readiness criteria for clearance for subsequent exams. Curricular adjustments may be required, including enrollment in up to two elective study blocks and/or up to two blocks of MEDICINE 9714 - Academic General Elective, as determined by the USMLE counselor.

Deadline for Taking USMLE Step 1 Examination

1. The deadline for a first attempt at Step 1 is 29 blocks (116 weeks) following the start date of Human Structure Function IV. The deadline for off-track students is determined by the Associate Dean for Curriculum. Students who do not meet this deadline will be placed on administrative leave of absence until they successfully demonstrate readiness to sit for Step 1.

2. Alterations to a student's schedule (e.g., repeating courses) will not change a student's Step 1 deadline.

o If a student has not completed the Year 4 courses listed above by the end of the Step 1 first-attempt deadline, the last day of the block after the student completes those courses becomes the student's Step 1 deadline.

3. Failure to take USMLE Step 1 by the deadlines set forth above will place a student on immediate administrative leave of absence.

USMLE STEP 1 FAILURE POLICIES

1. Students failing the first or second attempt USMLE Step 1 examination must meet with the USMLE counselor and his/her ETC to design an appropriate Step 1 preparation program as soon as possible. The criteria for second or third-attempt readiness will be determined by the USMLE Counselor.

2. The Associate Dean for Curriculum will determine when a student has successfully completed the readiness criteria for a second or third attempt.

3. The Associate Dean for Curriculum will determine necessary curriculum and/or schedule changes for students failing the first or second attempt USMLE Step 1 examination.

Failure on First Attempt of USMLE Step 1

1. One block clerkship: Students receiving "notification of failure" while enrolled in a one block clerkship are permitted to complete the clerkship.

2. Two block clerkship:

- Students receiving "notification of failure" in the first block of a two-block clerkship are permitted to complete only the first block, and must withdraw from the second block of the two-block clerkship. An "Incomplete" grade will be issued for the entire

rotation until the second block is satisfactorily completed. The second block must be completed within one year, or the grade will lapse to "No Credit/Fail."

- Students receiving "notification of failure" in the second block of a two-block clerkship are permitted to complete the clerkship.

3. Enrollment in two block rotations will not be permitted until successful completion of USMLE Step 1.

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 an administrative leave of absence until readiness for a third attempt at Step 1 has been verified by the Associate Dean for Curriculum.

2. While awaiting results on a third attempt at Step 1, students may not enroll in required rotations.

Failure after Third Attempt of USMLE Step 1

1. A student who fails the third attempt at Step 1 meets criteria for separation (dismissal) from the program.

2. Students will automatically be placed on 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.

USMLE Step 2 CK

USMLE Step 2 Clinical Knowledge (CK) General Requirements

1. Students must be enrolled in School of Medicine coursework to sit for USMLE examinations. Students are not permitted to take an examination while on leave of absence.

2. Students are not permitted to withhold USMLE score results from the School of Medicine.

3. Students are not permitted to take USMLE Step 2 CK until they have successfully demonstrated readiness to the Council on Curriculum.

4. Students must pass the USMLE Step 2 CK examination within three attempts (time permitting).

5. Failure to pass USMLE examinations on the first or second attempt may result in a revised or extended curriculum.

6. Students earning a third-attempt failing score on any USMLE examination meet criteria for separation (dismissal) from the program and will be placed on immediate administrative leave of absence. Graduation and deadline criteria are not suspended to permit three attempts on an examination.

Requirements and Readiness Criteria for Taking USMLE Step 2 Clinical Knowledge (CK)

1. Requirements for Taking the USMLE Step 2 CK Examination

A. All students must successfully complete the following clerkships:

- o MED 9501: Year 5 Docent Rotation
- o MED 9503: Pediatrics
- o MED 9505: General Surgery
- o MED 9506: Obstetrics & Gynecology

o MED 9571: Psychiatry

B. All students must successfully pass USMLE Step 1.

2. Readiness Criteria for USMLE Step 2 CK

A. Students who pass Step 1 AND 4 out of the 5 NBME subject exams on first attempt for the clerkships listed above will be permitted to sit for Step 2 CK.

o Students who meet the qualifying requirements are not required to take a CCSE; however, they may petition the Council on Curriculum to take a Comprehensive Clinical Skills Examination (CCSE) for personal preparation. Students will be required to pay for the exam through a charge to their student account and are required to follow the remediation process below if they receive a failing score.

B. Students who fail to achieve the qualifying requirements must complete the following:

o Contact their ETC and the Curriculum Coordinator to set a date and take the Comprehensive Clinical Skills Examination (CCSE).

o A student scoring 214 or above on the CCSE is automatically cleared to register and sit for USMLE Step 2 CK.

o A student scoring 200-213 on a first-attempt CCSE must schedule a second CCSE, but is not required to meet with the USMLE Step 2 CK Counselor.

o A student scoring 199 or below on a first-attempt CCSE is not permitted to schedule a second CCSE. The student is required to meet with the USMLE Step 2 CK counselor and successfully complete an individualized performance improvement plan to register for a second CCSE.

o Students failing to reach the required CCSE score of 214 after two attempts must show readiness for Step 2 CK with criteria determined by the USMLE Step 2 CK Counselor.

o An unexcused absence from a scheduled CCSE examination will result in a forfeiture of that attempt and the student will enter Step 2 CK remediation as if they had failed the CCSE.

Step 2 Clinical Knowledge (CK) Failure Policy

- Failure after first or second attempts
 - o The student must meet with the USMLE Step 2 CK Counselor and their ETC as soon as possible to determine readiness criteria.
 - o When readiness criteria are met, the USMLE Step 2 CK Counselor will clear the student to retake Step 2 CK.
- Failure after third attempt
 - o The student meets criteria for separation (dismissal) from the program per Council on Evaluation policy.
 - o The student will be automatically placed on an administrative leave of absence and will remain on administrative leave of absence until their status in the program has been determined by the Council on Evaluation

USMLE Step 1 or 2 Review Program Study Block Policy

The following policy applies ONLY to students enrolled in formal USMLE Step 1 or 2 Review Programs:

1. The student must submit a completed study block form to the Learning Resource Specialist at least one week prior to the beginning of the study block.
2. The student must submit with their study block form proof of enrollment from the formal USMLE Review Program.
3. The student will be allowed to miss up to four weeks of outpatient continuing care clinic while enrolled in a study block and participating in a formal USMLE review program. This will count towards the total out-of-town experiences allowed in the academic year.

Signing Up for Step I

1. Go to the NBME website. For licensing exams, the link is <https://apps.nbme.org/nlesweb/#/login>.
 - 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 and take the completed application, along with a 2x2 inch color picture of yourself, to the Councils on Curriculum and Evaluation office (ground floor) to have it signed and stamped with the school seal.
3. When your application is complete, mail it to the NBME (the address is on the application). The School of Medicine will not mail it for you.
4. When NBME receives your application, they will contact the school to confirm your student status. After this is done, you will be free to set up your window.
5. When you receive confirmation of your window, you may set your date at <https://www.prometric.com> once you have cleared any readiness measures.
6. Students who do not show readiness through the readiness measures outlined in the Step I Policy set forth by the Council on Curriculum (see above) will not be able to keep their scheduled date.

Signing Up for Step 2 CK

1. Go to the NBME website. For licensing exams, the link is <https://apps.nbme.org/nlesweb/#/login>.
 - You will need to have your USMLE ID, but there is also a link if you have forgotten it. You will need to pay at the time of application.
2. When NBME receives your application, they will contact the school to confirm your student status. After this is done, you will be free to set up your window.
3. When you receive confirmation of your window, you may set your date at <https://www.prometric.com> once you have cleared any readiness measures.
4. Students who do not show readiness by their Step I score OR the CCSE will not be able to keep their scheduled date. Students who do not show readiness will be contacted by the Council on Curriculum to discuss a curriculum plan.

The Electives Process

In-Town Electives

Electives at our affiliate institutions can be found in the electives database at <http://med2.umkc.edu/electives/findrecords.php>. Students accessing the database from any location away from the Health Sciences Campus will need to use VPN. Click on the UMKC button and it will list all available electives, faculty information, prerequisites, and scheduling information.

A large number of elective placements are determined in September (for blocks 1-8) and in March (for blocks 9-13). Students will submit their elective preferences and other information to aid in the placement process. Many electives are popular, and students should list multiple options for each block they have available. If there are more requests than there are spots, the elective coordinator will determine placements using the information provided with the student request.

After March and September, students make requests through their ETCs, who consult with the elective 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 September, they begin to fill their openings with visiting students.
- Some electives require instructor approval, additional forms, and/or onboarding. Leave yourself plenty of time (3-4 weeks) to complete all requirements.
- Visiting students are placed in open electives at Truman, SLH, and CMH 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.
- CMH requires elective requests be made 60 days in advance of the start date.
- If you are going to change your mind about an elective, do so early. The Council on Curriculum will only allow changes in electives one block prior to the start of the elective. 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 complete this requirement.
- One of your three electives must meet the critical care requirement set by the Council on Curriculum. 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.

Away Rotations

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 potentially give your application a little more weight at the programs where you rotate. It may 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. There are some very competitive specialties that expect at least one away rotation (ENT, Neurosurgery), and you will likely do at least one if you are interested in a specialty for which we do not have a residency program (ENT, Dermatology, PM&R, etc.).

When to do them? The ideal time to do out-of-town electives is May-September (block 13 of Year 5, blocks 1-4 of Year 6).

- It is possible to do them in October, November, or even December (blocks 5-7), but realize that doing them at that time will be too late to get a letter of reference for your application, and will be too late to appear on your MSPE.
- 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 curricular requirements, it may be difficult to find 3-4 blocks during May-September in which to do the rotations. Unless you are off-track with your schedule, you should have at least 2 blocks available for away rotations or specialty 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. There is also a fee to apply to electives through VSLO.
- If you are applying to a competitive specialty, it would be advantageous to do more away rotations 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 away rotation 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 away 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 VSLO site, or contact the institution.
- **VSLO (Visiting Student Learning Opportunities)**, formerly known as VSAS, is an online service provided by the AAMC. VSLO houses your application materials and makes them viewable to a large number of medical schools. VSLO website: <https://services.aamc.org/20/VSL0/>
 - Many schools use the VSLO system for their application process. Schools in this program list their catalogs on the VSLO website. Additionally, many schools have more detailed catalogs on their own website. VSLO 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. Brent McCoy (mccoybt@umkc.edu) to receive authorization to work in VSLO.
 - VSLO requires an application, immunization history, a transcript, photo, and proof of good standing as a medical student. Additionally, a program can request a number of other documents, which may include a CV, personal statement, and/or a letter of recommendation.
 - Fees: \$15 for each application. Application fees are per elective regardless of requested dates for that elective. A few programs will charge a fee in addition to the VSLO fee.
 - The VSLO 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.

- As you start the VSLO process, you will need to request an official transcript through Pathway. The transcript can be emailed to 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 or non-VSLO applications**
 - Some schools still have a paper application process, or use their own application through a non-VSLO site. You would follow the same process as above to request a letter of good standing. Your immunization records can be requested from your ETC. Most applications will ask for a signature of the Dean or Dean's Designee. Those forms are signed by Mr. Brent McCoy or Dr. Cary Chelladurai and can be left with Ms. Burton.
 - Transcripts can be requested the same way as for VSLO.
- **Besides being accepted by the host institution, you also need approval from UMKC to take the elective.**
 - Once you have been accepted by the host institution, contact your ETC and tell them where you will be going and when.
 - 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 block 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.

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 to 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. Rotating Room may also provide options for you.
- **Important Note** - New visiting institution standards may require that you secure your own commercial liability insurance to rotate with their programs. Please ensure that you confirm whether or not you need to purchase additional liability insurance for every away rotation you select. Cost will vary by institution and duration of rotation.

Visiting Student Learning Opportunities (VSLO) Information

To obtain authorization to use the VSLO website:

Brent McCoy

mccoybt@umkc.edu

816-235-1966

For assistance uploading and verifying application materials:

Ms. Cherie Burton

burtoncd@umkc.edu

816-235-1940

Med School 3rd Floor, Red

Application Materials:

- Letter of Good Standing
- Curriculum Vita
- Transcript
- Immunization Records (AAMC form or institution-specific form)
- Photo
- Date of last background check
- BLS expiration date

Career Services

Career Services and Residency Match

M4-205G

Petra Bricker, M.A.

Manager of Career Services

brickerp@umkc.edu

816-235-1931

Kim Kalaiwaa

Senior Office Support Assistant

kalaiwaak@umkc.edu

816-235-1900

The Office of Career Services 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>. Tailored presentations regarding CV preparation and interviewing skills for students in the MSA, MSB, PA and graduate certificate programs may be available on request. Students in the BA/MD or MD Program have access to our Canvas site, which includes information covering a range of career advising topics.

Services offered include:

- Individual advising and class presentations covering:
 - Personal compatibility with different specialties or career paths
 - Specialty options and making informed choices using national data
 - Constructing a Curriculum Vita
 - Developing a Personal Statement
 - Researching residency programs, assessing competitiveness of the applicant, and developing an application strategy
 - Interviewing, communication, and follow-up
- Assisting students with specialty selection based on individual interests and goals, using data from national groups such as the AAMC and NRMP.
- Yearly Mock Interviews to prepare applicants for residency interviewing
- Elective advising based on individual student interests and needs
- Reviewing the CV and Personal Statement of all students applying to residency
- Guiding students through the appropriate residency application process (NRMP, SF Match, Military match)
- Preparation of the Medical Student Performance Evaluation (MSPE) for each graduating senior.
- Processing residency application materials - including the MSPE and transcripts -- via the AAMC Electronic Residency Application Service (ERAS).

The Curriculum Vitae Basics

CV for Letter Writers

- You will need to create a CV to give to letter writers and to 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 try not to exceed two pages at this early stage in your career.
- 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 reverse chronologically when possible, starting with your most recent activities.
- Avoid using whole sentences and personal pronouns, and use active verbs to describe your activities – e.g., “led monthly meetings and delegated tasks to members” vs. “My duties included leading monthly meetings ... etc.”

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 a conversation starter 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 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)?
 - What got you interested?
 - Personal connection or experience
 - Patient encounter
 - Specific aspect of your specialty
 - 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.
 - 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?
- 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.
- Avoid grammatical errors or spelling mistakes. Proof-read it and ask others for the favor as well.
- If you find that your Personal Statement is not working, it's better to start over than try to salvage it.
- Ask for help if you need it. The Career Counselor is always available to assist you with the writing process.
- Use the College of Arts and Sciences Writing Center on UMKC's Volker campus. Visit their web page <http://cas.umkc.edu/writingcenter/> or call 816-235-1146 for more information.

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 a bit of information on how the electronic reference letter process works through ERAS (you put the reference writer's information in the system, and a link is sent to the author).
- 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 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.
 - 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. Do 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.

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 away rotation 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 is 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).
- The Student Affairs Office schedules mock interviews for MS-VI students prior to interview season.
- 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 or run out of time to have any tailoring or alterations completed.
- Good choices include a dark suit or skirt (blue, gray, black, or brown) with a white or blue collared shirt, a plain tie and/or minimal jewelry, and socks or hosiery that complement the outfit. Shoes should be comfortable, clean and polished. The key is to maintain professionalism and avoid standing out in a negative way.
- If in a surgical specialty, you may have to tour the OR in a bunny suit. This may entail the removal of a suit coat, and subsequent embarrassment if you have a thin or wrinkled top on underneath.
- A handful of anesthesia interviews will have you change into scrubs and spend time in the OR talking with a resident. Items such as a comb and small mirror may come in handy when redressing.

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 work. If no, 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

- Be truthful – this is never a good place to exaggerate or lie about your involvement or activity.

- 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 'helped with' or 'had the opportunity to' -- these phrases waste space.
- 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 about anything listed on your CV. Listing a 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).
- Assume an interviewer will Google the research you list on your CV and ask you about your involvement. They may also look for you on Facebook or other social media.

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 (e.g., diverse patient population, available electives, ability to teach medical students, 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 which interviews you want to accept.
- The information about each program should be organized in whatever way you choose (a spreadsheet works well).
- 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
 - Program websites, FREIDA, Residency Explorer, and Careers in Medicine provide contact information for each program.
 - Do not hesitate to e-mail or contact programs to request information that you cannot find on ERAS or their program website.
 - It would be a good idea to set up a spreadsheet 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 a subjective interpretation of a program's 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, since 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
 - Do not hesitate to contact UMKC graduates regarding residency programs
- Careers in Medicine
 - Produced by the AAMC
- FREIDA (Fellowship and Residency Electronic Interactive Database)
 - <https://www.ama-assn.org/life-career/search-ama-residency-fellowship-database>
 - Produced by the AMA
 - Very good resource regarding objective information about schedule and benefits
 - Links to program websites
 - Contact information for program

St. Joseph Campus

Info that you would tell a prospective student:

- St. Joseph Campus Website <https://med.umkc.edu/md-st-joseph/>
- Located at Mosaic Life Care in St. Joseph, Missouri. One of the largest rural hospital systems in the state. The Medical School is in the main area of the hospital. https://www.mymhc.com/Main/Location/st-joseph-mo/mosaic-medical-center-st.-joseph/?utm_campaign=website-link&utm_medium=organic&utm_source=local-listing
 - **Mayo Classroom** and **Osler Classroom** – these are the two classrooms that our students utilize for lectures as well as group study, review sessions, and class meetings
 - **Student Suite/Office Space** – each student has their own desk and locked file cabinet in our shared office suite. There are dual monitors, sit/stand desks, and Wi-Fi capability
 - **In-Hospital Fitness Center** – available to all students 24/7
 - **In-Hospital Medical Library** – utilize the same medical library as the top physicians and nurses at Mosaic Life Care. This library is open to students with their Mosaic ID
 - **Smaller Docent Teams** – because of the small class size, St. Joseph’s students have much smaller docent teams, and often 1-on-1 experiences.
- MD Curriculum (4-year program) – beginning in January and typical graduation in December
 - Background check - fall before start day
 - BLS training in fall of Year 3 (STJ Year 1)
- Living in St. Joseph
 - Uncommon Character website - <https://uncommoncharacter.com/>
 - Community calendar, information about relocating to STJ, activity guides (restaurants, events, athletics, arts, shopping, etc.)
 - Local Attractions
 - **Downtown St. Joseph**
 - A multitude of **Museums** – Albrecht-Kemper Museum of Art, Glore Psychiatric Museum, Pony Express National Museum, and many more
 - **Kansas City Chiefs Training Camp** is held at the Missouri Western State University campus each summer, just minutes away from Mosaic Life Care and the Medical School Campus.
 - Popular Restaurants
 - Boudreaux’s Louisiana Seafood & Steaks <https://www.boudreauxstjoe.com/>
 - Il Lazzarone – Authentic Neapolitan Pizza <https://illazzarone.org/>
 - Barbosa’s Mexican Restaurant <https://www.barbosastjoe.com/>

- Kris and Kate's Ice Cream <https://www.krisandkates.com/>
- Big Sky Donuts <http://www.bigskydonuts.com/>
- Geneo's Pizza and Pub <https://geneospandp.com/>
- Magoon's Famous Delicatessen <http://magoonsfamousdeli.com/>
- Local study spots
 - **Hazel's Coffee** – Hazel's has two locations, one just a few minutes from the hospital campus and the other conveniently located on the main level of a popular downtown apartment complex – American Electric Lofts. Hazel's partners with Mosaic Life Care and often has discounts with a Mosaic ID.
 - **Mokaska Coffee Company** – Located in downtown St. Joseph, Mosaska is a café and coffee roaster. The full-service, locally owned coffee shop is a great place to study or just hang out with friends!

List of Faculty and Staff:

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