

IMC XXX Syllabus
(Name of Course Here)
MD Class of 202X
AY 2022-2023



UNIVERSITY OF
SOUTH DAKOTA
SANFORD SCHOOL OF MEDICINE

IMC XXX Syllabus (Course title here)

Course Director's Contact Information

Name:

Office location:

Office hours:

Office phone number:

Email address: my.name@usd.edu

1. Textbook Listing and other material for IMC ***:

[Insert the specifics of your course here...](#)

2. Description of Instructional Methods:

Throughout Pillar I a variety of instructional paradigms will be employed. In addition to the traditional lecture format these include "flipped classroom" sessions, patient-based, case-based or team-based learning sessions, student laboratory exercises, assignments and various self-study activities.

➤ **Types of Learning Sessions:**

- **Flipped Classroom Sessions:** In a traditional lecture format students are provided with new information in a classroom setting which they then review independently to achieve the desired level of comprehension and retention. In the "flipped classroom" model students are given information to be viewed prior to the classroom session, which then takes the form of an interactive conference rather than a lecture. Conferences may begin with a graded quiz on the preview material followed, if necessary, by a student-led question and answer session. The class is then presented with an opportunity for assessment. Although viewing podcasts is not compulsory, it is each student's responsibility to come adequately prepared to participate in the conference session.
- **Problem solving sessions:** Is an exercise in which students learn new material either individually or as a group. These exercises can vary depending on the content that is being covered and might include, for example, calculations involving buffers and pH, reading and interpreting EKG strips or completing worksheets related to renal function.
- **Patient-based learning (PBL):** Involves learning modules where groups of students will work on issues based on specific patient information. Cases have to be addressed using hypothesis generation, library research, identification of student learning issues, asking for and interpreting test results and then deriving treatment options from evidence-based conclusions. Points awarded for PBL exercises will be based on each individual's contribution to the group learning process; as such this will be a Pass/Fail exercise.
- **Team-based learning (TBL):** Requires students to apply information that they already possess to solve complex problems in a small group setting. Students may be assigned pre-reading material to be completed outside of class time. TBL exercises include an Individual Readiness Assurance Test (iRAT) and a Group Readiness Assurance Test (gRAT). These tests are given before the TBL application exercise to ensure student preparedness. TBL applications can consist of complex problems or clinical cases. The class will work in teams on the same application at the same time. At various times during this process each team will be expected to give and defend answers to faculty-derived questions. Points awarded for TBL exercises may come from any or all of the following: student performance on the iRAT and gRAT, the application exercise and the peer evaluation process.
- **Student Laboratories:** **DELETE OR MODIFY TO MATCH YOUR COURSE'S EXPECTATIONS**
 - Student laboratories, such as human anatomy, provide practical, hands-on experience with the many scientific and biological principles you will encounter throughout this course.
 - Teaching laboratory sessions generally follow the pertinent lecture presentations or group activities.
 - Participation in each of the student laboratories associated with this course is mandatory and will be assessed in the form of short laboratory reports. The format, content, due date and other requirements for each laboratory report will be provided by the faculty member directing the activity. Each report should represent the efforts of a single student, it should be legible and written in complete sentences, using both correct spelling and grammar; points will be deducted if these are inadequate. Abbreviations are acceptable if used in the correct context and when instructors, textbooks or contemporary literature commonly use them in the same form. If the material you submit is hand written and it cannot be deciphered, the information it contains will be deemed to be incorrect.
- **Student Assignments:** **DELETE OR MODIFY TO MATCH YOUR COURSE'S EXPECTATIONS**
 - All student assignments are to be completed and turned in by the specified deadline unless a waiver has been obtained in advance. The mechanism for this (electronic or hard copy) will be provided by the Course Director. Papers and other assignments turned in late (*i.e.*, starting one minute after the set deadline) will be docked 5 percentage points for each day or partial day that

elapses after the deadline has passed. However, all assignments must be completed in order for a student to achieve a passing grade in the course. This policy will be strictly enforced.

- **Self-Study Activities:** **DELETE OR MODIFY TO MATCH YOUR COURSE'S EXPECTATIONS**
 - During this course you may be assigned a number of self-study exercises pertaining to material that is not reviewed during class time (e.g., pre-reading for a team-based learning activity; studying via HistoWeb; podcasts, audio PowerPoint presentations). You are responsible for fulfilling the stated goals of these activities and, as such, all material assigned via this mechanism is testable.

Note: *During any of these exercises comments made by panelists, guest speakers or patients do not necessarily reflect the views of The University of South Dakota, The Sanford School of Medicine or the faculty.*

3. Class Attendance & Zoom Policy:

The primary site for educational activities in Pillar I is Vermillion. While lectures are recorded using the Panopto system for later review, learning is enhanced by student-to-student and instructor-to-student interaction. Classroom participation and in-person interaction are integral components of the education process for face-to-face courses, and the university expects students enrolled in those courses to be physically present for scheduled in-person class sessions. **The use of video delivery technology (Zoom) to supplement classroom instruction is at the discretion of the instructor, but students should not assume that it is universally available.** Students should also not assume that participation via Zoom meets attendance requirements. For this course, Zoom access will be handled as follows:

- Zoom will not be used for standard lectures.
- At the course director's discretion, Zoom may be used for clinical lectures, PBLs and clinical correlations.
- At the course director's discretion, Zoom may be used during inclement weather (See section 4 Weather-Related Hazardous Travel) or other unforeseen circumstances not listed here.

Lectures, small group activities and other educational exercises provide a framework for this course and serve to direct students' study of the many important topics that will be introduced; **the material covered by any of these mechanisms is testable**. Additionally, many of the non-lecture based learning opportunities that will be made available (including *ad hoc* group activities during scheduled lecture time), are experiential and cannot be replicated in other ways. It is the experience of the faculty, over many years, that students who are routinely absent from class do not perform at an acceptable level throughout the pre-clinical curriculum. For these reasons, attendance and participation in lectures is an expectation of all medical students, regardless of where they have chosen to live or any other events scheduled for that day. Attendance is **required** at all other scheduled educational activities (laboratory exercises, exams, clinical presentations, patient-centered activities, PBL/TBL sessions, discussion groups etc.). Failure to attend required activities will result in grade deduction as determined by the course director and defined in the grading section. Attendance is also **required** for all scheduled activities in Foundations of Clinical Medicine I, II and III. Information regarding in person training during Clinical Foundations will be provided in a separate document. Faculty will take into consideration any obligations members of the military may have.

While the ability to review lectures online via the "Panopto" system is a useful facility, it should be noted that correcting technical problems (video and/or sound quality; transfer to the archive) is not done by SSOM faculty and is beyond their control; as a consequence, there may be occasions where "testable" information provided in class will not be available online. Note that the "Panopto" system will not be used for any Clinical Foundations activities due to the experiential nature of the course.

From time to time there may be a sign-up sheet to record attendance at the various activities comprising this course. It is the responsibility of each individual to sign in when this occurs. **Signing in for any other student, for any reason, will be considered a breach of professional conduct and will result in a referral to the**

Student Progress & Conduct Committee. Without exception, anyone whose signature does not appear on the attendance sheet will be considered to have been absent. Unexcused absences from any of the required activities within this course will result in the loss of any points that were available during that time. Additionally, points lost because a quiz or other assessment was missed due to an unexcused absence cannot be redeemed at a later date.

The decision as to whether an absence is “excused” or “unexcused” will be made by the Course Director and, if necessary, in consultation with the Dean of Medical Student Affairs. Examples of events consistent with an excused absence may include a documented medical or family emergency, a weather-related travel advisory or attendance at a school-sponsored educational activity; other issues will be reviewed on a case-by-case basis.

A student who is, or will be, absent from any scheduled required activity (regardless of the reason) must promptly notify the Course Director whose contact information appears on page 2 of this syllabus. In addition, the required *Pillar 1 Absence Request Form* must be submitted. This form can be found on the course’s D2L homepage. For private/personal matters that the student wishes not to share with the Course Director, Medical Student Affairs Office may be contacted regarding the absence. Although Medical Student Affairs will inform the Course Director of an impending absence, the student **must** communicate directly with the Course Director at the first available opportunity in order to draw up a plan to compensate for all missed material.

Student absences during required activities

I. PBL

- a. Any student who does not complete PBL exercises due to an **excused absence** must complete an equivalent alternative PBL exercise administered by a trained facilitator to successfully complete the course requirements. Students will coordinate with their regular PBL facilitators to schedule a time when they may complete an equivalent alternative PBL exercise.
- b. An equivalent alternative PBL will be developed in advance of each Pillar 1 Systems course. Although distinct from the regularly scheduled PBL, each equivalent alternative PBL will address the same learning objectives as the regularly scheduled PBL and will allow the facilitator to assess student understanding of the required PBL objectives.
- c. Students who do not complete a PBL due to an **unexcused absence** will receive a score of zero (no points awarded) for the exercise and a Professionalism Report form will be filed to Office of Medical Student Affairs. The student will be required to complete an alternative equivalent PBL activity and will be responsible for coordinating with their regular facilitator to schedule a time when they may complete an equivalent alternative PBL exercise.

II. Unexcused absence during other required events

Students who do not complete a required event/activity due to an **unexcused absence** will receive a score of zero (no points awarded if points are assigned for the activity) for the exercise and a Professionalism Report form will be filed to Office of Medical Student Affairs. The student will be required to complete an alternative activity and will be responsible for coordinating with course director to schedule a time when they may complete an alternative exercise as determined by the course director.

Faculty-generated cancellation of required events

If students are unable to attend a required event that is cancelled due to a faculty-generated issue, then one of three actions will be taken at the discretion of the course director:

1. The event will be rescheduled if possible, **or**
2. An alternative equivalent may be provided for the students that effectively addresses the same learning objectives in the original event, **or**
3. The points that were assigned to the activity as listed in the syllabus will be awarded to the students if options #1 or #2 are not feasible within the remaining course schedule.

4. Weather-Related Hazardous Travel:

When travel to locations where educational activities are scheduled may be hazardous, it will be the decision of the Course Director whether to cancel classes or to utilize live-streaming of Panopto's and/or videoconferencing for that day's activities; bear in mind that these options cannot realistically be utilized for small group work or patient encounters. The decision to cancel class or to live-stream/videoconference material will be announced via e-mail, usually at least two hours before the start of the first class of the day. As so many educational activities are based in Vermillion, it is important for students to remember that the USD Vermillion campus rarely closes for winter weather. The SSOM Sioux Falls Campus normally follows the weather policies of the Sioux Falls Public School District. The closing of the SSOM Sioux Falls campus should not be interpreted as applying to the Vermillion campus. They are separate locations and follow different processes and policies regarding closure. In the absence of the closing of that day's instructional campus, or notification by e-mail that class has been canceled, students should assume classes are being held. Students are reminded to use their own best judgment regarding specific conditions when making decisions about travel.

5. Human Anatomy Laboratory Policies: ONLY APPLICABLE TO FOUNDATIONS I

Student Laboratories provide practical, hands-on experience with the many scientific and biological principles you will encounter throughout this course. Laboratory sessions follow the pertinent lecture presentations and group activities. Your work in the Human Anatomy Laboratory involves the study of the human body. The following set of rules has been established in the interests of preserving the integrity of individual donors, as well as for the safety of students. **Students should be aware that any violation of these rules can lead to immediate removal from the course and possible dismissal from the program.**

- White lab coats are required to be worn prior to entering and at all times in the lab. Scrubs are encouraged to be worn. Shoes should have a no-slip sole and open-toed shoes are not permitted. Students are strongly encouraged to wash their lab coats on a weekly basis.
- The bodies have been deeded to the University by the donors and their families and are making a substantial contribution to the student's professional education and the welfare of humanity, students are expected to be professional and respectful at all times. Any behavior deemed unprofessional will be referred to Student Progress and Conduct Committee.
- Students are not permitted to loan their key card to anyone outside the class nor are they permitted to bring in any guests, family or friends, into the anatomy lab. Any unauthorized tour given by a student will be referred to Student Progress and Conduct Committee.
- Do not refer to your donor by any nicknames or make derogatory comments regarding your donor's physical appearance.
- Any information you may receive about your donor is confidential. Student experiences within the Human Anatomy Laboratory, including specific details regarding the dissection and any anatomical findings, should not be discussed with anyone outside of the class. These experiences should not be posted to any form of social media.
- Photography and video recording in the laboratory is strictly prohibited.
- Copies and/or recording of the dissection videos are strictly prohibited.
- Do not cut or remove any portion of the body unless so directed. Only anatomical, dissected material must be placed in the designated container identified with the table number. Do not place material from one table on any other table.
- Ear tags must always remain with the donor. If a tag becomes detached, immediately notify a faculty member.
- Students are responsible for maintaining the condition of the body on which they are working. Keep the body moist using the wetting solution provided at the conclusion of each lab session. Report any suspected mold growth or tissue decomposition to the faculty.

- Each lab team is responsible for its instruments, atlases, lab guides, etc. Dispose of any sharp objects in the designated disposal container. Mop up any spills immediately. Paper products and gloves should be disposed of in the wastebaskets.
- Practice universal precautions at all times. Treat all blood and other potentially infectious materials as if contaminated with bloodborne pathogens. Inform faculty of any accidents or injury and/or contaminated instrument and area for appropriate sterilization. It is your responsibility to seek treatment at Student Health or from your personal healthcare provider. Band-Aids, eyewash, blanket, etc. are available in the laboratory (northeast corner).
- Do not handle the Sectra Table, models, or imaging films with used gloves.
- Do not touch the plastinated donor or specimens, instead use the laser pointers provided.
- Students are expected to keep the locker rooms clean and neat. If students wish to add a combination lock to a locker, that combination must be kept on file with the Director of Anatomical Laboratories.
- Report any suspicious activity or unknown persons in the laboratory to a faculty member or the University Police Department.
- Formalin and phenol have long been used to preserve body tissue for study and their use usually need not cause concern for gross anatomy students or faculty. Under normal laboratory circumstances, the environmental concentrations of phenol and formaldehyde do not exceed those allowed by Federal guidelines. To minimize exposure risk, the following precautions must be observed:
 - Drinking or eating is not permitted in the Human Anatomy Laboratory.
 - Protective eyewear and disposable respiratory masks are required when bone saws and/or hand saws are in use.
 - Women who are or who become pregnant during the course should inform the faculty and contact their personal physician to discuss their exposure to the chemicals used in the laboratory.
 - Chemicals and formaldehyde may be an irritant and therefore could cause damage to contact lenses. Students are advised to check with their eye care provider to see if their lenses are appropriate for the anatomy lab.
 - Notify faculty if persistent skin irritation occurs. However, it is your responsibility to seek treatment at Student Health or from your personal healthcare provider.

6. Exam Date Policy:

Unless the University is unexpectedly closed, all exam dates are fixed. There will be no student-initiated changes in the dates and times on which quizzes/exams are taken and, with the exception of approved/documented absences (e.g., illness, bereavement or personal emergency), individuals or groups of students will not be permitted to take an exam at a different time or on a different day. In the case of individual students whose absence from an exam is excused, the exam may be rescheduled at the discretion of the Course Director and any other faculty member(s) involved. The make-up exam may differ in form from the exam given on the scheduled date.

7. Test Taking Policies:

Quizzes and examinations during this course will be administered using NBME (National Board Medical Examination) policies and students will be required to sit at designated NBME workstations during these. Regardless of the testing format (paper or electronic), all books, notes, flashcards and other personal items must be stored in the front or side of the room prior to the start, and for the duration of, the testing session. With the exception of the computer used for testing, electronic devices with audio/video recording, 3G/4G/5G, Wi-Fi or other outside connectivity will not be permitted. Cell phones must be turned off during the examination session and are to be stored away from the testing area.

During the testing session you will not be permitted to ask any questions regarding the examination content, but you may ask for assistance if you have a computer problem. If you feel that a question is misprinted or incorrect, you should attempt to answer the item to the best of your ability with the information provided (see: "Challenges

to Exam Questions", below for instructions on reporting this issue). This is based on the policy that is currently utilized during the NBME Exams.

Testing will be conducted using ExamSoft. To avoid delays and student stress, only computers on the "approved" list are to be used for taking exams. When testing in Lee Med, upon completion of an ExamSoft (Examplify) assessment students should verify the green (upload complete) screen before leaving the room. At the end of each Pillar 1 course, with the exception of Foundations of Clinical Medicine, a customized NBME (National Board of Medical Examiners) will be administered.

With the exception of a gRAT no collaborative efforts during examinations will be permitted. Exams may contain questions that cover material for which you have been told you are responsible (e.g., Assigned reading, Laboratories, Self-Study Exercises), even if this was not formally addressed in a scheduled activity. It is expected that you will also have a working testable knowledge of the material presented in the earlier courses in Pillar 1

Whenever short answers are required, legible handwriting, correct spelling and grammar are expected; points will be deducted if these are inadequate. Abbreviations are acceptable if used in the correct context and when instructors, textbooks or the contemporary literature commonly use them in the same form.

All course examinations will be timed, allowing an average of 72 seconds per question. All students in the class must begin the exam at the designated time once the password has been given. No student may continue to study from their notes once the rest of the class has started the test.

Students requesting a medical exemption or academic accommodation from any part of this exam policy must do so via the procedures described in section 16 (ADA Statement) of this syllabus.

8. Exams, Labs, Other Activities and Points:

Students will be evaluated for proficiency by means of one or more of the following: exams, quizzes, group exercises, assignments, laboratory reports, a comprehensive in-house final exam and a customized NBME exam.

Exam questions are prepared in the style that can be expected on most standardized board exams; this will include clinical vignette questions where you are asked to draw a conclusion based on available evidence. However, the faculty reserves the right to use other types of questions such as, short answer, matching, fill-in-the-blank, calculations and/or image interpretation.

Assessments will be cumulative in terms of the anticipated growth in your knowledge and comprehension of Pillar 1 material, so you may expect, therefore, that any test in this course may contain or build on material presented earlier in the course or Pillar 1. The comprehensive course final exam will cover material and principles relevant to this course.

The material covered in each graded assessment and their relative point allocations are as follows:

Assessment	Content	New Material	Review Material	Total
e.g., Quiz I				
e.g., IRAT				
e.g., TBL	Add or delete items as necessary			
e.g., Quiz II				
e.g., FINAL				
	TOTAL	****	****	****

The relative proportions of material being tested in each quiz and exam will reflect the class time devoted to each topic. Some test questions may draw upon information and/or concepts from multiple disciplines.

After completion and submission of an exam students will be able to see their grade. In most instances students will have the opportunity to review the test as soon as everyone is finished; notification will be provided if review sessions are moved to a different time. **The review is limited to the testing room during the announced time unless specified otherwise.** Access to exam questions outside of the scheduled review period or testing room will only be granted under extenuating circumstances (e.g., an excused absence). Any attempt to access exam or quiz questions outside of these proctored settings will be considered cheating. Students seeking additional review of exam questions may contact the Course Director to schedule.

You are not permitted to make copies, scans or, by any method including memorization, reproduce any part of any exam, nor can you take paper tests from the designated supervised study area. There will be no exceptions to this policy. Additionally, students should not discuss exam/quiz questions or content outside of the secure testing room. Discussion of exam/quiz questions or content, in any form, with anyone that has not taken the assessment, or could reasonably be discovered or overheard by a student that has not taken the exam/quiz, is considered cheating and will result in a referral to the Student Progress & Conduct Committee.

In accordance with NBME policies, challenges to exam questions will not be accepted. Students seeking further clarification of content should contact the faculty responsible to schedule a meeting to review the content in question.

After each exam all of the questions will be reviewed by the faculty. Following this review, test questions may occasionally be dropped or additional answers accepted. In this case, the ensuing changes will apply to the entire class. The final decision regarding any changes to a specific question will be made by the faculty member responsible for the item, not the Course Director.

To challenge a grade on a paper, lab report or other assignment, students are required to provide the Course Director with detailed and specific written reason(s) why their answer was better than the rating it was given. This must be submitted, via e-mail, within 24 hours (including weekends) of the return of the graded paper/assignment. The Course Director will provide the challenge to the faculty member responsible for the project for his/her review. The final decision regarding any such challenges will be made by the faculty member responsible for the project, not the Course Director.

9. Evaluation of Progress and Performance:

While numerical grades will be assigned for summative assessments and all graded exercises in each course, the final **reported** grade for each course will be either Satisfactory (S) or Unsatisfactory (U). **It is necessary to achieve a score of 75% or higher on the comprehensive final exam for each course in order to be awarded a Satisfactory grade.** A student failing the comprehensive final exam, but who has a Satisfactory ($\geq 75\%$) grade in the course, will be offered the opportunity to take a second comprehensive final examination following a period of remediation (typically on Friday of the exam week); if the student achieves a score of $\geq 75\%$ on this second final exam s/he will be awarded a grade of "S" for the course. A student who passes the in-house final exam while having a final Course average of less than 75% but at least 71% will be permitted to take the remediation final.

A student who has remediated 3 course final exams will be referred to the SSOM Student Progress & Conduct Committee along with faculty-driven suggestions for improving his/her performance.

The dates and times for exams and other activities can be found in the attached schedule. **There will be no attendance points, bonus points or extra credit assignments in any component of Pillar I.**

Grades for each course will be determined according to the following criteria:

S = 75.00 - 100%
U = 00.00 - 74.99%

Please note these cut-offs mean that individual scores will not be rounded up, irrespective of how close they are to a particular grade.

In all cases, the courses, clerkships and sub-internships comprising Pillars I, II and III of the SSOM curriculum will follow the Board of Regents policy with regard to the use of a grade of "Incomplete". The relevant [BOR Policy](#) specifies the criteria that must be met in order for this grade to be utilized: "*An incomplete grade may be granted only when **all** of the following conditions apply: a) a student must have encountered extenuating circumstances that do not permit him/her to complete the course; b) the student must be earning a passing grade at the time the incomplete is necessitated. Anticipated course failure is not a justification for an incomplete; c) the student does not have to repeat the course to meet the requirements; d) the instructor must agree to grant an incomplete grade; and e) the instructor and student must agree on a plan to complete the coursework*". There will be no exceptions to this policy.

The SSOM Progress and Conduct Committee will be notified of any student earning a final course grade below Satisfactory ("S"). Students earning more than one final course grade of Unsatisfactory ("U") in medical school will be automatically referred to the SSOM Student Progress and Conduct Committee.

No student may receive a grade of "U" in two courses during the first portion of Pillar 1 (Medical Foundations 1 through Blood/Hematopoietic/Lymphoreticular Systems) or in two courses during the second portion of Pillar 1 (Cardiovascular through Endocrine), because time constraints then preclude the possibility of successful remediation. Any student meeting this criterion will automatically be referred to the SSOM Student Progress & Conduct Committee.

10. Longitudinal Student Evaluation:

Course Directors meet regularly during the academic year to discuss both academic and non-academic student performance. During these meetings concerns regarding students will be discussed candidly and in confidence. On occasion, the Dean of Medical Student Affairs will follow-up on such concerns and will inform the Course Directors of his/her actions. At the end of each course the Course Director, with input from the teaching faculty, may prepare individual student evaluations to be placed in each student's permanent file. The individual student evaluation assesses academic as well as non-academic performance, such as behavioral issues, class participation, and professionalism.

Early Alert Protocol

The Early Alert Protocol is designed to promptly identify students who may benefit from additional support to aid in their academic progress and/or personal wellbeing. **Any** medical student who receives a grade of <70% on any summative quiz/assessment in a course will be required to meet with the course director to ascertain the reason(s) for the deficient performance. Students must respond to the Course Director request to discuss the deficient grade in a manner acceptable to the Director. **A Professionalism Report will be filed to the Office of Student Affairs if the student does not respond to a Course Director request to meet to discuss a deficient assessment grade.** The Course Director will advise the student regarding how to improve their performance. If the student receives a **grade of <70% on a second summative quiz/assessment,** the Office of Academic Development will reach out to the student to triage the situation and refer the student to the appropriate resource. The Office of Academic Development will also notify the course director of the contact.

Academic and Well-being Support

Academic support, including Tutoring, Supplemental Instruction and general academic skills coaching is available to all students wishing to improve their academic standing. Students seeking such assistance can contact Paula Hawks, Medical Education Learning Specialist (Paula.Hawks@usd.edu) or Dr. Jason Kemnitz, EdD, Associate Dean of Academic Development (Jason.Kemnitz@usd.edu). Self-referral is confidential, and the Course Director/teaching faculty will not be notified of any such meetings.

In addition, free and confidential counseling by mental health professionals is available through the USD Student Counseling Center and Psychological Services Center on the Vermillion Campus. Counseling by private mental health professionals is also available. A complete list of these resources is provided in the Student Professional Support Services pamphlet distributed at the start of each academic year. In addition, Rebecca Glover, MA, NCC, LPC-MH, QMHP, is the USD Sanford School of Medicine Liaison with the USD Student Counseling Center and is a Licensed Mental Health Counselor who is available for individual counseling (via telehealth or in person) along with consultations to provide more information regarding counseling services and overall wellness. Rebecca can be reached at Rebecca.Glover@usd.edu or by putting in a request on the Student Counseling Centers website <https://www.usd.edu/student-life/scc>.

11. Faculty, Course and Peer Evaluations:

You will periodically be asked to complete on-line Instructor evaluations and then an overall evaluation at the end of each course. Evaluations are centrally administered through the Office of Medical Education and are reported to the Dean of Medical Education as well as the Medical Education Committee. These evaluations are very important for the continued quality improvement of your faculty and the curriculum. The following expectations will be placed upon each medical student during their time at the Sanford School of Medicine:

- Evaluations will be sent out during assessment week in Pillar 1.
- All evaluations must be completed by the Friday that occurs 2 weeks from the Friday after the student receives them in One45. Each student is expected to complete these evaluations before midnight on the due date. If a student fails to accomplish this task on more than two occasions during the Pillar, he or she may be cited for failure to demonstrate professionalism in the completion of an assigned task by a representative of the Office of Medical Education, using the school's professionalism reporting form.
- Student evaluations are mandatory, and we guarantee confidentiality. Your evaluation comments are expected to be frank, honest and written in a helpful, professional manner. However, in cases of extreme lack of professionalism (for example, racist, sexist or other demeaning comments) or for the safety of our community, the Office of Evaluation and Assessment reserves the right to break the confidentiality guarantee. The Director of Evaluation and Assessment, or the person acting in that role in the absence of a Director of Evaluation and Assessment, is the only individual who will have access to the identity of a comment's author and this information will never be provided to the teaching faculty. In exceptional cases this process may result in a referral to the Student Progress & Conduct Committee. Comments that are simply critical of lectures, group activities, educational content or faculty teaching styles will always remain anonymous and you are encouraged to critique all aspects of the program candidly and professionally.

Please remember that your comments are taken seriously and will guide the development of the curriculum for future classes. The following guidelines are offered to help you provide feedback that is constructive in helping the faculty with its forward planning.

- Be specific about what you liked or disliked about the course content. For example, writing that a lecture was "boring" or "useless" is far less helpful than writing that "the material presented was too complex and not understandable at my current level of education."
- Simply stating that a course was "too hard" does not tell us that you felt this way because there was, for example, too much material, the level of the content was too high, there were too many student-directed activities or the final exam did not adequately reflect the objectives you were given.
- Give concrete suggestions on how a speaker may improve his/her style or how the course organization

might be improved. Rather than writing "awful speaker" state "Speaker needs to sloooooooow down - talks too fast to understand!!!"; give specific examples of what you found to be redundant, out of sequence or overwhelming during a particular course.

- Provide positive comments as well as negative - everyone benefits when an effort is noted or when a task well accomplished is acknowledged.

At various points throughout Pillar 1 each student will be required to contribute to the non-cognitive assessment process by completing an anonymous peer evaluation form for each of their fellow small group members; failure to participate fully in this process will be recorded as an issue of professionalism.

Weaknesses identified through peer evaluation and methods of remediating these will be discussed individually with the student, but the peer evaluation process will **NOT** affect a student's course grade. However, this evaluation will become part of the file used by the Dean of Medical Student Affairs to document his/her progress in the program.

12. Teaching Faculty:

Initials Name Room # e-mail

Insert contact information for your course's teaching faculty

You are encouraged to utilize this contact information to seek out faculty assistance if you are experiencing any form of academic difficulty; you may do this by approaching the Course Director, individual faculty members or your advisor. It is the goal of the SSOM teaching faculty to provide all of the resources necessary for you to succeed in the program, but this only works effectively if you take the initiative and are proactive in dealing with any problems you encounter. The cumulative nature of the material presented in Pillar I means that you can very easily fall behind if you do not quickly and aggressively address problems related to comprehension and/or retention of material, study habits or test taking. While faculty members may have some sense of the difficulty you are experiencing, often the first quantitative measure they see is a poor performance on a major exam. At that point it is much harder to address the problem, so it is in your best interests to take the initiative on this issue at the earliest possible opportunity.

13. Cheating and Plagiarism Policy:

For the purposes of this policy document **Cheating** is broadly defined as, but is not limited to, the following:

- Having possession of (or knowing how to access electronically) test information or answers prior to or during the course of any exam or other graded class assignment.
- Using or giving any unauthorized assistance in taking quizzes, tests or examinations.
- Using derivative sources of information (e.g., someone else's bibliography) instead of researching primary literature yourself (e.g., via PubMed) when writing papers, preparing reports, solving problems, or carrying out other graded assignments.
- Acquisition, without permission, of any academic material belonging to a member of the institutional faculty or staff. This includes attempting to access an exam outside of any scheduled review sessions and copying or reproducing from memory all or part of any test question(s).
- Excusing yourself from, or obtaining the postponement of, an examination under false pretenses.
- Any and all other actions that falsely enhance an individual's performance on an exam or other graded class assignment.
- Providing exam questions/answers, graded lab reports, data relating to PBL/CBL/TBL activities or other testable material to students who entered medical school after you.

For the purposes of this policy document **Plagiarism** is broadly defined as, but is not limited to, the following:

- The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with accepted practices of the discipline.
- The unacknowledged use of materials prepared by another person, previous work by yourself for which you may have already received academic credit, or an agency engaged in the selling of term papers or other academic materials.

14. Academic Honesty:

Students are expected to demonstrate honesty, professionalism, and integrity in all aspects of their education. This includes interactions with faculty, staff, colleagues and patients. **Each student has a professional obligation to report any breach of ethics through the appropriate channels.** For students matriculated in the M.D. or M.D./Ph.D. programs, such matters are normally first referred to the Dean of Medical Student Affairs for action. Cheating and Plagiarism fall under "Academic Dishonesty" described in the Medical Student Affairs Handbook under the heading, "[The Code of Professional Conduct](#)".

Any student suspected of academic misconduct will be subject to the [South Dakota Board of Regents Policy 3:4 - Student Conduct Code](#) and [Policy 2:33 - Student Academic Misconduct](#). A student who has been found to violate the SSOM Code of Professional Conduct by participating in any form of academic dishonesty will receive a failing grade (**F**) for that entire course, clerkship or sub-internship and will automatically be referred to the SSOM Student Progress and Conduct Committee. This grade adjustment can be applied retroactively, even if events come to light after a student has graduated.

15. Freedom in Learning Statement:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

16. Disability Accommodation:

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. (see: www.usd.edu/ds : contact via - disabilityservices@usd.edu or phone (605) 658-3745). North Commons 116

17. Diversity and Inclusive Excellence :

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the Office of Diversity (<https://www.usd.edu/diversity-and-inclusiveness/office-for-diversity>)

18. Professionalism in the Classroom & University Buildings:

In addition to summative, grade-based assessments of comprehension of course content, each student will also receive formative assessment of his/her progress in the areas of non-cognitive skills, attitudes, professionalism and class participation. The intent of such formative assessment is to characterize a student's professional behavior, attitude towards learning, towards others and ability to participate effectively in cooperative learning

exercises with classmates. As future physicians and members of a health care team, students must be prepared to interact productively with many different types of individuals, regardless of their personal feelings.

It is important for students to remember, therefore, that academic professionalism includes both the classroom setting and all clinical experiences. Academic professionalism enhances the learning experience for everyone. In this regard, academic professionalism includes:

- Arriving for class on time to avoid disruption of the learning experience of others and being disrespectful to classmates, guests and faculty. Punctuality is an expectation of all medical students, regardless of where they have chosen to make their home location or the activity that they are attending. Students who arrive late (without receiving prior permission) should wait until there is a break in the ongoing activity before entering the room.
- Switching cell phones off or putting them on "silent" during class. Students with the potential for an emergency call during class should alert the faculty in advance of this possibility and sit near an exit door. In the event an emergency call that must be answered is received during class, the student should quietly leave the room before conversing. It is SSOM policy that cell phones are to be turned **OFF** during any examination or quiz.
- Limiting the use of portable computers (laptops, tablets, iPads *etc.*) to academic pursuits during class sessions. Appropriate uses include taking notes, following along with the instructor on PowerPoint, with demonstrations and other whole class activities, working on assigned in-class activities, projects, or discussions that require laptop use. It is easy for your laptop to become a distraction to you and to those around you. It is both unprofessional and disrespectful to faculty and to your peers to use your computer to access social media sites, check e-mail, play games, surf non-educational websites or perform unnecessary computer-related actions at any time during class. Students who persistently engage in this behavior will be asked to leave the classroom or the activity in progress.
- Remembering the rules of netiquette and the [BOR Acceptable Use Policies](#) when utilizing computer technology on any USD campus.
- Actively ensuring safety in all teaching spaces. This includes not blocking primary or secondary walkways with extension cords, backpacks, additional chairs/tables or other material.
- Social distancing (six feet separation) is highly recommended and should be followed whenever possible. However, it is recognized that there will be times when adequate social distancing is not practical or possible.
- The proper use of facemasks will be highly recommended. This will be required during certain clinical and classroom situations where participants must be in close proximity. Facemasks will be required during special presentations by faculty or guests. Additional Personal Protection Equipment (gloves, face shield, etc.) may be required and will be provided by the academic program.

19. Professionalism outside the Classroom:

Medical students also have professional responsibilities outside of the classroom. In addition to protecting the health and safety of students and patients this also includes the way the general public may perceive SSOM, its faculty, students or educational mission. In this regard, professionalism includes:

- Appropriate and responsible use of social media at all times. Posting information with the potential to violate HIPAA or making disparaging comments [*i.e.*, text that discredits, shows disrespect, or belittles] about SSOM, any aspect of medical education, faculty, staff, students or patients to a social media site (regardless of your privacy settings) will be viewed as an issue of professionalism. As such, any student found engaging in this activity will automatically be referred to the SSOM Student Progress and Conduct Committee.

- Responsible use of electronic communications. Students are cautioned against sending e-mails to faculty in the heat of the moment as these can often appear belligerent and unprofessional to the recipient. Remember, once sent, the contents of an electronic communication cannot be retracted.

20. Professionalism Related to Patient Contact:

It is important for students to recognize that the following applies to patient contact regardless of the setting (classroom or clinical). Students will be expected to treat patients who come into the academic setting with the same professionalism and respect as those patients they see in clinical settings. For all aspects of patient contact professionalism includes:

- Providing proof of [all required immunizations](#) in a timely manner without the need for repeated reminders. See the [SSOM Immunization Compliance Policy](#) for consequences related to noncompliance.
- Strictly maintaining patient confidentiality. Throughout their medical education students are exposed to a number of individuals in the classroom setting who have volunteered to describe their personal experiences as patients in the health care setting. Each of these discussions is to be treated as if it occurs in the context of a physician-patient visit with absolute respect for confidentiality. This is an important aspect of professional conduct and one that is expected of all students at the very onset of their involvement with patients.
- Dressing and presenting yourself in a manner that is respectful to patients when in a clinical setting.
 - Tennis shoes, jeans, shorts, any revealing clothing, sandals, open toed shoes are not acceptable dress.
 - Strong cologne or perfume may be nauseating to sick patients and should be avoided.
 - Body piercing(s), other than the ear, need to be removed or replaced with invisible retainers.
 - Tattoos need to be covered in all clinical settings.
 - Nails should be ¼" or less in length. Artificial nails should not be worn because organisms cling to the surface of the materials from which they are made and become an infection control issue that can endanger patients.
- Identifying yourself properly. Name tags and a clean white coat with the medical school patch are required in all clinical settings. Medical students wear the shorter white coat. One coat is provided and students are encouraged to purchase additional white coats to ensure they have a clean coat for each clinical experience. Additional patches are made available to students.

21. Course Schedule:

A current version of the course schedule will be posted on the course D2L site. It is subject to change at short notice and you should frequently check for updates.