Approved Policies by the COC

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Phase 1 & 2 Proposal
Classroom Hours

We propose that a formal policy concerning the number of hours of class or learning activities per week that Phase 1 & 2 students participate in be established. We propose that students will spend no more than 26 hours plus a half day of clinical activity per week averaged over the module in assigned learning activities during Phase 1 & 2. This includes both in-class activities and required activities assigned to be completed outside of scheduled class time. Monitoring of these hours will be done prospectively for each module. The effectiveness of the policy will be evaluated annually in the Phase 1 & 2 Curriculum Committee and the respective subcommittees to ensure that the set time students spend in these required activities is not surpassed.

This proposed policy addresses LCME standard 8.8 concerning Monitoring Student Workload, which states, “The medical school faculty committee responsible for the medical curriculum and the program’s administration and leadership ensure the development and implementation of effective policies and procedures regarding the amount of time medical students spend in required activities, including the total number of hours medical students are required to spend in clinical and educational activities during clerkships.” This proposed policy addresses students in the pre-clinical curriculum. A formal student duty hour policy already exists for the clinical curriculum. This proposed policy also addresses LCME standard 6.3, which states, “The faculty of a medical school ensure that the medical curriculum includes self-directed learning experiences and time for independent study to allow medical students to develop the skills of lifelong learning. Self-directed learning involves medical students’ self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; and appraisal of the credibility of information sources.”
Appendixes: Leave of Absence Policies

For purposes of this policy, when the title “Associate Dean for Student and Multicultural Affairs” is used it refers to either the Associate Dean for Student and Multicultural Affairs in Augusta or the Campus Associate Dean for Student and Multicultural Affairs in Athens.

When the term “curriculum dean” is used, it refers to the Senior Associate Dean for Curriculum in Augusta or the Campus Associate Dean for Curriculum in Athens.

When the term a “student affairs dean” is used, it refers to any of the student affairs deans including the Associate Dean for Student and Multicultural Affairs in Augusta, the Campus Associate Dean for Student and Multicultural Affairs in Athens, and the class associate deans in Augusta.

Appendix A
1. Excused Absence
   a. Excused absences of up to 5 days may be granted by any student affairs dean at the student’s campus (Augusta or Athens). An excused absence may be extended up to two (2) weeks, or 10 school days at the request of the appropriate student affairs dean with the approval of the Vice Dean for Academic Affairs in Augusta or the Campus Dean in Athens. Absences beyond 10 days will require that the student be put on a formal leave of absence. Please see Appendix B for policy governing leaves of absence.

2. Emergency Leaves of Absence
   a. Emergency leaves of absence can be recommended by any student affairs dean and approved by the Vice Dean for Academic Affairs in Augusta or the Campus Dean in Athens for up to ten working days. All missed work must be completed in a timely fashion.

Appendix B
Personal Leave of Absence
a. Any student enrolled in the Medical College of Georgia may request from the appropriate student affairs dean a personal leave of absence in the event of:
   i. The birth of a child of the student
   ii. The placement of a child with the student for adoption
   iii. A serious health condition of the student's child, spouse, parent, or spouse's parent necessitating the student's presence
   iv. A serious health condition of the student which renders him/her unable to perform the duties of a student
   v. Leave due to academic problems
   vi. Extra preparation/study for the USMLE Step 1, Step 2 CK, and Step 2 CS
   vii. Academic enrichment (research, fellowship, mission trip, etc.)
   viii. Personal and/or medical reasons
   ix. Others will be considered on a case by case basis

b. A personal leave of absence may be for no longer than twelve months, and may be for shorter periods of time.

c. Students taking a personal leave of absence are required to make up all missed work and may need to restart the academic year or segments thereof.

d. Personal leave of absence request procedures: Students must request a personal leave of absence from the Medical College of Georgia by submitting a written request to the appropriate student affairs dean.

The request should state the following:
i. The reason the leave is being requested
ii. The inclusive dates (i.e., beginning and ending) of the leave
iii. The plan for communication with the appropriate student affairs dean during the leave

e. The Student shall discuss with the appropriate student affairs dean the implications of the leave on the six-year rule for completing the MD degree (Section II.A.3), as well as the impact on scholarship(s), health insurance, financial aid, and loan repayment.

f. A letter of support for the action should be included if appropriate (i.e., physician letter, etc.)

g. The appropriate class Dean at the Augusta campus will inform the Associate Dean for Student & Multicultural Affairs of the request. Students at the Athens campus will inform the Associate Dean for Student & Multicultural Affairs at the Athens campus directly. If the Associate Dean for Student & Multicultural Affairs is supportive of the student’s request, the matter will be forwarded to the curriculum dean who will in conjunction with appropriate course directors and department chairs, develop conditions that must be met by the student and any necessary remediation activities the student is to complete during or after the personal leave.

h. A letter will be issued to the student that stipulates the terms of the Leave of Absence within 10 days of the approval of the leave. The terms of the letter must be approved by the Vice Dean for Academic Affairs, and, for students at the Athens Campus, the Campus Dean.

i. Students receiving financial aid through the Georgia Regents University must comply with all federal policies to maintain eligibility for aid.

j. In cases where the leave of absence extends for more than sixty calendar days, the student must confirm his/her plans to re-enroll by notifying the appropriate student affairs dean in writing at least thirty calendar days prior to the previously determined re-enrollment date unless otherwise stipulated in the Leave of Absence letter. The Associate Dean for Student & Multicultural Affairs at either campus will then notify the curriculum dean and the Registrar of the point within the curriculum at which (semester and year) the student will re-enroll. Students seeking reinstatement will be required to meet all conditions for reinstatement that had been established.

k. Students who fail to confirm their re-enrollment date in accordance with this policy or students who do not notify the appropriate student affairs dean of a change in plans may be administratively withdrawn from the Medical College of Georgia. Students must also complete all institutional procedures required for re-instatement as specified by the College and Registrar.

l. The student affairs dean will notify involved course directors when a leave of absence of any type has been granted, and when students have been approved to return.
Medical College of Georgia
Clinical Campus Re-assignment Policy

Through processes that have been defined, medical students are made aware of the clinical campus assignment by the spring prior to the third year of medical school.

This policy is applicable to two situations:

1. **The student has been assigned to a particular campus for the 3rd and 4th years, and the 3rd year has not yet begun; or**
2. **The student has already started the 3rd year at a given campus.**

MCG students assigned to a designated clinical campus for completion of the third and fourth years of medical education may request re-assignment to another clinical campus under one of the following conditions:

1. **Health concerns**
2. **Family issues including change in marital status**
3. **Academic poor performance that may be positively influenced by a change in campus**
4. **Other extenuating circumstances**

A student requesting re-assignment must first request a meeting with the appropriate dean to discuss the issue (clinical campus dean; curriculum or student affairs dean in Augusta or Athens). Upon completion of the initial meeting, the dean will forward the student’s request in writing to the Associate Dean for Student and Multicultural Affairs AND the Senior Associate Dean for Curriculum, with copies to the Partnership Campus Dean in Athens and/or the Associate Dean for Regional Campus Coordination in Augusta depending on which campuses are involved in the request. The Associate Dean for Regional Campus Coordination, Associate Dean of Student and Multicultural Affairs, and Senior Associate Dean for Curriculum (and Partnership Campus Dean, if applicable) will review the request and make a recommendation to the Vice Dean for consideration within two weeks of the original request from the student.

Re-assignment of said student will be made based on the merits of the request, the availability of adequate clinical rotations, and the best interests of both the student and MCG.

The student will be notified in writing as to the final decision, and if a change is approved, appropriate offices will be advised (registrar, student affairs, curriculum). Costs incurred to re-locate to the re-assigned campus will be absorbed by the student making the request.
Achieving a Positive Learning Environment

The medical learning environment is expected to facilitate students’ acquisition of the professional and collegial attitudes necessary for effective and compassionate health care. Achieving a positive learning environment is supported at the campus level by the Healthy Respect program as well as the Georgia Regents Health System policy on Disruptive Physician Behavior. The development of these attitudes is based on the presence of mutual respect between teacher and learner and represents the AAMC Teacher-Learner Compact. Additionally, this policy applies to residents as they experience dual roles as both teacher and learner.

The Medical College of Georgia (MCG or the College) is committed to maintaining a safe and supportive academic environment that is free of all mistreatment, including intimidation, disrespect, belittlement, humiliation and abuse. The College has therefore adopted a policy of zero tolerance with respect to student mistreatment. The policy is intended to protect students and discipline and/or take other appropriate actions for those responsible for inappropriate behavior. It is understood that all personnel will treat students in a collegial, respectful, and professional manner.

What is Abuse?
In general, student mistreatment is defined as any instance in which a student is abused in any way. This includes abuse of power by asking the student to do things beyond the scope of the medical student’s role. Examples of abuse include, but are not limited to:

- Threat of harm or being physically abused
- Treating students in a harmful, injurious or offensive way
- Attacking in words, speaking insultingly, harshly or unjustly to or about a student;
- Public belittling or humiliation (feeling dehumanized, disrespected or undignified, being shouted at, cursed or ridiculed)
- Being asked to perform services unrelated to education or patient care (shopping, running errands, etc.)
- Threat of grading and other forms of assessment as a reward or punishment for inappropriate requests
- Sexual harassment, including but not limited to offensive comments to or about the student; unwanted attention or unwelcome verbal advances; unwanted, persistent invitations; unwelcome, explicit propositions; offensive displays; offensive body language; unwanted physical advances; and/or sexual bribery. This form of abuse, however, should be reported under the procedures contained within Georgia Regents University’s Sexual Misconduct Policy, available at: http://policy.gru.edu/4-1-9-sexual-misconduct-policy/
- Offensive remarks based on one’s gender, racial, ethnic, religious identity, national origin, disability, or sexual orientation; having grades lowered solely on the basis of gender, racial, ethnic, religious identity sexual orientation, national origin or disability.
These forms of abuse, however, should be reported under the procedures contained within Georgia Regents University’s Non-Discrimination/Anti-Harassment Policy, available at: http://policy.gru.edu/8-3-2-non-discriminationanti-harassment-policy/

- Telling inappropriate stories or jokes (e.g., ethnic, sexist, racist).
- Behaving in an aggressive manner (e.g., yelling, throwing objects, cursing, and threatening physical harm) that creates a hostile learning environment.
- Assigning tasks or denying educational opportunities with the intent of punishment.
- Taking credit for a student’s work.
- Intentional neglect.

Examples of appropriate behavior include, but are not limited to:

- Conducting all interactions in a manner free of bias or prejudice of any kind.
- Providing a clear description of expectations by all participants at the beginning of all educational endeavors, rotations and assignments.
- Encouraging an atmosphere of openness in which students will feel welcome to offer questions, ask for help, make suggestions and disagree.
- Providing timely and specific feedback in a constructive manner, appropriate to the level of experience/training, and in an appropriate setting, with the intent of guiding students towards a higher level of knowledge and skill.
- Focusing such feedback on observed behaviors and desired outcomes, with suggestions for improvement.
- Encouraging an awareness of faculty responsibilities towards all individual learners in a group setting.
- Providing an educational experience of the highest quality, along with the time, preparation and research necessary to achieve that goal.
- Basing rewards and grades on merit, not favoritism.
- Focusing constructive criticism on performance rather than personal characteristics of the resident.
- All faculty and staff at any Medical College of Georgia teaching/clinical site are expected to adhere to the expectation to treat students with dignity and respect.
- The acknowledgement by learners of course or rotation expectations and the responsibility for fulfilling those requirements to the best of one's ability.
- Asking for feedback from professors, interns, residents, nurses, and attending physicians as appropriate.
- The acceptance of feedback provided by faculty in an objective manner and the incorporation of such feedback into future efforts so as to achieve the desired educational outcome.
- An understanding that feedback is given with the intention of helping to further the student’s progress in meeting course and/or rotation expectations.
- Promptly and properly addressing, through appropriate administrative avenues, of any incidents and circumstances that fall outside the tenets set forth here.
• An honest and earnest effort to provide constructive criticism—written, verbal or otherwise to peers and supervisors, when such feedback is likely to enhance their colleague’s skill as a physician.

What is Not Abuse?

• Pointing out that a student has not adequately prepared for his/her assignments during rounds
• Asking students questions on rounds
• Informing students that they were not adequately prepared
Providing feedback about these behaviors is not abuse or mistreatment unless done in an abusive manner or if such correction is disproportionately directed at specific individuals based on their race, gender, sexual orientation, or other protected status.

Exclusions from this Policy

Specifically, this policy is not intended to include complaints of sexual harassment or complaints of discrimination on the basis of disability, race, color, sex, creed, veteran’s status, age, martial or parental status or national origin. The Medical College of Georgia has specific policies to address these complaints.

Reporting Mistreatment

A student who believes they have experienced mistreatment should take one of the following steps:

  a. Consult with the Associate Dean for Student and Multicultural Affairs (in either Augusta or Athens) who will assist the student with determining whether an identified or anonymous report should be made.
  b. The student’s Class Dean in Augusta
  c. The Regional Campus Deans on the Clinical Campuses
  d. Report a Complaint to The Early Response Group: comprised of the Associate Dean for Student and Multicultural Affairs, the Class Deans in Augusta, and/or the Chair of Psychiatry and Health Behavior. Should a complaint be made about a member of the Early Response Group, that person will be recused from the ERG and treated as any other accused.
  e. Report a Complaint to The Vice Dean (who takes the incident to Early Response Group);
  f. Complete the confidential online reporting form Responses submitted on this form are encrypted and sent to a secure server to insure the confidentiality of the process. If you are not comfortable using the electronic reporting form, hard copies are available at Office of Student & Multicultural Affairs, in CJ 1020
Online Reporting
The reporting form can be found at the OSMA website: http://www.gru.edu/mcg/students/studentmistreatment.php
This form and process provides MCG students, faculty, staff, and house staff with a web form for reporting acts of student mistreatment and abuse that occur at MCG. Hard copies of this reporting form are also available outside the Office of Student & Multicultural Affairs at both campuses. If you or someone you know is in an emergency situation that requires or could require medical, psychological or police services, please call 911 or the MCG Police at 706-721-2911 or in Athens the UGA police at (706) 542-2200. Use this Web form to report an act of student abuse or mistreatment.

In Person Reporting
Augusta and regional campus students should contact Dr. Kimberly Halbur at (706) 721-2522 or via email at khalbur@gru.edu. Athens Partnership students should contact Dr. Francis, at jfrancis@grul.edu or (706) 713-2186.

Confidentiality and Protection from Retaliation
1. All attempts will be made to maintain confidentiality of the complainant to the greatest extent possible. Students are reminded that any complaint will be handled promptly and appropriate action taken with the goal of protecting the student from harm or any type of retaliation.
2. Likewise, personnel actions by the College and/or University against the perpetrator are often confidential.

Sources for Student Support
Situations where abuse and/or mistreatment occur can be stressful. There are many sources of student support including counseling both on and off campus. Please contact your class dean if you are an Augusta student, your regional campus dean if you are at the clinical campuses, or Dr. Francis if you are a UGA Partnership student.

Malicious Accusations
Any complainant or witness found to have been dishonest or malicious in making the allegation of mistreatment will be subject to disciplinary action and the matter brought before the Promotions Committee.

After a Report
The Early Response Group:
- Gathers information from student, others, the accused.
- Notifies legal counsel, as it judges the need
- Depending on the alleged behavior related circumstances, the Early Response Group may consult with the Director of the Counseling Center, the Chair for the involved department, the Clerkship director, the Senior Associate Dean for Faculty Affairs, the Senior Associate Dean for Graduate
Medical Education, and the Vice Dean to determine the appropriate handling of the matter.

- The Early Response Group facilitates resolution, whenever possible, which may include direct intervention with an accused party to solve the situation.
- The accused party also has the right to engage the Early Response Group to present their side of the allegation.
- The findings of the ERG will be shared with students who elect to file an identified report as well as the accused. If the findings indicate a violation has occurred by a faculty member, the Senior Associate Dean for Faculty Affairs will be notified.
- If findings indicate a violation occurred by a resident, the Senior Associate Dean for Graduate Medical Education will be notified.

References

Related Policies
Georgia Regents Health System policy on Disruptive Physician Behavior
Georgia Regents University’s Sexual Misconduct Policy http://policy.gru.edu/4-1-9-sexual-misconduct-policy/
Georgia Regents University’s Non-Discrimination/Anti-Harassment Policy http://policy.gru.edu/8-3-2-non-discriminationanti-harassment-policy/
TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, CONTINUATION AND GRADUATION

The following abilities and characteristics are defined as technical standards, which in conjunction with academic standards established by the faculty of the Medical College of Georgia are requirements for admission, matriculation, continuation and graduation. Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education.

Certain technical standards for medical students which must be met by all applicants and students consist of the minimum physical, cognitive, emotional, interpersonal, and communication requirements to provide reasonable assurance of completion of the entire course of study and degree requirements. Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge and skills needed in a broad variety of clinical situations and to render a wide spectrum of patient care. Applicants are selected for admission based not only on their scholastic ability, but also on their intellectual, physical and emotional capacities to meet the requirements of the curriculum and a successful career in medicine.

Candidates for the M.D. degree must possess aptitude, abilities, and skills in observation; communication; motor function and coordination; intellectual abilities involving conceptualization, integration and quantitation; and behavioral and social skills, abilities and aptitude. Students must personally demonstrate these technical standards in order to fulfill the essential course requirements of a general medical education as well as eventual practice. These technical standards are pre-requisites for entrance, continuation, promotion, retention and graduation from medical school. Reasonable accommodation is available to assist with a variety of disabilities and may be permitted for disabilities in certain areas. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five areas specified below.

Graduates of the medical school must function in a broad variety of clinical situations and render a wide spectrum of patient care. The Medical College of Georgia acknowledges Section 504 of the 1973 Vocational and Rehabilitation Act, PL 101-336, the American with Disabilities Act (ADA), and the ADA Amendments Act of 2008 (ADAA) but maintains certain minimum technical standards for medical students enrolled at the Medical College of Georgia:

I. Observation: Candidates and students must have sufficient visual acuity to make accurate observations, both close at hand and at a distance. Examples are studies of microbiological cultures, identification of normal and abnormal cells, identification of anatomical structures, direct visual observation of patient physical findings and interpretation of radiographic images. Observation necessitates the use of the sense of vision as well as other sensory modalities such as touch, hearing and somatic sensation. It is enhanced by the use of smell. In any case where a candidate’s ability to observe or acquire information through these sensory modalities is compromised, the candidate must demonstrate alternative means and/or abilities to acquire and demonstrate essential information conveyed in this fashion.

II. Communication: Candidates and students must be able to communicate with patients and colleagues and to relate effectively and sensitively with patients of all genders; as well as ages, races, life-styles, sexual orientations and cultural backgrounds. Communication includes not only speech but reading and writing. Candidates and students must be able to read and to record observations and plans legibly, efficiently and accurately in documents such as the patient medical electronic record. The candidate and student must be able to communicate effectively with patients and family members and elicit a clinical history thus possessing reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients. The candidate must be able to demonstrate proficiency in the English language and communicate effectively and efficiently in oral and written form with all members of the health care team.

III. Motor Function and Coordination: Candidates and students should have sufficient motor function such that they are able to perform a physical examination as well as provide general care and emergency treatment to patients. Performing a given skill requires the use of a variety of senses which must be integrated effectively with sensorimotor function. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the closure of simple wounds and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

IV. Intellectual Abilities including Conceptualization, Integration and Quantitation: Candidates and students should possess intellectual abilities including measuring, calculating, reasoning, analyzing and synthesizing information. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities and often must be performed quickly, especially in emergency situations. In addition, candidates and students should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures. They must be able to analyze clinical data and make logical diagnoses and therapeutic judgments for patients. The candidate and student must be able to perform these problem-solving skills in a timely manner.

V. Behavioral and Social Attributes: Candidates and students must possess the emotional stability required for full utilization of their intellectual abilities including good judgment, prompt completion of all responsibilities attendant to the
diagnosis and care of patients and development of mature, sensitive, non-judgmental, non-prejudiced and effective relationships with patients. Candidates and students must be able to work within a team, to learn to function in the face of uncertainties inherent in the clinical problems of many patients and to function under stress. Candidates and students must maintain appropriate personal hygiene and appearance. Honesty, compassion, integrity and concern for others are all personal qualities that are necessary in medical students and physicians. Throughout the clinical curriculum, students must be able to consistently complete a history and physical examination on any patient, regardless of the patient’s race, religion, ethnicity, socioeconomic status, gender, age or sexual orientation.

The Medical College of Georgia will, if requested, provide reasonable accommodations to otherwise qualified enrolled students and applicants with disabilities unless: (a) such accommodations impose an undue hardship to the institution or threaten harm to the health and safety of others due to the disability or (b) such accommodations fundamentally alter the educational program or academic standards of the medical college.

Students may request accommodations at any time but are asked to annually update their review and understanding of the Technical Standards for MCG as well as their ability to meet these technical standards with or without reasonable accommodations prior to the beginning of each academic year. Late requests could result in a delay of accommodations and accommodations cannot be made retroactive.

The Medical College of Georgia will consider for admission, matriculation, continuation and graduation individuals who demonstrate the knowledge and ability to perform or learn to perform the skills described in this document. Individuals will be assessed not only on their scholastic accomplishments but also on their physical and emotional capacities to meet the requirements of the school’s curriculum and to graduate as skilled and effective practitioners of medicine.
Medical College of Georgia

TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, CONTINUATION, AND GRADUATION

PROCESS FOR RETURNING MEDICAL STUDENTS TO SECOND, THIRD AND FOURTH ACADEMIC YEARS

OFFICE OF STUDENT AND MULTICULTURAL AFFAIRS REQUIRES ALL
RETURNING MEDICAL STUDENTS
TO REVIEW THE ATTACHED TECHNICAL STANDARDS FOR ADMISSION,
MATRICULATION, CONTINUATION AND GRADUATION AND COMPLETE THE ATTACHED
TECHNICAL STANDARDS ACKNOWLEDGEMENT FORM
AT THE BEGINNING OF EACH ACADEMIC YEAR

TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, CONTINUATION AND GRADUATION
TO BE REVIEWED BY RETURNING STUDENTS MATRICULATING AT MCG EACH ACADEMIC YEAR
(Narrative Attached)
Or review at the following web site
http://www.gru.edu/mcg/students/

NO, I WILL NOT NEED REASONABLE ACCOMMODATIONS

SIGN ACKNOWLEDGEMENT FORM AND RETURN TO OSMA ON CAMPUS THAT YOU ARE ASSIGNED (AUGUSTA OR ATHENS)

YES, I REQUIRE NEW OR WANT CONTINUATION OF EXISTING CURRENT ACCOMMODATIONS

CONTACT OFFICE OF DISABILITY SERVICES AND SUBMIT RELEVANT DOCUMENTATION:

DIRECTOR OF TESTING AND DISABILITY SERVICES
GALLOWAY HALL
GEORGIA REGENTS UNIVERSITY
SUMMERVILLE CAMPUS
2500 WALTON WAY
AUGUSTA, GEORGIA 30904
(706)737-1469 OFFICE
(706)729-2298 FAX
akitchens@gru.edu

DISABILITY SERVICES NOTIFIES ASSOCIATE DEAN FOR STUDENT AND MULTICULTURAL AFFAIRS ON DESIGNATED CAMPUS BELOW

AUGUSTA CAMPUS:
OFFICE OF STUDENT & MULTICULTURAL AFFAIRS
MEDICAL COLLEGE OF GEORGIA
HEALTH SCIENCE CAMPUS – GEORGIA REGENTS UNIVERSITY
1120 15TH STREET CJ-1026
AUGUSTA, GEORGIA 30912

ATHENS CAMPUS:
OFFICE OF STUDENT & MULTICULTURAL AFFAIRS
GRU/UGA MEDICAL PARTNERSHIP CAMPUS
UGA HEALTH SCIENCES CAMPUS
WINNIE DAVIS HALL, ROOM 112
108 SPEAR ROAD
ATHENS, GEORGIA 30602
Medical College of Georgia

TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, CONTINUATION, AND GRADUATION

PROCESS FOR APPLICANTS

ALL APPLICANTS TO THE MEDICAL COLLEGE OF GEORGIA APPLY THROUGH THE MEDICAL COLLEGE OF GEORGIA OFFICE OF ADMISSIONS

OFFICE OF ADMISSIONS FOR THE MEDICAL COLLEGE OF GEORGIA REQUIRES ALL APPLICANTS TO MEDICAL SCHOOL ACKNOWLEDGE THEIR REVIEW OF THE TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, CONTINUATION AND GRADUATION AT MCG IN THE APPROPRIATE AREA OF THE MCG ADMISSIONS SUPPLEMENTAL APPLICATION

TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, CONTINUATION AND GRADUATION TO BE REVIEWED BY ALL APPLICANTS TO MEDICAL SCHOOL

(Narrative Attached)

Or review at the following web site

http://www.gru.edu/mcg/students/

FOLLOWING ACCEPTANCE TO MCG, THE ADMISSIONS OFFICE SENDS THE APPLICANT AN ADMISSIONS ACCEPTANCE CONTRACT AND A TECHNICAL STANDARDS ACKNOWLEDGEMENT FORM, BOTH OF WHICH MUST BE SIGNED AND RETURNED TO THE ASSOCIATE DEAN FOR ADMISSIONS.

RETURN SIGNED ACKNOWLEDGEMENT FORM TO:

ASSOCIATE DEAN FOR ADMISSIONS
MEDICAL COLLEGE OF GEORGIA
GEORGIA REGENTS UNIVERSITY
1120 15TH STREET AA 2040
AUGUSTA, GEORGIA 30912

ADMISSIONS OFFICE SENDS SIGNED ACKNOWLEDGEMENT FORM TO OFFICE OF STUDENT AND MULTICULTURAL AFFAIRS TO BE PLACED IN ACCEPTED STUDENT’S FILE
The Medical College of Georgia, in keeping with the purposes of a health education institution and the guidelines set forth by the federal government, will make reasonable efforts to accommodate students with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. All medical school students must, with reasonable accommodation, be able to meet the technical standards for admission, continuation and graduation for the Medical College of Georgia.

At the beginning of each academic year, all returning medical students matriculating at MCG are required to sign and return this form to the Office of Student and Multicultural Affairs on your assigned campus (either Augusta or Athens) certifying that you have read and understand the attached Technical Standards for Admission, Matriculation, Continuation and Graduation for continuing in medical school. Based upon these technical standards, please check in the box below:

- [ ] I have reviewed and understand the Technical Standards for MCG and believe that I can meet these technical standards with or without reasonable accommodations.

Any request for new or continuation of existing current accommodations should be directed to the Office of Testing and Disability Services, telephone 706-737-1469. Information regarding documentation requirements can be viewed at [http://www.gru.admin.tds/disabilityservices.php](http://www.gru.admin.tds/disabilityservices.php). Any request for accommodations will be evaluated to determine the adequacy of the supporting documentation, the reasonableness of the requested accommodation.

<table>
<thead>
<tr>
<th>NAME (print)</th>
<th>NAME (signature)</th>
<th>DATE</th>
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</table>

All returning medical students must sign and return this form to:

**AUGUSTA CAMPUS:**

- OFFICE OF STUDENT & MULTICULTURAL AFFAIRS
- MEDICAL COLLEGE OF GEORGIA
- HEALTH SCIENCE CAMPUS
- GEORGIA REGENTS UNIVERSITY
- 1120 15TH STREET CJ-1026
- AUGUSTA, GEORGIA 30912

**ATHENS CAMPUS:**

- OFFICE OF STUDENT & MULTICULTURAL AFFAIRS
- GRU/UGA MEDICAL PARTNERSHIP CAMPUS
- UGA HEALTH SCIENCES CAMPUS
- WINNIE DAVIS HALL, ROOM 112
- 108 SPEAR ROAD
- ATHENS, GEORGIA 30602
OFFICE OF STUDENT AND MULTICULTURAL AFFAIRS requires all newly accepted first year medical students to indicate as part of their enrollment whether or not they will need reasonable accommodations following their review of the technical standards policy for MCG.

**NO, I WILL NOT NEED REASONABLE ACCOMMODATION**

- Previously signed acknowledgement form remains on record in office of student and multicultural affairs.

**YES, I WILL NEED REASONABLE ACCOMMODATIONS**

- Submit documentation of accommodation you will require and request initial intake appointment of:
  - Director of testing and disability services
  - Galloway Hall
  - Georgia Regents University
  - Summerville Campus
  - 2500 Walton Way
  - Augusta, Georgia 30904
  - (706)737-1469 office
  - (706)729-2298 fax
  - akitchens@gru.edu

  Disability services notifies associate dean for student and multicultural affairs on designated campus below.

AUGUSTA CAMPUS:
- Office of student & multicultural affairs
- Medical college of Georgia
- Health science campus – Georgia regents university
- 1120 15th street cj-1026
- Augusta, Georgia 30912

ATHENS CAMPUS:
- Office of student & multicultural affairs
- Gru/uga medical partnership campus
- Uga health sciences campus
- Winnie davis hall, room 112
- 108 spear road
- Athens, Georgia 30602
Medical College of Georgia

DRAFT 11-14-14

Grade Submission Deadline

All grades for modules and clerkships will be submitted within 6 weeks of the completion of the module or clerkship.

Adherence to this policy will be monitored by COC, reviewed on a biannual basis and modified as appropriate.
Medical College of Georgia

DRAFT 11-14-14

Excused Absence for Health Care

Medical Students will be excused from course and clerkship activities to seek their own health care. As professionals, when possible, they should choose appointments that interfere the least with educational responsibilities. If such absences exceed 1 appointment per month, a formal medical excuse will need to be obtained.

Adherence to this policy will be monitored by COC, reviewed on a biannual basis and modified as appropriate.
Supervision and Scope of Practice Policy

All medical students participating in required educational experiences are in engaged in educational environments wherein they are supervised by members of the faculty, and/or where present, residents. Faculty and residents are prepared for their roles as educators, are aware of the educational program objectives, and the generally expected limitations of medical student ability by level. All medical students are expected to perform medical activities within their approved scope of practice and must seek assistance if faced with a medical circumstance that is beyond their skill level or comfort.

Adherence to this policy will be monitored by COC, reviewed on a biannual basis and modified as appropriate.
Medical College of Georgia

DRAFT 11-14-14

Duty Hours Policy

In no cases will medical students exceed ACGME requirements for residents. Specifically:

- Duty hours must be limited to 80 hours per week, averaged over a 2-week period, inclusive of all in-house call activities.
- Medical students must have at least 10 hours, free of duty between scheduled duty periods.
- Students must have at least 1 day off per 7-day week averaged over a 4-week period.

Adherence to these policies will be monitored by the Phase 3 curriculum committee, reviewed on a biannual basis and modified as appropriate.
October 2, 2014

To: Curriculum Oversight Committee  
From: Kimberly Vess Halbur  

Re: Service Learning Requirement/LCME Standard IS-14

IS-14 A Medical schools should make available sufficient opportunities for medical students to participate in service-learning activities, and should encourage and support

To meet this requirement, the Office of Student and Multicultural Affairs proposes the following:

- M1 and M2 students, as a graduation requirement, will perform 10 hours of community service per semester for a total of 40 hours. Students are made aware of a list of service opportunities on the OSMA website: http://www.gru.edu/mcg/students/volunteering.php

- Students will use Noble Hour to track their service hours and will write a brief reflective journal (attached) at the end of hour completed.
  - Noble Hour is a web-based application that allows students to track volunteer hours, manage groups of volunteers, to post volunteer opportunities, collect aggregate data, and to measure the economic impact in the community.
  - When students submit their hours, they are asked to answer the following reflection:
  - Additionally, service hours will only be accepted if there is a reflection present.
Policy Regarding Emergencies Arising During Off-Campus Electives

The following policy covers all students who are participating in off campus electives, both inside and outside of the United States, no matter whether the elective is at an LCME accredited medical school or not.

Prior to leaving for the elective the student should:
- Provide the Curriculum Office with a contact number for the student during the elective
- Provide the Curriculum Office with an emergency contact phone number in the event that the student is not reachable
- Review the availability of Emergency Medical Services, Hospitals, and Public Health Officials in the location where the student will be during the rotation
- For international trips, the student should review the Study Abroad Office Emergency Procedures as well as comply with all Study Abroad Policies including registration with the US Department of State

During the trip when an Emergency Arises:

For trips outside the United States, follow the Study Abroad Office Emergency Procedures.

For trips inside the United States:

Medical Emergency, Injury, or Illness:
- For emergencies, dial 911 immediately or go immediately to the Emergency Department in the hospital of the rotation
- Whenever possible, contact or have a representative contact the MCG Curriculum Office (curriculum@gru.edu or 706.721.3217)
- In the event the injury is related to patient care, make sure to follow the procedures of the medical facility

Natural or Man-made Disaster:
- If you are injured or ill, call 911 or seek care at the nearest medical facility
- If necessary, seek shelter in a safe location, being sure to follow the direction of any local authorities
- Whenever possible, contact or have a representative contact the MCG Curriculum Office (curriculum@gru.edu or 706.721.3217)

Crime:
- If you are injured or ill, call 911 or seek care at the nearest medical facility
- Report the crime to local law enforcement
- Whenever possible, contact or have a representative contact the MCG Curriculum Office (curriculum@gru.edu or 706.721.3217)
Third Year Elective Guidelines

For third year

Longitudinal Integrated Clerkships

Longitudinal clerkship curriculums are a yearlong process. As such none of the students involved in such a clerkship will have completed any 3rd year core clerkship until the end of the third year. As such this severely limits the elective choices they have.

Since these students will have had exposure to all fields by the end of the first semester we request that third year prerequisites be waved for Longitudinal Clerkship students under the following guidelines...

1—Electives will not begin until the second semester of the third year

2—Electives will be 4 weeks in length or 160 hours of elective time. (Just as they are anywhere else)

3—Students will only be able to take an elective in a field that their initial midyear evaluation shows them to be making adequate progress (This would include satisfactory evaluations from preceptors, and at a minimal a passing level on the NBME Subject Exam for the clerkship area of the elective eg. If a student makes a failing grade on the Surgery NBME subject exam they would not be allowed to take a surgical elective)
March 10th, 2015

To: Curriculum Oversight Committee

From: Office of Students and Multicultural Affairs

Re: NON INVOLVEMENT OF PROVIDERS OF STUDENT SERVICES IN STUDENT ACADEMIC EVALUATIONS LCME Standard 12.5

LCME 12.5 require health professionals who provide health services, including psychiatric and psychological counseling to a medical student have no involvement in the academic assessment or promotion of the medical student receiving those services. A medical school ensures that medical student health records are maintained in accordance with legal requirements for security, privacy, confidentiality and accessibility.

To meet LCME standard 12.5, the Office of Students and Multicultural Affairs proposes the following:

- A health care provider who has provided care for a medical student will not serve in an evaluative capacity for the student or supervise educational activities where the faculty member evaluates the student.

- No professional serving as a provider of medical or psychological services for our students should be in an evaluative position for that student at any time.

- If a student is assigned to an educational environment where the supervising faculty member has previously provided health care to the student, the faculty member must advise the course/clerkship director of a need to re-assign the student (without disclosing why) to a different evaluating supervisor. It is the responsibility of the course/clerkship director to make sure that faculty are aware of this policy.

- If such professional happens to be a member of an evaluation or promotion’s committee at the time one of the students he(she) has rendered services to is being evaluated, he(she) will recuse from the committee until the evaluation of the student is completed.

- Evaluation forms will include an option for declining evaluation.

Definitions:

Student medical provider means any professional providing services for students in the role of physician, psychiatrist, counselor or therapist.

Reason for policy:

- To protect student’s privacy and confidentiality.

- To assure student gets a fair process.

Process/procedures:

- The professional involved will recuse himself(herself) as soon as he(she) or the student, realizes the student being evaluated has been his(her) patient or client at any given time.

The Office of Students and Multicultural Affairs requests review, edit and approval from the Curriculum Oversight Committee.
Student participation in Mid-Rotation Feedback Policy

03/10/2015

Mid-rotation student evaluation forms are required to be filled out by student and faculty approximately at the mid-point of all clinical clerkship rotations of four weeks or more. If a student does not initiate the process, it will lead to an incomplete grade in the clerkship.
M3/M4 Grading Evaluation Form with Narrative Policy

03/10/2015

Faculty are required to include narrative comments when completing the M3/M4 Grading/Evaluation form. Forms without narrative comments will not be considered complete.
Approval of Visiting Student Electives Policy

The Medical College of Georgia curriculum office accepts applications for visiting medical students from other LCME or COCA accredited schools seeking participation in MCG fourth year electives through the AAMC Visiting Student Application Service (VSAS) system.

After curriculum office review verifying required documentation, requests are released to departments. After confirming all MCG student elective needs are addressed, departments are responsible for accepting or rejecting applications for departmental electives. The application is sent back to the curriculum office for processing and final approval (authorized by Senior Associate Dean for Curriculum, Associate Dean for Curriculum, or the Fourth Year Curriculum Director). Acceptance or rejection notifications are sent electronically using VSAS.

Visiting students must adhere to the same policies and procedures as MCG students. Visiting students are eligible for healthcare at GRU Student Health or the GRU Emergency Department for illness, injury, or blood and body fluid exposure. Visiting students are responsible for the cost of being seen at GRU Student Health or the GRU Emergency Department not covered by insurance.

All grades for electives must be submitted within 6 weeks of the completion of the rotation.

Visiting student’s elective policies as well as available space for each elective are reviewed annually by the Curriculum Oversight Committee in the form of a report submitted by the director of the fourth year curriculum.

Approved COC 5/12/2015
Central Management of Electives

The department chair or her/his designee recommends the seating capacity for all departmental elective offerings prior to the start of the academic year, and submits that recommendation to the curriculum office.

The curriculum office reviews the recommendation and if the capacity seems appropriate, forwards the recommendation to the Phase 3 Committee for approval.

Opportunities are only made available for visiting medical students after the registration and lottery process for MCG students is completed. The curriculum office continuously monitors the drop/add status of each elective to assure proper enrollment. This process ensures that a favorable learning experience is available for all students, including visiting students.

The curriculum office leadership (Senior Associate Dean for Curriculum, Associate Dean for Curriculum, or Fourth Year Curriculum Director) may change the seating capacity for an elective, if it determines that the learning environment cannot properly support the number of students.

Approved COC 5/12/2015