



AUGUSTA UNIVERSITY

**MEDICAL COLLEGE  
OF GEORGIA**

**OVERVIEW POLICIES, INFORMATION, AND SYLLABUS  
FOR PHASE 1  
AUGUSTA CAMPUS  
(2017-2018)**

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**Rationale:** The goal of the MCG Phase 1 curriculum is to introduce students to the fundamentals of basic science and principles of clinical decision making that are necessary for becoming a competent physician. This curriculum is designed to equip students with the necessary knowledge, skills, behaviors, and attitudes to advance and perform successfully in Phase 2 and in the Phase 3 clerkships.

The Phase 1 curriculum is organized into a sequence of eight short courses called modules and three year-long Essentials of Clinical Medicine (ECM) courses that run concurrently with the modules. Each of the modules and ECM are horizontally integrated and sequenced to build on one another and highlight the clinical relevance of the basic sciences. An important aspect of an integrated Phase 1 curriculum is that major components are designed and led by a basic science or clinical director paired with a complementary clinical or basic science consultant and a senior medical student consultant.

The basic science modules and ECM courses follow the General Policies for the Phase 1 curriculum that are outlined below. Module-specific syllabi typically contain additional information, policies, module objectives, and session objectives necessary to successfully navigate and complete that module.

**Phase 1 Modules and ECM:**

<b>Module</b>	<b>Title</b>	<b>Credit Hours</b>
MEDI 5150	Cellular and Molecular Basis of Medicine (CMBM)	7
MEDI 5155	Tissues and Musculoskeletal Systems (TMSK)	14
MEDI 5158	Cardiopulmonary Systems (CP)	8
MEDI 5163	Gastrointestinal System and Nutrition (GI-Nutrition)	6
MEDI 5159	Genitourinary Systems (GU)	6
MEDI 5169	Head & Neck and Special Senses (HNSS)	8
MEDI 5174	Medical Neuroscience & Behavioral Health (MNBH)	7
MEDI 5198	Comprehensive Module (NBME Progress Exams)	1
MEDI 5590/5591	Physical Diagnosis	8
MEDI 5592/5593	Problem Based Learning	5
MEDI 5594/5595	Foundations of Clinical Practice	10

Each basic science module is comprised of specific components listed below.

Biochemistry	Histology
Development	Neuroscience
Gross Anatomy	Physiology

There is also a four year vertically integrated Ultrasound curriculum.

The ECM: Foundations of Clinical Practice course is comprised of specific components as well:

- Art of Doctoring
- Population and Public Health
- Evidence-Based Medicine
- Cultural Competency
- Student Clinical Case Presentations
- First Patient Discovery
- Healthy Perspectives (Institutional Requirement)

Phase 1 Leadership				
Carol Nichols, PhD. <a href="mailto:canichols@augusta.edu">canichols@augusta.edu</a> Address: CB 1814/ GB 3358 706-721-2569 [Cell: 706-627-1570; Home:706-228-2576 (urgent)]			Senior Director for Phase 1 Curriculum Director: Gross Anatomy Component Co-Dir.: ECM: Foundations of Clinical Practice	
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John Fisher, MD <a href="mailto:jfisher@augusta.edu">jfisher@augusta.edu</a> Address: AE 2046 706-721-8935	<b>Director</b> Art of Doctoring Component	Alexa Hryniuk, PhD. <a href="mailto:ahryniuk@augusta.edu">ahryniuk@augusta.edu</a> Address: CB 1807 706-721-2985	<b>Director</b> GI-Nutrition Module	
David Kozlowski, PhD. <a href="mailto:dkozlowski@augusta.edu">dkozlowski@augusta.edu</a> Address: CA 3014 706-721-8760	<b>Director</b> Comprehensive Review Mod. Remediation Module MNBH Module (Co-Director)	Donna Londino, MD. <a href="mailto:dlondino@augusta.edu">dlondino@augusta.edu</a> Address: EG 2006 706-721-6697	<b>Director</b> Behavioral Health Co-Director MNBH Module	
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Louise Thai, MD <a href="mailto:lthai@augusta.edu">lthai@augusta.edu</a> Address: GB 3344 706-721-9147	<b>Director</b> ECM: PBL	Frances Yang, PhD. <a href="mailto:fryang@augusta.edu">fryang@augusta.edu</a> Address: AE 1035 706-721-5712	<b>Director</b> Evidence Based Medicine Component	
TBD	<b>Director</b> Neuroscience Component			
Phase 1 Staff				
Phase 1 Coordinator	D2L Coord./Histo. Asst.	ECM Assistants	Anat. Services Coord.	IT Support
Ashlyn Reese <a href="mailto:asreese@augusta.edu">asreese@augusta.edu</a> Address: GB 3551 706-721-7784	Donna Kumiski <a href="mailto:dkumiski@augusta.edu">dkumiski@augusta.edu</a> Address: CB 1113 706-721-6278	Keeouka Knighton <a href="mailto:kknighton@augusta.edu">kknighton@augusta.edu</a> Address: GB3214 706-721-0122 Brenda McCray <a href="mailto:bmccray@augusta.edu">bmccray@augusta.edu</a>	David Adams <a href="mailto:dadams@augusta.edu">dadams@augusta.edu</a> Address: CB 1809 706-721-4772	Davina Smalley <a href="mailto:dsmalley@augusta.edu">dsmalley@augusta.edu</a> Jenn Rose <a href="mailto:jerose@augusta.edu">jerose@augusta.edu</a>

### Whom to Contact

Curriculum Questions	Dr. Nichols
Administrative concerns related to basic science modules	Ashlyn Reese
Administrative concerns related to the ECM 1 courses	Keeouka Knighton
Basic Science Modules (course)	Relevant module directors
Basic Science and ECM Components	Relevant component directors
Specific session content	Relevant Faculty member
D2L	Donna Kumiski
Information Technology	IT support Staff

<b>Required and Recommended Texts/Atlases</b>		
<b>Required for Essentials in Clinical Medicine</b>		
Textbook of Physical Diagnosis: History & Examination; 7th Ed.; M. Swartz. Saunders/Elsevier	The Patient History 2 <sup>nd</sup> Ed. L. Tierney; McGraw-Hill	
Medical Epidemiology, 4th Ed. Greenberg, Daniels, et al; McGraw-Hill/Lang	Maxwell Quick Medical reference, 6 <sup>th</sup> edition Robert W. Maxwell; Maxwell Publishing Company	
<b>Recommended for Essentials in Clinical Medicine</b>		
Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice, 3 <sup>rd</sup> Edition. 2015. JAMA Evidence: McGraw-Hill Education; G. Guyatt, D. Rennie, M. Meade, D. Cook. <a href="http://jamaevidence.mhmedical.com/book.aspx?bookid=847">http://jamaevidence.mhmedical.com/book.aspx?bookid=847</a>		
<b>Required starting with Module 1: Cellular and Molecular Basis of Medicine</b>		
Wheater's Functional Histology 6 <sup>th</sup> Ed.; B. Young and J.W. Heath; Elsevier/Churchill-Livingstone	Essential Cell Biology, 4 <sup>th</sup> Ed. B. Alberts, et. al., Taylor Francis/Garland Science	
Histology Laboratory Guide 2015 Ed. Paul. L. McNeil, Editor; MCG Print Shop, 2015	Textbook of Medical Physiology, 13 <sup>th</sup> Ed. A.C. Guyton and J.E. Hall; Elsevier/ WB Saunders	
The Developing Human: Clinically Oriented Embryology 10 <sup>th</sup> Ed. K.L. Moore, T.V.N. Persaud, and M.G. Torchia; Elsevier Saunders		
<b>Highly recommended starting with Module 1: Cellular and Molecular Basis of Medicine in August</b>		
Basic Histology, 13 <sup>th</sup> Ed. Text and Atlas L.C. Junqueira and J. Carneiro; McGraw-Hill	Harper's Illustrated Biochemistry, 30 <sup>th</sup> Ed. VB Rodewll, D.A. Bender, et.al.; LWW	
Thompson & Thompson Genetics in Medicine, 7 <sup>th</sup> Ed. Elsevier (Mosby Saunders)	Histology Time Online; University of Minnesota Bookstore (One year online subscription) <a href="http://umdstores.com/MerchList.aspx?txtSearch=Histology+Time&amp;searchtype=Description&amp;drpsearch2=Merchandise%20Desc">http://umdstores.com/MerchList.aspx?txtSearch=Histology+Time&amp;searchtype=Description&amp;drpsearch2=Merchandise%20Desc</a>	
<b>Required starting with Module 2: Tissues &amp; Musculoskeletal Systems in September</b>		
Clinically Oriented Anatomy, 7 <sup>th</sup> Ed. K. Moore, A. Dalley, & A. Agur; LWW	Atlas of Human Anatomy, 6 <sup>th</sup> Ed. F. Netter; Elsevier/ Saunders	Grant's Dissector, 16 <sup>th</sup> Ed. (N Amer. Ed.); A. Detton; LWW
<b>Recommended starting with Module 2: Tissues &amp; Musculoskeletal Systems in September</b>		
Imaging Atlas of Human Anatomy 4 <sup>th</sup> Ed. J. Weir, P. Abrahams, J. Spratt), L. Salkowski Mosby		
<b>AT LEAST ONE additional anatomy atlas from the list below is recommended</b>		
Grants Atlas of Anatomy, 13th Ed. A. Agur & A. Dalley; LWW	Atlas of Anatomy, 2 <sup>nd</sup> Ed. A.Gilroy, B.MacPherson, L. Ross Thieme	Atlas of Anatomy, 1 <sup>st</sup> Ed. P. Tank & T. Gest LWW
<b>Highly recommended for Module 6&amp;7: Head and Neck, Special Senses in March and Medical Neuroscience Behavioral Health in April</b>		
Neuroanatomy through Clinical Cases, H. Blumenfeld; Sunderland, MA: Sinauer, 2010 Textbook of Psychiatry, D. Black and N. Anderson		

## **MCG ACADEMIC AFFAIRS POLICIES RELEVANT FOR PHASE 1**

*Please See Academic Affairs website for the most up to date policies*

<http://www.augusta.edu/mcg/coffice/>

**Academic and Professional Policies and Procedures (Faculty Senate Student Promotions Committee) see**

[http://www.augusta.edu/mcg/students/documents/studentpromotionscommitteeacademicprofessionalismpolicy\\_sproceduresrevised1102017b.pdf](http://www.augusta.edu/mcg/students/documents/studentpromotionscommitteeacademicprofessionalismpolicy_sproceduresrevised1102017b.pdf)

**Promotions and Remediation:** Students should access the Academic and Professionalism Policies and Procedures for specific questions about promotion or remediation.

### **Access to Student Records Policy (approved by COC on January 24, 2017)**

Student academic records are confidential documents. This policy outlines those who have a right to access the records and the procedures required to do so. MCG provides limitations on access to student records in compliance with FERPA. The following situations are those specified by FERPA that permit access to records without consent of the individual student.

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

The following individuals may access student records at any time in the conduct of their administrative duties in the Medical College of Georgia:

- Assistant and Associate Deans for Student Affairs and Curriculum
- Associate Dean for Evaluation, CQI, and Accreditation
- Administrative Staff of the Office of Academic Affairs, MCG
- Dean and Vice Dean, MCG

The following individuals may have limited access to necessary student records in the conduct of their administrative duties in the Medical College of Georgia:

- Campus deans (Campus Dean, Athens; Campus Associate Deans for the clinical campuses)
- Academic Advisors
- Promotions Committee
- Scholarship Committee
- Financial Aid Office
- Admissions dean

Other members of the MCG faculty or administration may request permission *within FERPA guidelines* to review records by submitting a letter (or completing a designated form) to the Associate Dean for Evaluation, CQI, and Accreditation stating the reason for the request and the records requested. The Associate Dean will make a recommendation to the Vice Dean who will make a decision regarding the request.

Other individuals may access student records only with written consent and FERPA release of the student. Only those documents specifically indicated by the student will be released.

Definitions: Student records: student records are defined as the content of the student's formal academic file including admissions information, official correspondence, consent forms, grades, evaluations, records of the Promotions committee, MSPE, residency match results, and any electronic files, databases, or applications containing these documents or information.

#### **Excused Absence for Health Care Policy (approved by COC on January 24, 2017)**

Medical students are encouraged to obtain health care and are 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.

#### **Grade Appeal: Courses or Clerkship (for the most up to date policy, see**

**<http://www.augusta.edu/mcg/students/documents/studentpromotionscommitteeacademicprofessionalismpolicyproceduresrevised1102017b.pdf>**)

#### **Grade Appeal Process for a Module, Course, Clerkship, Elective, or Selective Grade or Narrative Report. (Approved by the Curriculum Oversight Committee August 4, 2015, Revised by the COC January 5, 2016)**

If the student chooses to appeal a module, course, intersession, clerkship, elective, or selective grade, or narrative report, that appeal must be pursued according to the procedure outlined below. Once a final grade has been posted, a student may appeal a final grade in a course or clerkship if he/she thinks that their grade or evaluation is unjust by:

- A. Discuss a Concern:** The student must discuss the concern with the module, course, clerkship, elective, or selective "director" first and not with any other faculty member (e.g., the student's attending physician) who taught in the course. A violation of this step will result in a student forfeiting the right to officially appeal the grade.
- B. Appeal a Grade:** To appeal a grade, a student must submit to the director in writing within two weeks of the final grade being posted the reasons for the appeal and provide objective documentation, where appropriate, to support a change in a grade. Appeal letters must specify in detail why the student believes his/her grade or narrative report was not substantiated by evidence, or the student believes that important information related to his/her performance may not have been considered (e.g., an evaluation report from another supervisor was not included). The director reviews the student's appeal and may make a decision independently or may appoint an advisory Ad Hoc Committee of at least three faculty members. The Ad Hoc Committee makes a recommendation to the director. The director then makes a decision about the appeal and notifies the student, in writing, (may be electronic) of the decision within two weeks of receipt of the student's appeal.

- C. Appeal the Decision of the Director:** The student may appeal the decision of the director within one week of notice by the director, by written request, to the department chair for a departmental course, or to the Senior Associate Dean of Curriculum if the course is interdepartmental. The chair or Senior Associate Dean of Curriculum may decide the appeal independently or may appoint an advisory Ad Hoc Committee of at least three faculty members who had not served on the prior Ad Hoc Committee listed under step B. The Ad Hoc Committee makes a recommendation to the chair or the Senior Associate Dean of Curriculum. The chair or Senior Associate Dean of Curriculum will then decide the matter and provide notice, in writing, to the student within two weeks of the written request for appeal at this level.
- D. Appeal the Decision of the Departmental Chair or Senior Associate Dean of Curriculum:** The student may appeal the decision of the departmental chair or the Senior Associate Dean of Curriculum, in writing, within one week of prior notice by the chair or Senior Associate Dean of Curriculum to the Vice Dean of Academic Affairs. The Vice Dean of Academic Affairs may decide the appeal independently or appoint an advisory Ad Hoc Committee comprised of at least three faculty members who had not previously participated in the appeal process. The Ad Hoc Committee makes a recommendation to the Vice Dean, who will then decide the matter. Typically, appeals at this level are for procedural concerns only. The student will be notified of the decision within two weeks of the request for appeal. This is the final level of appeal for a grade.

#### **Remediation Policy (approved by COC on Jan. 24, 2017)**

The Student Promotions and Professional Conduct Committee is responsible for assessing the performance of students during and at the completion of each academic year and making recommendations to the Vice Dean of Academic Affairs. A student must complete the required curriculum satisfactorily (including required modules/courses, USMLE, OSCE, and other required exercises) and successfully remediate all deficiencies as required by the Student Promotions and Professional Conduct Committee, as outlined in the Faculty Senate Student Promotions Committee Academic and Professionalism Policies and Procedures.

#### **Requirements for Remediation:**

- Recommendations for remediation are made by the Module Director (Augusta) or Campus Associate Dean for Curriculum or designee (Athens) and submitted to the Student Promotions and Professional Conduct Subcommittee. A formal remediation plan, which has been approved by the subcommittee and the Vice Dean of Academic Affairs, will be provided to the student. Students schedule remediation through the Curriculum Office.
- Students who are not successful in a module/course or must remediate other deficiencies as required by the Student Promotions and Professional Conduct Committee meet with the Module Director (Augusta) or Campus Associate Dean for Curriculum or designee (Athens) to outline the steps in the remediation plan.
- Remediation begins at the end of the academic year, with the specific dates and duration, including dates for remediation exams, determined by the Module Director (Augusta) or Campus Associate Dean for Curriculum or designee (Athens).
- Students are required to be in residence in the Augusta or Athens communities and be available for campus meetings during the course of the remediation. Exceptions are requested in writing and granted for extenuating circumstances (e.g., military duty requirements), but must be approved by the Module Director and Senior Director of Phase 1/2 Curriculum (Augusta) or Campus Associate Dean for Curriculum or designee (Athens) in advance.
- Remediating students are required to provide full-time in-residence effort during designated remediation periods.



During this time period, students are not permitted to participate in any MCG-sponsored activities including, but not limited to, research and travel until the academic deficiency is remediated successfully. Requests for exceptions are approved by the Module Director and Senior Director of Phase 1/2 Curriculum (Augusta) or Campus Associate Dean for Curriculum or designee (Athens) in advance. Furthermore, students are strongly discouraged from participating in non-MCG-sponsored activities until the academic deficiency is successfully remediated. Academic letters of good standing are not provided for any activity until the required remediation is completed successfully.

- Students are required to meet with the appropriate Module and/or Component Directors and relevant faculty on a weekly basis to discuss their remediation progress and receive formative feedback.
- Students must perform at a predefined expected level as determined by the faculty on remediation assessment(s) in order to remediate the module/course successfully.

### **Grade Submission Deadline Policy (approved by COC on January 24, 2017)**

All grades for modules and clerkships will be submitted within 4 weeks of the completion of the module or clerkship.

### **Narrative Assessment Policy (approved by COC on January 24, 2017)**

A narrative description of a medical student's performance, including his or her non-cognitive achievement, is included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment

### **Non-Involvement of Providers of Student Services in Student Academic Evaluations Policy (approved by COC on February 14, 2017)**

- 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 that result in evaluation.
- 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 promotions 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 include an option for declining evaluation.
- In the case where a faculty member (teacher/evaluator) has cared for a 1<sup>st</sup> degree relative of a medical student, if either believes that the student should be assigned to a different faculty member, the clerkship director will make a change. If both feel that such an interaction presents no potential conflict, the clerkship director may request approval for this interaction from any one of the curriculum deans.

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 recuses 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.

### **Phase 1 & 2 Work Hours Policy (approved by COC on January 24, 2017)**

Students 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 is done prospectively for each module. The effectiveness of the policy is 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.

### **Separation of Academic Advising and Assessment Policy (approved by COC on January 24, 2017)**

All enrolled students are assigned an academic advisor and have access to academic counseling from individuals who play no role in grading, assessment, or advancement decisions about them.

### **ADDITIONAL SPECIFIC PHASE 1 POLICIES**

**Communications:** All official communications from the Module and Component Directors will be sent to the student's official university e-mail address. Students sending e-mails to Module or Component Directors should clearly identify their e-mail message in the subject line.

**Attendance Policy:** Attendance is required for all of the following activities. Students must notify in writing relevant Module or Component Director in advance if they have to be late or absent from a session. Absences for these sessions must be excused by the appropriate Faculty Directors. **Unexcused absences and tardiness for activities requiring attendance are considered Professional Misconduct.**

- 1. ECM Foundations of Clinical Practice Blocks (all sessions):** Art of Doctoring, Public Health, Evidence Based Medicine, Cultural Competency, Student Clinical Case Presentations
- 2. Lecture:** Any lecture or class sessions that include real or simulated patients, panelists, invited speakers from within MCG/Augusta University, or off campus guests. Although attendance for routine class sessions is not part of the module grade calculation, attendance is still expected.
- 3. Labs:** Attendance is mandatory for all labs including histology, gross anatomy, neuroanatomy, ultrasound, patient simulations, and ECG lab.
- 4. Small Group Activities:** Including TBL activities, Problem Based Learning (PBL), Physical Diagnosis (PD) Student clinical Case Presentations, Biochemistry discussion groups, Neuroscience small groups, and other activities as assigned.
- 5. Graded Quizzes and Exams (Written & Lab):** Students are expected to take examinations at their scheduled date and time and are not permitted to take examinations early.

**Grading Policy:** The grading policy has been determined by the Phase 1-2 Curriculum Committee in compliance with the Policies of the Board of Regents. Each student's grade will be calculated based on the total number of points accumulated on examinations and other graded activities divided by the total number of possible points. There is no rounding up of scores. In order to advance to Phase 2, students are required to pass each of the basic science modules and the ECM course with an average of 70% of total possible points.

For each basic science module and ECM courses, refer to the respective syllabus specific information regarding types of assessments and grading scheme used. Progress Testing is included in the Phase 1 curriculum with the grade reported for the Comprehensive Module. Please refer to the course syllabus for specific requirements. Phase 1 grades will be reported to the registrar as Satisfactory or Unsatisfactory. All Grades and Evaluation Assignments are posted on One45.

**Note: Students are required to satisfactorily complete required coursework and/or assignments in order to sit for quizzes, module exams and/or the OSCE.**

**Tutoring Policies:** Eligibility will be evaluated and determined by the Academic Support Office within the Office of Student and Multicultural Affairs (OSMA) after quizzes and major examinations. Students with a cumulative score below 74% will be advised to obtain small group tutorial assistance. Students previously eligible for tutorial assistance who have attained a cumulative average in a component or module of 74% or greater may be removed from small group tutorial assistance. **NOTE: All students receiving tutorial assistance are required to attend all classes. Failure to attend classes may result in forfeiture of tutorial assistance.**

**Observance of Religious Holidays:** Students are required to notify the ECM or Module Director in writing at the **beginning of the module** to make him/her aware of any religious obligations that would require the student to miss required module activities and/or assessments. Arrangements for these excused absences will be made on a case-by-case basis.

#### **Excused Absences and Making up Missed Assignments**

If an emergency results in a student not being able to attend a required session or activity or take an examination as scheduled, the student will contact the relevant Module and Component Directors by email as soon as possible to provide them with written documentation as to why the session, activity, exam or assignment will be missed. Illnesses require a doctor's excuse or an excuse from Student Health Services.

For other reasons and circumstances, arrangements must be made at least one week (if possible) in advance of the examination date. Students are advised not to purchase non-refundable airline tickets or make other travel plans without first checking the examination/quiz schedule and obtaining approval from the relevant Module and Component Directors to make up activity and/or exam that is missed.

**Note: PBL, PD, and make-up laboratory examinations are particularly difficult (and sometimes not possible) to arrange.**

The Module and Component Directors in consultation with the student, will determine if the activity or assessment can be made up and when the make-up is due. **Activities, Assignments, and Quizzes/Exams missed due to excused absences must be made up within 5 business days of returning to school to receive credit.**

Makeup guidelines for excused absences of other specific activities are as follows:

- 1. TBL Sessions:** may be made up by taking the IRAT (worth up to 5 points) and submitting a narrative pertaining to each of the TBL application exercises (worth up to 3 points), which must include original literature citations. Students who miss the IRAT/GRAT due to tardiness will not be permitted to take the quiz.
- 2. Student Clinical Case Presentation Questions:** may be made up by reviewing the student presentation questions and submitting answers along with a brief summary explaining why the correct answer is correct and why the incorrect answers are wrong. Primary sources must be referenced.
- 3. Biochemistry Case Based Learning Questions:** may be made up reviewing the material and submitting answers to the questions along with a brief summary explaining why the correct answer is correct and why the incorrect answers are wrong. Primary sources must be referenced.
- 4. PBL sessions:** Complete and submit learning issues; Absences must be excused by group facilitators and PBL component director

**Testing Accommodations:** Augusta University abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations, but have not yet registered with Testing and Disability Services (TDS) (Galloway Hall; 706-737-1469; <http://www.augusta.edu/admin/tds/>), please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. Students with disabilities who are receiving accommodations through TDS are required to contact the Senior Director for the Phase 1 Curriculum and relevant Module and Component Directors prior to the start of each module to ensure accommodations.

**Course and Faculty Evaluations:** Submitting online evaluations of the faculty and the module is a professional expectation. Information gathered from the evaluations is needed to improve the quality of courses and the curriculum. Additionally, timely completion of evaluations assists students in developing the administrative and organizational skills required throughout their academic and professional career. Students are required to complete the evaluation form in its entirety. Failure to consistently submit evaluations in a timely and professional manner is a professionalism issue. The evaluation system is designed so that no student's identifiable information can be connected to a specific evaluation form. In order to ensure that all students have participated in the evaluation process, students must login to the online system. This login is not linked to the evaluation form itself. This process exists to keep a record of students who have completed evaluations. Each student has been randomly assigned a group of module faculty to evaluate. **Students are expected to attend the lectures to evaluate all faculty in their assigned group.** Students will be sent reminder emails a few days prior to specific lectures to let them know which faculty they are responsible for evaluating. Module and Module Director Evaluations will be made available for 2 days prior to the final exam and 3 days following each module's final exam. Students can log into the evaluation system using a login name (first initial and last name with the last four digits of your social security number) and a password (that will be sent via email) via this website: <https://www.one45.com/webeval/georgia/public/login.php>

**Technology Policy:** Policies are in place to avoid legal recourse against students and faculty and to protect the intellectual property of the faculty and others. If materials are shared with anyone not currently enrolled at MCG, serious disciplinary action may be taken, including but not limited to, expulsion. Students may also be subject to litigation. For additional information, please see: [www.usg.edu/copyright](http://www.usg.edu/copyright)

1. Students are not permitted to make any audio or video recordings of ANY teaching activity (including all reviews or demonstrations). All recording is done through the ECHO 360 system and posted to the Calendar on D2L.
  - All **faculty** generated educational materials, including but not limited to lecture notes and/or PowerPoint Presentations, histology or other podcasts are copyrighted intellectual property and may not be distributed or sold to anyone. They are posted to D2L and are to be used only for educational purposes and for the comparing of notes with currently enrolled Augusta University students. Therefore, *material that includes photographs from PowerPoints or other info taken from D2L may be shared only by reposting on D2L. Reproduced portions of any presentation materials cannot be posted or distributed except on the D2L website.* Students are not permitted to upload materials to any web-based storage system including, but not limited to, Dropbox.
2. All ECHO 360 audio or video recordings of lecture material are for educational purposes only. They may be downloaded to a personal device but these materials may not be copied or distributed via any means without the written permission of the lecturer and Module Directors.
3. Electronic sharing of **student** generated notes is only permitted when the utmost care is taken to prevent it from reaching users outside of the course. Notes should not include any materials that are copywritten or covered in Technology #1 above. If material is used in a web service that allows real-time updating and sharing of notes with other students in the class, such as Dropbox or Google Documents, these shared folders must not be made available to anyone outside of those currently enrolled in the course.
4. Any breach of these policies is a violation of the MCG technology policy. If a student is unsure about the use of technology, he/she should ask the Module/Component Directors and/or Associate Dean for Curriculum before taking any actions that might violate the policy.

### **OVERALL EXAM POLICIES AND GUIDELINES FOR EXAM ADMINISTRATION**

**Written Quizzes & Exams:** All examinations will be administered in the assigned Phase 1 classroom (GB 1210) on the dates and times indicated on specific module schedules. Written exams are given electronically using ExamSoft's Softest Web version. A notice in the quiz/exam announcements that are emailed out prior to all quizzes and exams states that the quiz/exam must be downloaded by **7:00am** on the day of the exam.

Students must sit in their assigned TBL seats for weekly quizzes. For all quizzes and exam, students must arrive to class and be in their seats by **7:45am** with their computers and cat5 cables connected for all quizzes and exams. If a student arrives late for a quiz, exam, or other graded activity, they will not receive additional time to complete the assessment. Additionally, the tardiness may be considered professionalism misconduct.

**Downloading Quizzes and Exams:** Failure to download the quiz on time may mean that you are not allowed to take the quiz/exam. The time stamp in Examsoft is used to keep track of this information for several reasons. First, it is one of several ways MCG Competency 5.1 that states that students must, “Fulfill professional commitments in a timely and responsible manner” is assessed. Second, the IT staff need to gauge how many students may be having computer trouble on a test day, especially since there can be 400 or more M1 and M2 students taking exams on the same day.

We understand that a student may have a bad evening or morning and forget to download the quiz/exam by the 7:00am deadline. Therefore, students who miss the 7:00am deadline are granted **one** grace allowance. If a student misses the download deadline a second time, he/she will not be allowed to take the quiz or exam. Students who miss a quiz/exam download deadline will be sent a courtesy email to letting them know that they have used their download allowance. .

**Testing Environment:** To create a safe and non-distracting testing environment, no personal items are permitted in the testing area during an exam. Examples of personal items include, but are not limited to:

- Cell phones, tablets, or other handheld computers (other than laptop)
- Watches with computer capabilities
- Books or notes
- Book bags or purses
- Food, beverages, candy, and gum

Phones must be off or on silent and inside a backpack or purse. All items, including phones, must be placed in the back of the room. The only things you are allowed to have at the testing station are computer, mouse, ear plugs, pencil or pen, power cord, and internet cable.

Snacks and drinks must be kept outside the classroom during exams as eating and drinking are distracting for students who are taking an exam.

Note: Students are not permitted to wear hats or caps during an exam.

**Questions during Exams:** No specific questions regarding a test question will be answered during any exam. Typographical errors or computer-generated errors, however, may be acknowledged and posted during the exam.

**Security of Written Exams:** All written exams are secure, and examinations will not be returned to the students. No information may be taken from the examination. Students are permitted to make calculations using the calculator in Examsoft or notes on a single sheet of paper that will be provided at the start of each exam. One sheet of paper is provided for each exam. This sheet must be signed and returned at the conclusion of the exam. The Honor Council representatives ensure that everyone has submitted their “scratch” sheet at the conclusion of the exam.

**Examination Question Challenges:** There are no challenges of exam question answers. Module and Component Directors, in consultation with the relevant faculty, examine the statistical analysis of the examination questions to identify problematic questions. The directors will determine credit for poorly written or misunderstood questions. No individual credit for questions will be given at any time. If the directors determine there is more than one correct answer for a particular question, credit will be given for all correct answers. If the question is generally flawed, credit for all answers will be given.

**Student Review of Exams:** Students will be permitted to review exams under supervision following each exam at the dates, times, and locations as determined by the Module Directors. Faculty or their designee, as well as members of the corresponding class year's Honor Council, will proctor the exam review period. During the exam review, the only permitted item a student may bring to the exam review is one copy of his/her personal *printed* ExamSoft score report (unless the exam review is electronic). Paper pens/pencils, laptops, cell phones or other recording devices, or food and drink are not permitted. All student belongings must be placed at the back of the room prior to the start of the exam review. Students may not consult their notes or lecture handouts during the exam review. Talking during the exam review is limited to quiet discussion pertaining to exam questions only. Discussion of the exam outside of the exam review is prohibited unless otherwise specified by the faculty.

**ExamSoft Result Reports:** Exam results for written exams will be distributed to students from Examsoft after adjustments have been made.

**Progress Testing Exams:** progress testing exams are administered only on the dates and times documented in the Phase 1 examination schedules. If a student, regardless of the reason, does not take the examination at that time, s/he will have to take the examination at an alternate time determined by the Curriculum Office and Module Directors.



## AUGUSTA UNIVERSITY/MEDICAL COLLEGE OF GEORGIA COMPETENCY-BASED OBJECTIVES

The Medical College of Georgia has competency-based objectives that all medical students are expected to master. These competency-based objectives are based on the following domains. See module and course syllabi for specific module and session objectives and how competencies and objectives are assessed.

<b>Core Competencies: Graduates from the Medical College of Georgia – Augusta University will be able to:</b>	
<b>1. Medical Knowledge</b>	
<b>Goal Statement: Medical students are expected to master a foundation of clinical knowledge with integration of basic sciences and the translation of that knowledge to the clinical setting.</b>	
	<b>Where Taught and Assessed</b>
1.1 Demonstrate knowledge of normal and abnormal structure and function of the human body on the macroscopic, microscopic, and molecular levels.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
1.2 Identify the pathology and pathophysiology of various diseases and correlate them with clinical signs and symptoms.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
1.3 Demonstrate knowledge of common or significant, acute and chronic clinical problems.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, ECM
1.4 Differentiate between normal and abnormal development and age-related changes across the lifespan.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
1.5 Demonstrate comprehension of clinical interventions and agents including pharmaceutical, surgical, genetic, complementary and alternative medicines, and other therapies.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, ECM
1.6 Demonstrate knowledge and ability to interpret epidemiological and public health contributions to understanding health and disease	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, ECM
1.7 Demonstrate knowledge of preventive medicine and current guidelines for health promotion and disease screening.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, ECM

<b>2. Patient Care</b>	
<b>Goal Statement: Medical students, as members of the healthcare team, are expected to provide patient and family centered care that is compassionate and effective for the promotion of health and management of illness.</b>	
	<b>Where Taught and Assessed</b>
2.1 Treat patients using a patient and family centered care approach.	MNBH, ECM
2.2 Obtain a complete and accurate medical history that covers essential aspects, also addressing issues related to age, gender, and culture, use of complementary medicine, family dynamics and socioeconomic status.	ECM
2.3 Perform both complete and symptom-focused physical examinations, including mental status examination.	ECM
2.4 Perform or participate in routine technical procedures. [procedures determined by core clerkships]	TMSK, CP, GI-Nutrition, GU, HNSS,
2.5 Construct a differential diagnosis for common clinical presentations.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
2.5.1 Demonstrate effective identification and analysis of problems and effective inductive thinking when raising plausible hypotheses to explain these problems.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
2.5.2 Demonstrate sound judgment in making inferences about findings and synthesizing problems, and in deductive thinking when solving these problems.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, ECM
2.6 Identify and interpret the most useful clinical, laboratory, roentgenologic, and pathologic testing for common clinical presentations.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
2.7 Construct appropriate and efficient therapeutic management and prevention strategies for patients with common conditions, both acute and chronic, including medical, psychiatric, and surgical conditions, and those requiring short- and long-term rehabilitation.	CP, GI-Nutrition, ECM



<b>3. Practice-based Learning</b>	
<b>Goal Statement: Medical students are expected to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine.</b>	
	<b>Where Taught and Assessed</b>
3.1 Demonstrate genuine intellectual curiosity and desire to learn, focused inquisitiveness in asking questions, and enduring persistence in the pursuit of learning.	HNSS, MNBH, ECM
3.2 Develop strategies for continuous individual improvement through monitoring performance, reflection, engaging in new learning, applying new learning, and monitoring impact of learning.	ECM
3.2.1 Demonstrate critical awareness and reflective thinking when evaluating individual or team performance.	ECM
3.3 Accept constructive criticism and modify behavior based on feedback.	ECM
3.4 Develop clinical questions related to patients' problems and demonstrate skills to find evidence that is relevant and valid information to answer clinical questions using medical information technology.	CMBM, GI-Nutrition, HNSS, MNBH, ECM

<b>4. Communication</b>	
<b>Goal Statement: Medical students are expected to demonstrate skills that result in effective communication and collaboration with patients, families, and professional associates.</b>	
	<b>Where Taught and Assessed</b>
4.1 Demonstrate the ability to establish a positive patient-doctor relationship based on mutual trust and respect for patients' privacy, dignity, individual integrity and culture.	ECM
4.2 Communicate with others in a respectful, professional and non-judgmental manner and demonstrate effective listening skills (e.g. maintaining eye contact, body posture, verbal and nonverbal facilitation skills).	CMBM, CP, HNSS, MNBH, ECM
4.3 Demonstrate the ability to give a clear, concise, and organized oral presentation and written documentation of a history and physical exam with basic elements of assessment and plan that addresses the psychosocial and biomedical needs of the patient for a focused or complete patient encounter.	HNSS, MNBH, ECM
4.4 Conduct an interview with a limited English-speaking patient through appropriate use of an interpreter.	ECM
4.5 Recognize barriers to effective communication and implement strategies to overcome these barriers (e.g. health literacy, vision/hearing impairment, disabled, pediatric, geriatric)	ECM
4.6 Educate patients assuring their understanding on: 4.6.1 Preventive strategies and promoting healthy behavior change, and	ECM
4.6.2 Medical risk and benefits in medical decision-making.	CMBM

## 5. Professionalism

**Goal Statement: Medical students are expected to demonstrate professional behavior, commitment to ethical principles, and sensitivity to diverse patient populations.**

	Where Taught and Assessed
5.1 Demonstrate honesty, integrity, and ethical behavior in all interactions with patients and other healthcare professionals, including:	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, ECM
5.1.1 Describing the importance of protecting patient privacy and identifying personal health information, including when and when not to share information	TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, ECM
5.1.2 Identifying the ethical hazard and respond appropriately in situations such as: <ul style="list-style-type: none"> <li>● Acceptance of Gifts</li> <li>● Collaboration with industry when courted to prescribe/use their products being asked to practice beyond legal limits or personal comfort (e.g., when asked to provide medical care to friends or relatives; use of "doctor" title)</li> </ul>	ECM
5.2 Fulfill professional commitments in a timely and responsible manner.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
5.3 Maintain appropriate professional appearance and composure.	CMBM, TMSK, CP, GI-Nutrition, GU, HNSS, MNBH, Comprehensive Module, ECM
5.4 Recognize and address personal limitations, attributes or behaviors that might limit one's effectiveness as a physician and seek help when needed. This would include:	TMSK, ECM
5.5 Demonstrates sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, race, religion, disabilities and sexual orientation and investigate impact of those on clinical care and medical decisions.	ECM

## 6. Systems-based Practice

**Goal Statement: Medical students are expected to develop an awareness of available health care system resources and demonstrate an ability to use them appropriately to provide optimal quality patient care.**

	Where Taught and Assessed
6.1 Demonstrate the ability to work within a multidisciplinary patient care team, with an understanding of the physician's' role and the unique and complementary abilities of all members of the team to enhance patient care.	TMSK, CP, GI-Nutrition, GU, HNSS, ECM
6.2 Examine medical errors and quality problems using a health systems approach and describe available methods to minimize them.	

## **TYPES OF GRADED ACTIVITIES**

**Written Exams:** All written quiz/examination questions are in multiple-choice format with a single best answer. Clinical vignettes and application of knowledge questions are preferred and used often. Images, graphs, radiographs, etc. are incorporated as appropriate. Types of written exams:

- Weekly Quiz (Individual and Group) scores are calculated as follows:  
Individual quiz score = 90% of weekly quiz score.  
Group quiz score = 10% of weekly quiz score. Note that answers submitted for group weekly quizzes will be the answer agreed upon by a simple majority of group members.
- Comprehensive Block/End of Module Exams each contribute to their respective module grade.

**Lab Quizzes and Exams (gross anatomy, histology, ultrasound and neuroanatomy):** Additional lab instructions and requirements are found in the anatomy and histology lab information documents

Lab Quizzes: Each Histology and Neuroanatomy Lab session includes a quiz given to each lab team near the end of the laboratory period. A review, based on the quiz, will be presented during the last 15 minutes of the laboratory session.

Histology Lab Exams: Students have 1.5 minutes per slide or picture and may not revisit questions (unless permitted by a lab instructor due to a specific problem). Students may not turn the slide over and look at it from the back or rub the slides because the arrows may be removed.

Gross Anatomy and Neuroanatomy Lab Exams: Comprehensive exams are given at the end of a block or module and consist of identification of tagged or labeled structures and/or higher order questions related to those structures. Students are allowed one minute at each station. Students are not permitted to touch the structures being tagged / labeled or the tags and labels themselves in any way during the examination. Students must be appropriately attired (long pants or skirt and closed toe shoes) to be in the lab area to take an examination.

Ultrasound Lab Quizzes: Short online quizzes that must be completed in order to participate in and receive points for the ultrasound labs.

**Objective Structured Clinical Exam (OSCE):** The OSCE is a clinical skills competency exam which takes place during spring semester in the Physical Diagnosis component of the ECM course. Students are given 20 minutes to rotate through clinical stations and are graded on history taking and communication skills. Students are expected to treat the simulated patient encounters as if they were real, and performance is graded by trained raters.

- The clinical activities dress code applies to this exam.
- The exam is confidential and should not be discussed outside the Clinical Skills Center.
- A minimum score of 70% on the OSCE is required to pass ECM1.
- Students will have the opportunity to meet with their faculty preceptors to review their performance on the OSCE.

Please see the ECM-PD syllabus for details and additional information.

**Student Clinical Case Presentations:** Student presentations are graded and contribute to the ECM course grade. Following each student presentation, an audience response system (ARS) question from the presenters, based on their presentation, is asked. Student performance on these questions contribute toward the relevant module grade. Student presentation groups may NOT distribute ARS questions to anyone outside of the group before the presentation. Please see the ECM-Student Presentation syllabus for details and additional information.

**Biochemistry Case Based Learning Sessions:** After selected biochemistry-related clinical application lectures, there will be a group discussion in the classroom. Ten questions will be asked during the discussion session, and each student's answer will be captured using the ARS. A handout relevant to the topic will be posted online in D2L in advance and students are expected to be prepared to participate in the discussion and Q&A session. After each question, a discussion will follow, and students may be selected at random to explain why they selected a particular answer. Students correctly answering 8-10 questions will earn 3 points; students correctly answering 5-7 answers questions will earn 2 points, and students correctly answering 2-4 answers questions will earn 1 point. Answering less than 2 questions correctly, will earn 0 points. Scores from each of these questions will contribute toward the relevant module grade.

**Genetic Counseling Exercise:** Students are provided with reading material and are required to work with their TBL groups to come up with answers to the questions in the exercise. It is expected that each member of the group actively participate in this self-paced group study activity. The answers are graded. Please see the CMBM syllabus for additional information.

**Neuroscience Small Groups.** Small groups for neuroscience are self-selected. In addition to lab exercises, small groups will work on problem sets. Over the course of two modules (HNSS and MNBH) small groups will initiate and resolve two or more problem sets. For some problem sets, students in each group will meet with faculty facilitators and teach the relevant material to their peers. Student presentations within the discussion groups are graded and contribute to the relevant module grade.

**Art of Doctoring, EBM, Cultural Competency, and Population and Public Health Activities:** Each of these ECM activities are graded and will contribute to the overall ECM grade. Please see ECM syllabi for details and additional information.

**PBL:** Problem based learning is a weekly small group activity. Students will receive graded evaluations based on participation, identification and presentation of learning issues, professionalism, and performance on PBL quizzes. Please see the ECM-PBL syllabus for details and additional information.

**Ultrasound activities:** Students will take and complete online sessions for Introduction to Ultrasound and related quiz questions by assigned deadlines. The TMSK, CP, GI-Nutrition, GU, and HNSS modules also contain pre-lab quizzes and scheduled ultrasound labs and. Students who do not complete the pre lab quiz will not be allowed to participate in the corresponding ultrasound lab or receive those points.

**Peer Feedback Exercises in Gross Anatomy:** Students will provide appropriate and constructive peer feedback to their laboratory partners twice during the academic year. Moreover, students will complete the same form on themselves as a means to reflect on their own strengths and weaknesses. Areas for evaluation are based on the Medical College of Georgia (MCG) Competency-Based Objectives and the MCG Phase 3 Medical Student Clinical Performance Evaluation. Each peer feedback exercise will contribute toward the ECM Foundations of Clinical Practice grade.

**Team-Based Learning (TBL) Activities:** For TBL activities, students are divided into small groups and sit in assigned seats with their group members during each TBL activity. Students are accountable for their preparation using a testing process known as the Readiness Assurance Test (RAT). The Readiness Assurance Test consists of 5 multiple-choice or true/false items related to the learning objectives of the assigned material and is taken both individually (IRAT) and as a group (GRAT) to assess comprehension of assigned readings. Students are **not** allowed to use notes, computers or other materials during the IRAT or GRAT. Following the IRAT and GRAT, students practice applying concepts using a series of in-class team application exercises that promote discussion, but are not graded. Approximately 5-10 minutes are given for the IRAT and GRAT. Scoring is as follows:

IRAT:		GRAT:	
4-5 correct	= 5 pts	4-5 correct	= 3 pts
3 correct	= 4 pts	2-3 correct	= 2 pts
2 correct	= 3 pts	1 correct	= 1 pts
1 correct	= 2 pts	0 correct	= 0 pts
0 correct	= 0 pts		

Note: Additional graded assessments may be incorporated during the academic year.

## **COMPETENCY (ACADEMIC AND PROFESSIONAL) DEFICIENCIES**

Students are expected master specific learning objectives that are taught during Phase 1, which are outlined in module/course syllabi. Students who do not meet expectations may be asked to develop a performance improvement plan as a way to help resolve the deficiency. If the deficiency is not resolved by the end of the Phase 1 year, the student must remediate the deficiency before progressing in the curriculum. Outlined below are the policies and notification procedures for a student who may be in academic or professional jeopardy.

**Module Academic Jeopardy:** A student is considered to be in academic jeopardy when his/her cumulative module grade is less than 74% for courses that require 70% to pass). If, after the second quiz in each module, a student's cumulative to-date module grade is 74.0% or less, he/she will receive an Academic Jeopardy letter indicating his/her cumulative to-date module grade and providing information on how to seek academic assistance (example: tutorial assistance and/or meeting with faculty). This letter will also include a breakdown of the cumulative component grades, which will help the student determine areas of weakness. This letter is copied to the appropriate Module and Component Directors, Promotions Subcommittee Chair, Associate Deans for Curriculum and Student and Multicultural Affairs, Year 1 Class Dean, and Director of Academic Support.

**Professionalism Jeopardy:** As an academic competency, professionalism also falls under the purview of the Student Promotions Committee. All medical students are expected to consistently conduct themselves in a professional manner. Physicians share a commitment to professionalism and govern themselves through peer reviews, hospital committees, and state medical boards. Physicians are also expected to practice in accord with a code of ethics. Therefore, medical students are expected to operate under similar guidelines throughout their academic careers. Faculty, staff, and students are required to report incidents of professional misconduct to the Associate Dean of Student and Multicultural Affairs within seven days of the occurrence.

Examples of professional misconduct that could lead to professional jeopardy include (but are not limited to):

- Engaging in activities that disrupt or obstruct teaching, research, or outreach programs.
- Habitually tardiness or leaving early; arriving late to a professional activities without permission.
- Failure to complete assignments, keep appointments, and other assigned duties including failure to download electronic quizzes or exams by the deadline.
- Approaching and treating faculty, staff, peers, or patients in a disrespectful and/or inconsiderate way. Failure to deal with professional staff or peer members of the health care team in a considerate manner and with a spirit of cooperation.
- Unprofessional dress (as outlined in program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the Medical College of Georgia.
- Bringing family members, guests, or pets to the classroom or any professional academic activities without prior consent of the instructor.
- Lying, cheating on assignments or assessments, falsifying records or providing false information to MCG personnel prior to admission or while an active member of MCG's academic programs.
- Unauthorized accessing or revealing confidential information about MCG faculty, staff, or students. Violation of patient respect and confidentiality in any practice/learning setting.

A complete list can be found in the Academic and Professional Policies and Procedures (Faculty Senate Student Promotions Committee) Handbook located at the following URL:  
<http://www.augusta.edu/mcg/students/documents/finalstudentpromotionspolicyprocedure772015.pdf>

### **NOTIFICATION OF DEFICIENCIES AND PERFORMANCE IMPROVEMENT PLANS**

**First instance:** The student will receive a written notification of a professional behavioral deficiency.

**Second instance:** The student will be asked to submit a written Performance Improvement Plan (PIP) and meet with relevant Module and/or Component Directors and Senior Director for Phase 1 Curriculum to review the deficiency and Performance Improvement Plan. Instructions for writing a Performance Improvement Plan are listed below.

#### **Steps to complete a Performance Improvement Plan**

- Step 1: Specifically identify the behavioral deficiency that needs to be improved and a reflection of its root cause.
- Step 2: Define goals for improving the professional/behavioral deficiency (goals should be specific, measurable, achievable, relevant, and time-bound).
- Step 3: Create a plan to achieve the goals by listing specific measurable steps to undertake (the plan should be short term, specific, measurable, and achievable).
- Step 4: Explain how you will know if you have accomplished your goal and what corrective steps you will take if you do not accomplish your goal.
- Step 5: Send an electronic version of the PIP to the Module Director(s). The Module Directors will review the PIP and, if satisfactory, send it to the Component Directors, Promotions Subcommittee, and Associate Deans for Curriculum and Student and Multicultural Affairs. The Student and Multicultural Affairs Office will send a copy of the PIP to the student's faculty advisor.
- Step 6: Schedule follow-up meetings as needed with the Module and/or Component Directors to review plan and progress.

**Third instance:** The student's file with the record of the three professionalism issues will be forwarded to the Year 1 Class Dean and Chair of the Class of 2021 Promotions Subcommittee with a recommendation that the committee meets with the student.

**PHASE 1 QUIZ/EXAM SCHEDULE FOR ACADEMIC YEAR 2017-2018 (DRAFT)**

<b>CMBM Module</b>	
Quiz	August 14, 2017
Quiz	August 21, 2017
Comprehensive Exam	August 31, 2017
<b>TMSK Module</b>	
Quiz	September 22, 2017
Quiz	September 29, 2017
Block 1 Comprehensive Written and Anatomy Lab Exam	October 6, 2017
Quiz	October 13, 2017
Quiz	October 20, 2017
Histology Lab Exam	October 26, 2017
Block 2 Comprehensive Written and Anatomy Lab Exam	November 2, 2017
<b>Cardiopulmonary Module</b>	
Anatomy Lab Exam	November 20, 2017
Quiz	November 21, 2017
Quiz	December 1, 2017
Quiz	December 8, 2017
Histology Lab Exam	December 11, 2017
Comprehensive Exam	December 15, 2017
<b>GI-Nutrition Module</b>	
NBME Progress Exam	January 3, 2018
Quiz	January 12, 2018
Quiz and Anatomy Lab Exam	January 19, 2018
Histology Lab Exam	January 25, 2018
Comprehensive Written	January 26, 2018
<b>Genitourinary Module</b>	
Quiz	February 2, 2018
Quiz and Anatomy Lab Exam	February 9, 2018
Quiz Histology Lab Exam	February 16, 2018
Comprehensive Written Exam	February 22, 2018
<b>HNSS Module</b>	
Quiz	March 9, 2018
Quiz	March 16, 2018
Comprehensive Anatomy & Neuro Lab Exam	March 29, 2018
Comprehensive Written Exam	March 30, 2018
<b>MNBH Module</b>	
<b>Physical Diagnosis OSCE: April 16-20, 2018</b>	
Quiz	April 12, 2018
Quiz	April 19, 2018
Quiz	April 26, 2018
Neuroanatomy Lab Exam	April 27, 2018
Comprehensive Written	May 4, 2018
<b>Comprehensive Review Module</b>	
NBME Progress Exam	May 11, 2018

**NOTES: DATES ARE CONSIDERED TENTATIVE UNTIL MODULE SCHEDULES ARE RELEASED**



## **OTHER IMPORTANT INFORMATION**

**Honor and Professionalism Codes:** The Medical College of Georgia (MCG) at Augusta University has operated a student-sponsored, faculty supported Honor System since 1953 when the System was adopted by the student body and faculty. The Honor System is comprised of an Honor Code and an Honor Court. The responsibility for the System's implementation rests primarily with members of the student body, individually and collectively. Matriculation in the School of Medicine shall be considered an agreement to abide by the Honor System. The Honor Code requires honorable and ethical behavior in all educational situations and medical responsibilities irrespective of the degree of supervision, guidance, or monitoring provided by the faculty or staff, of all students in the School of Medicine.

Physicians are subject to ethical standards, which are in place to ultimately benefit the patient. As future physicians, we as medical students must respect and remain responsive to the interests of patients primarily. In addition, we must revere our responsibilities to society, to other physicians, faculty members, staff, healthcare professionals, and to ourselves. All members of the School of Medicine are not only expected to remain honorable, but also to uphold the highest levels of professionalism. The American Medical Association's Principles of Medical Ethics are guidelines of professional conduct. The intent of the Professionalism Code is to provide a means by which members of the School of Medicine may identify fellow classmates who need assistance and provide those individuals with counseling without faculty involvement and/or future detrimental effects to their permanent record.

**The Honor Code and Professionalism Code are located at <http://www.augusta.edu/mcg/honor/honorcode.php> and should be reviewed.**

### **Examples of Honor Code Violations in Phase 1 (not an exhaustive List)**

- Failure to be on time and follow all faculty and staff instructions (written and verbal) for quizzes, exams, and other graded activities.
- Recording exam questions, answers, and notes or transmitting exam information in any format.
- Distributing student clinical case presentation ARS questions to anyone outside of the group before the presentation.
- Using notes or references for online quizzes or taking online quizzes in groups unless expressly given permission to do so by the module or component director.

## PEER ESTABLISHED DRESS GUIDELINES

Developed by the School of Medicine Class of 2011 and modified by the School of Medicine Class of 2014

Please refer to ECM syllabus for specific guidelines for hospital, clinic, and patient contact

**Appropriate Attire for Daily Lecture:** Students should be well groomed and wear appropriate clothing at all times. The following are examples of appropriate attire for male and female students on a day-to-day basis (not including physical diagnosis or guest lecturers). For both males and females **athletic clothing is not appropriate** for lectures or any ECM activities, and scrubs should only be worn when going to anatomy lab. Also, **hats/hoods should not be worn indoors** (any building: hospital, classroom, lab, etc.).

### Males:

- Collared or button-up shirts, Sweaters
- Appropriate T-shirts (i.e. no written statement shirts like “trust me, I’m a doctor,” or any fraternity shirts/other shirts that could be taken offensively). It is HIGHLY recommended to stick with university T-shirts with the school name on the front or plain T-shirts.
- University/appropriate hoodies and jackets
- Slacks or Jeans (not worn out or with holes)
- Dress shorts
- Loafers, sandals, or nice flip flops (no rubber or beach sandals)
- Tennis shoes that are clean and without holes

**Females:** Tops should cover shoulders (if wearing a tank or halter top, a sweater/cover should be worn over it) and completely cover mid-section when standing, sitting, or bending over. All low-cut shirts should be worn with an undershirt.

- Sweaters, Collared shirts or Professional blouses
- Appropriate T-shirts (i.e. no written statement shirts like “trust me, I’m a doctor,” or any sorority shirts/other shirts that could be taken offensively). It is HIGHLY recommended to stick with university T-shirts with the school name on the front or plain T-shirts.
- University/appropriate hoodies and jackets
- Skirts or dresses of an appropriate length
- Shorts of an appropriate length (no athletic shorts)
- Slacks, Capri pants, or Jeans (not worn out or with holes)
- Loafers, sandals, or nice flip flops (no rubber or beach sandals)
- Tennis shoes that are clean and without holes

### Attire that is NOT appropriate

- Offensive T-shirts or worn out clothing
- Rubber flip flops
- Athletic clothing (athletic shorts, yoga pants, etc.) and loungewear
- Short skirts or shorts
- Low cut tops or tops that show midsection
- Pajamas or house shoes

**Appropriate Attire for all Clinical Activities** (including but not limited to OSCE, hospital, standardized patients, all other patient interactions) **and Guest Speakers/Lecturers** (Deans, guests, and/or patient visitors). See Clinical Dress Code on page 8 of this document.

## **MCG TECHNOLOGY REQUIREMENTS AND INFORMATION**

**Students are required to use a wired internet connection (CAT 5, 5e, or 6. CAT 6 cable is preferred) for all exams and activities that use ARS for points. Any problems with a network connection must be reported to the director during or immediately following the presentation or ARS session.**

### **TECHNOLOGY SERVICE DESK**

- **Located in Harrison Education Commons**
  - Monday – Thursday: 7:30am – 7:30pm
  - Friday: 7:30am – 5pm
- **After hours support**
  - 706-721-4000
  - Staff available to take your calls 24 x 7 x 365

### **IT SERVICES OFFERED AT THE SERVICE DESK**

- **Windows / Mac / iOS platform supported**  
**Basic PC Troubleshooting support & Recommendations**
  - How to defragment hard drive
  - Browser settings
- **Distribution of Augusta University Supported Software Products**
- **Assistance Loading Software:**
  - Microsoft Office
  - Symantec anti-virus
  - Wireless setup & connectivity
- **Re-activation of network connectivity after cleaning viruses**
- **General assistance with cell phone/mobile device**
  - Setup for Augusta University Service & Software
  - General questions & answers
  - May be referred to cellular provider

## **TECHNOLOGY POLICIES AND CHECKLIST LINK**

**(USE THIS FOR MOST UP TO DATE POLICIES)**

**<https://augustauniversity.box.com/v/M1-Tech-Policy>**

## **MCG INFORMATION TECHNOLOGY SERVICES CONTACTS**

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