



NEW YORK MEDICAL COLLEGE

A MEMBER OF THE TOURO COLLEGE AND UNIVERSITY SYSTEM

School of Medicine

CATALOG 2019-2020



Where Knowledge and Values Meet



NEW YORK MEDICAL COLLEGE

A MEMBER OF THE Touro College and University System

School of Medicine Catalog

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Accreditation

The New York Medical College School of Medicine is fully accredited by the Liaison Committee on Medical Education, the Accreditation Council for Graduate Medical Education, the Accreditation Council for Continuing Medical Education, and the Middle States Commission on Higher Education.

TABLE OF CONTENTS

ACCREDITATION	1
CATALOG TERMS OF USE	3
<u>MISSION</u>	4
<u>DEAN'S MESSAGE</u>	5
<u>BRIEF HISTORY OF NEW YORK MEDICAL COLLEGE</u>	6
<u>AFFILIATED CLINICAL SITES</u>	8
<u>NEW YORK MEDICAL COLLEGE SCHOOL OF MEDICINE DIVERSITY POLICY</u>	11
<u>STATEMENT OF NON-DISCRIMINATION</u>	11
<u>ADMISSIONS POLICIES, PROCEDURES, AND REQUIREMENTS</u>	12
ADMISSION POLICY	12
REQUIREMENTS FOR ADMISSION	12
APPLICATION PROCEDURE	13
INTERNATIONAL APPLICANTS	13
INTERVIEW PROCESS	14
ADMISSIONS ACTIONS	14
VISITING STUDENTS	14
VISITING INTERNATIONAL STUDENTS	15
TECHNICAL STANDARDS FOR ADMISSIONS	16
ENTERING STUDENTS AND IMMUNIZATION REQUIREMENTS	17
HEALTH INSURANCE	17
DISABILITY INSURANCE	17
<u>M.D. DEGREE EDUCATION PROGRAM</u>	18
OVERVIEW OF ACADEMIC PROGRAM	18
GRADUATION COMPETENCIES AND EDUCATIONAL PROGRAM	
OBJECTIVES	18
SUMMARY OF DEGREE REQUIREMENTS	20
GRADING	20

COURSE DESCRIPTIONS	20
AREAS OF CONCENTRATION PROGRAM	31
COURSE AND CLERKSHIP EVALUATIONS	26
CHANGE IN CURRICULUM EDUCATIONAL PROGRAM	26
Educational Program	26
<u>CAMPUS HOLIDAYS</u>	30
<u>ACADEMIC ENHANCEMENT AND JOINT DEGREE PROGRAMS</u>	31
THE TWO GRADUATE SCHOOLS	31
JOINT DEGREE PROGRAMS	31
M.D./M.P.H. COMBINED DEGREE PROGRAM	31
M.D./PH.D. COMBINED DEGREE PROGRAM	32
<u>STUDENT FINANCIAL PLANNING</u>	32
FUNDING YOUR EDUCATION	35
SATISFACTORY ACADEMIC PROGRESS	38
<u>ACADEMIC REGULATIONS AND POLICIES</u>	40
REGISTRATION PROCESS AND TIMING	40
REGISTRATION HOLDS	40
ENROLLMENT STATUS	40
STUDENT ACCESS TO GRADES	40
TRANSCRIPTS AND RELEASE OF INFORMATION	41
FERPA	41
TUITION AND FEES	41
PROMOTIONS POLICIES AND CRITERIA	42
TIME LIMITATIONS FOR COMPLETING PORTIONS OF THE CURRICULUM	44
STUDENT ACADEMIC PERFORMANCE REVIEW COMMITTEE AND PROMOTIONS SUBCOMMITTEES	44
COURSE AND CLERKSHIP GRADING POLICY	45
GRADE APPEAL POLICY	46
GENERAL GUIDELINES FOR THE MANAGEMENT OF ACADEMIC DEFICIENCIES FOR THE PROMOTIONS COMMITTEES OF THE NYMC- SOM	46
ACADEMIC DISMISSAL AND APPEALS GUIDELINES	46
LEAVES OF ABSENCE	48
STUDENTS WITH DISABILITIES	50

<u>LEARNING ENVIRONMENT & PROFESSIONALISM 40</u>	STUDENT AFFAIRS	57
STATEMENT ON THE OPTIMAL LEARNING ENVIRONMENT	HEALTH AND WELLNESS	58
COMPACT BETWEEN THE TEACHER AND LEARNER	HEALTH SERVICES AND INSURANCE	58
POLICY ON STUDENT MISTREATMENT, HARASSMENT, AND PROFESSIONAL MISCONDUCT OF THE NYMC SOM	STUDENT ACTIVITIES	58
STUDENT CODE OF ACADEMIC INTEGRITY AND PROFESSIONALISM OF THE NYMC SOM	HOUSING	59
PROFESSIONALISM, ACCOLADE & INCIDENT REPORTING (PAIR)	SECURITY	60
STUDENT ATTENDANCE & ABSENCE POLICY OF THE NYMC SOM	HEALTH SCIENCES LIBRARY	61
	STUDENT SERVICES CONTACT INFORMATION	63
<u>CAMPUS LIFE AND POLICIES</u>	<u>CAMPUS MAP</u>	66
	DRIVING DIRECTIONS TO THE MAIN CAMPUS	67
	<u>PUBLICATIONS AND SOCIAL MEDIA</u>	68

Catalog Terms of Use

Curricula, programs, and policies cannot be static in the living and breathing environment of a health sciences college. They need to be responsive to the latest developments in student learning, teaching methodologies, scientific and medical practice, and the larger world in which we live.

Accordingly, the provisions of this publication are not to be regarded as the irrevocable terms of a contract between the student and New York Medical College School of Medicine. Changes are necessary from time to time in admission requirements, academic requirements, payment and financial aid policies, and other regulations. The tuition and fees schedule commonly changes each academic year; the amounts for the coming year will be published on New York Medical College's School of Medicine website as soon as they are available – and prior to registration for classes. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and/or can be accommodated within the span of years normally required for graduation.

For information on educational expenses, student affairs, or financial aid, the student should contact his/her advisor or the respective administrative office. Information on current tuition and fees is published in the current semester's class schedule.

New York Medical College Mission

Mission

The NYMC School of Medicine improves health through medical education, biomedical research and service to patients, their families and the community. This is accomplished through the skill and dedication of our faculty, learners and staff in true partnership with diverse stakeholders and supporters.

Vision

The NYMC School of Medicine will be the flagship academic unit of a leading national health sciences college and international university system. We will positively impact our communities by continuously advancing educational excellence and scientific innovation, while improving health care.

Values

Operating under Jewish auspices and consistent with diverse cultural traditions, the School has a strong commitment to academic excellence and community service. Our values are illustrated in the word cloud (on page 11), which reflects the School of Medicine's and our affiliates' joint commitment to an optimal learning environment.

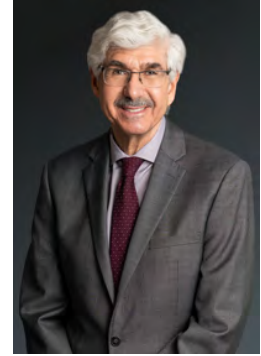


Message from the Dean

To the future physicians of New York Medical College (NYMC)'s School of Medicine:

A medical school is a community of scholars that exists for the generation, conservation and dissemination of knowledge regarding the causes, prevention and treatment of human disease and disability. Health care is ever changing and at NYMC, we will provide the skills and experiences needed for now and the future.

NYMC's patient-centered approach provides our students with the ideal combination of the most modern educational methods, outstanding research opportunities and curriculum, while instilling the humanistic qualities present in highly successful and compassionate physicians. Our graduation rates reflect the College's outstanding success in educating and training our students, who achieve positive match results in both primary care and highly competitive specialty residencies at our affiliate hospitals, as well as top programs across the U.S.



We have an honorable tradition of serving as a bastion against bigotry in medical education by opening our doors to those who had been denied a medical education elsewhere because of their gender, race, country of origin or religion. That tradition remains part and parcel of NYMC's institutional culture today.

I welcome you to the profession of medicine where you will be part of the tradition of generations of healers who reduce the suffering of humankind, and uncover novel diagnostic methods and new treatments to advance healthy lives.

I look forward to partnering with you as your dean to help you reach your career goals and make an impact on the future of medicine.

Sincerely yours,

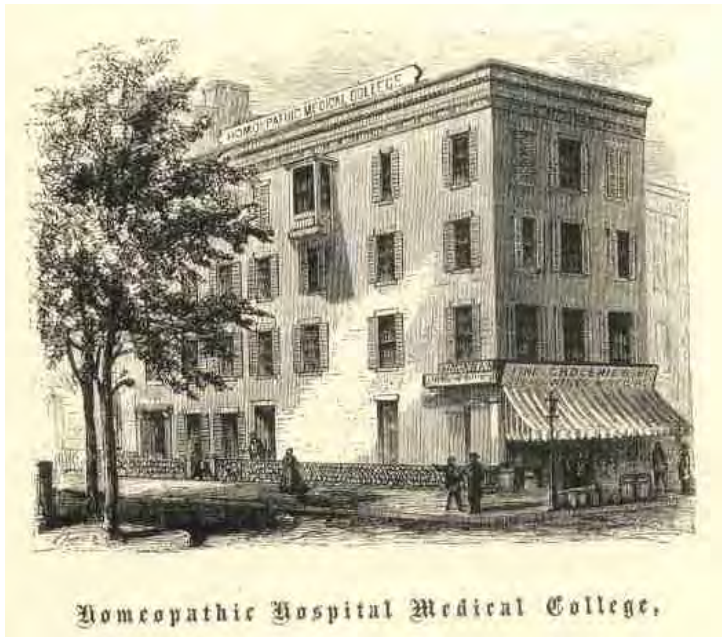
A handwritten signature in black ink that reads "Jerry Nadler". The signature is fluid and cursive.

Jerry Nadler M.D., MACP, FAHA, FACE
Dean of the School of Medicine

Brief History of New York Medical College

The College was founded by a group of visionary civic leaders who believed that medicine should be practiced with more sensitivity to the needs of patients. They were led by William Cullen Bryant, the noted poet and editor who used the power of the written and spoken word to advance vital causes in the city and the nation. The son of a physician, Bryant was particularly concerned about the condition of hospitals and medical education.

Through Bryant's efforts, the New York Homeopathic Medical College opened its doors in 1860 on the corner of 20th Street and Third Avenue. At the first session, there were 59 students and eight faculty members. Bryant served as the medical school's first president and was president of the Board of Trustees for ten years.



A Series of Firsts

In 1863, a separate but related institution known as the New York Medical College for Women was founded by Dr. Clemence Sophia Lozier, staffed by many of the College's male personnel. This institution graduated one of the first female physicians in the country, Dr. Emily Stowe, in 1867. Dr. Susan McKinney Steward, the first African-American female physician in New York State and the third in the nation, graduated from New York Medical College for Women in 1870 with the highest grade in the class. When the

institution closed in 1918, students transferred to the College.

Walter Gray Crump Sr., M.D., led the College effort to become the first medical school in the country to establish a minority scholarship program in 1928. Dr. Crump, an alumnus and faculty member who taught surgery and achieved emeritus professor rank, served as staff surgeon at several hospitals. He was a founder of New York Medical College for Women and a trustee of Tuskegee Institute and Howard University. An early recipient of the Walter Gray Crump Scholarship for Young Women was surgeon Myra Logan, M.D., who earned her medical degree at New York Medical College in 1933. While doing her residency at Harlem Hospital, she operated on a human heart, making her the first female physician believed to perform this type of surgery.

The Move to Westchester County and the Valhalla Campus

In 1972, the College was invited to move to its Westchester County location by a group of community and business leaders who were determined to establish a teaching hospital for the people of this growing suburban community. They recognized the many ways an academic medical center serves the needs of a region—by educating the nation's physicians and healthcare providers, affording the highest level of patient care and providing the most advanced procedures, technologies and innovative treatments available. Thanks to the initial foresight and commitment of these astute leaders, and the College's full participation in the effort, New York Medical College is a stable, enduring force in the life and economy of Westchester County.

The need for infrastructure improvement was identified as a major institutional priority in 1995. A comprehensive planning process was launched to develop a campus master plan that would support and enhance the educational and research environment. The culmination of this effort was a \$32 million facilities improvement proposal that incorporated the construction of a four-story Medical Education Center (MEC) and upgrades in the Basic Sciences Building (BSB), the College's primary teaching and research sites.

Construction of the 50,000 square foot MEC—four floors of education-centered facilities and amenities designed to concentrate teaching areas separate from research labs—was completed in the summer of 2001 and opened in August of that year. Today, the MEC serves as a focal point for campus activities and student life. A 250-seat auditorium, named for School of Medicine alumnus John W. Nevins, M.D. '44, graces a portion of the spacious, light-filled atrium lobby named for Blanche and Albert Willner, M.D. '43.

The modernization of the Basic Sciences Building (BSB) has also been critical to the College's continued ability to provide superior medical education. Built as a temporary structure, the BSB has served as the core education and research facility since 1972. After a quarter of a century, renovations and upgrades were essential in the research, teaching and student support areas of the building. The improvements include the addition of 18,000 square feet of new space, upgrades to the existing auditoria, dining facilities, central offices for the Graduate School of Basic Medical Sciences and a new student lounge. The entire construction and renovation project resulted in a total of approximately 122,000 square feet of laboratory and office space dedicated to research. The new space is configured as open laboratories with core instrument areas in order to provide maximum flexibility for the recruitment of top-level faculty scientists.

In 2005 the College acquired the former Institute for Cancer Prevention building located at 7 Dana Road. The building, approximately 26,600 square feet, underwent extensive renovations and now houses the Clinical Skills and Simulation Center. Medical students and allied health professionals receive hands-on training in a replicated hospital setting there. State-of-the-art resources and technology allow students to hone clinical skills in a safe and controlled environment before treating actual patients. The facility provides a vital training platform for medical, paramedical and other personnel who are called upon during local and regional emergencies from natural or man-made disasters.

Dana Road also houses BioInc@NYMC, a wet-lab biosciences business incubator designed to house start-up biomedical research and development companies. Here, independent entrepreneurs will

develop new drugs, medical devices and medical apps for smart phones and tablets. The first incubator clients took occupancy at the end of 2014 and expansion is currently underway.

In April 2013, the College purchased 19 Skyline Drive, a 248,000 square -foot, five-story building located adjacent to campus. The building accommodates faculty and staff who relocated from the now vacant Munger Pavilion in December 2013 and houses a 115-seat auditorium/conference room, a library, a cafeteria facility and a 720-space parking lot.

The Touro College of Dental Medicine (TouroCDM) at New York Medical College opened in 2016 on the Valhalla campus. Accredited by the Commission on Dental Accreditation. New York's first new dental school in more than 50 years, the school enrolls approximately 440 students. In 2018, TouroCDM opened a state-of-the-art 32,000 square foot oral health care facility, Touro Dental Health. The Touro Nursing Program at NYMC opened in 2019 and is accredited to offer the degree B.S.N. to registered nurses.

NYMC Joins the Touro College and University System

In May 2011, New York Medical College joined the Touro College and University System, creating one of the United States' largest biomedical higher education consortiums under one institutional banner. Touro, which has approximately 19,200 students studying at 30 locations, was chartered in 1970 and is headquartered in Manhattan. It is America's largest not-for-profit, independent institution of higher and professional education under Jewish auspices. The Touro College and University System includes undergraduate colleges, four colleges of osteopathic medicine, two colleges of pharmacy, several graduate programs, a law school, and a dental school.

Today, New York Medical College is proud of its longstanding reputation for producing superior physicians, scientists and healthcare professionals, as well as members of the faculty who enjoy international recognition for their clinical and scientific accomplishments.

Affiliated Clinical Sites

The New York Medical College School of Medicine boasts an extensive network of affiliated hospitals, which includes urban medical centers, suburban community hospitals and highly advanced regional tertiary care facilities, providing students with a comprehensive range of resources and educational opportunities.

Major Clinical Affiliated Sites

Westchester Medical Center

Westchester Medical Center is a Level 1 Trauma Center serving more than 3.5 million people in the Hudson Valley region. Known for its advanced medical care in trauma and burn, heart, cancer, transplant, neuroscience and pediatrics, community hospitals within a 5,000-square-mile range send their most difficult cases to Westchester Medical Center. It is home to the region's only Level IV NICU and PICU, burn center and the only full-service 24/7 cardiac center, including heart transplant.

Metropolitan Hospital Center

Since its founding in 1875, Metropolitan Hospital Center has been affiliated with New York Medical College School of Medicine, representing the oldest American partnership between a hospital and a private medical school in the United States. Today, Metropolitan Hospital is a full-service, acute care hospital emphasizing primary care medicine and utilizing the latest advances in medical science. Metropolitan prides itself on delivering culturally-sensitive medical care to the diverse neighborhoods of northern Manhattan.

Brookdale University Hospital and Medical Center

Brookdale University Hospital and Medical Center is one of Brooklyn's largest voluntary non-profit teaching hospitals. Brookdale provides general and specialized inpatient care to thousands of people every year while providing 24-hour emergency services, numerous outpatient programs and long-term specialty care. Brookdale is also one of Brooklyn's largest, and most experienced full service emergency departments, and a Level I Trauma Center.

St. Joseph's Health, Paterson, NJ

St. Joseph's Health is comprised of St. Joseph's Regional Medical Center and St. Joseph's Children's Hospital on the Paterson campus, St. Joseph's Wayne

Hospital, a division of St. Joseph's Regional Medical Center, on the Wayne campus, St. Vincent's Nursing Home in Cedar Grove, Visiting Health Services of New Jersey, and more than two dozen ambulatory and clinic sites conveniently located across northern New Jersey. St. Joseph's Regional Medical Center, founded in 1868, has grown into a 651-bed academic tertiary medical center and state designated Trauma Center.

Affiliated Clinical Sites

Beckley VA Medical Center

The Beckley Department of Veterans Affairs Medical Center (VAMC) opened to the doors to the Veteran population on March 1, 1951. Beckley VAMC is a 40-bed general medical and surgical facility with a 50-bed community living center. The medical center is a Joint Commission accredited complexity level III rural access facility which provides inpatient and outpatient services to more than 14,700 Veterans in 11 counties in southern West Virginia.

BronxCare Health System

BronxCare (formerly known as Bronx Lebanon Hospital Center) is the largest voluntary, not-for-profit health care system serving the South and Central Bronx, with 972 beds at two major hospital divisions, comprehensive psychiatric and chemical dependency programs, two specialized long-term care facilities, and an extensive BronxCare Network of medical practices that provides more than 1.1 million visits annually. BronxCare Health System is among the largest providers of outpatient services in New York City, and its ER is one of the busiest, responding to 139,000 visits annually.

Calvary Hospital

From its inception in 1899, Calvary Hospital has been devoted to providing palliative care to adult patients in the advanced stages of cancer, addressing the symptoms of the disease, not its cure. A voluntary, not-for-profit hospital, operated in connection with the Archdiocese of New York, Calvary is the only fully accredited acute care specialty hospital exclusively providing palliative care for advanced cancer patients in the United States.

Good Samaritan Regional Medical Center

Affiliated Clinical Sites

Good Samaritan Regional Medical Center is a non-profit, 286-bed hospital providing emergency, medical, surgical, obstetrical / gynecological and acute care services to residents of Rockland and southern Orange Counties in N.Y. and northern Bergen County, N.J. Good Samaritan Regional Medical Center is a member of the Bon Secours Charity Health System (BSCHS).

Greenwich Hospital

Greenwich Hospital is a 174-bed community hospital, serving lower Fairfield County Connecticut and Westchester County New York. Since opening in 1903, Greenwich Hospital has evolved into a progressive medical center and teaching institution with an internal medicine residency. The hospital's medical specialties offer a wide range of medical, surgical, diagnostic and wellness programs.

Hoboken University Medical Center

Hoboken University Medical Center is a general medical and surgical hospital with 333 beds offering excellence in emergency medicine in the 34-bay emergency room and the dedicated OB/GYN ED; inpatient rehabilitation; transitional care; child and adult behavioral health; women's care; wound care; and numerous surgical subspecialties.

Lenox Hill Hospital

Lenox Hill Hospital, a 652-bed, acute care hospital located on Manhattan's Upper East Side, has earned a national reputation for outstanding patient care and innovative medical and surgical treatments. The hospital is particularly well known for excellence in internal medicine, cardiovascular disease, orthopedics, sports medicine, otolaryngology/head and neck surgery, and maternal/child health.

MidHudson Regional Hospital

A member of the Westchester Medical Center Health Network, MidHudson Regional Hospital (MHRH) features a state-of-the-art Center for Robotic Surgery for physical and occupational therapy at the Therapy Connection. In addition, MHRH offers the patient-centered RedI Center for Cancer Care, the Level II George T. Whalen Family Trauma Center, and the James J. McCann Emergency Care Center. The hospital also provides an Orthopedics & Sports Medicine

program, a Certified Home Health Services and Licensed Home Care, a Center for Communication Disorders, a Center for Wound Healing and Hyperbaric Medicine, a Center for Healthy Living and Weight Loss, a Special Needs Preschool, outpatient Nutrition Services, Diabetes Management, and sleep disorder assessment and treatment in the Sleep Center.

Northern Westchester Hospital

Northern Westchester Hospital, a member of Northwell Health, provides quality, patient-centered care through a unique combination of medical expertise, leading-edge technology, and a commitment to humanity. More than 650 highly-skilled physicians, state-of-the-art technology and professional staff of caregivers provide treatment in a caring, respectful and nurturing environment.

Richmond University Medical Center

Richmond University Medical Center (RUMC) is a 440-bed healthcare facility on Staten Island, serving over 450,000 residents. It is a Level 1 Trauma Center, a state-designated Stroke Center, and a regional Perinatal Center for high risk expectant mothers. The facility includes a neonatal intensive care unit, a Sleep Disorders Center, a Wound Care Center, and a Pain Management Center. In addition, RUMC and Staten Island University Hospital together operate the Heart Institute of Staten Island, one of the leading cardiac care services in the metropolitan area.

Rome Memorial Hospital

Rome Memorial Hospital, Inc., is a non-profit health care system providing services to patients throughout Central New York. From primary care to long-term care, Rome Memorial Hospital delivers quality, compassionate medical care for every stage of life. With its specialized Senior Behavioral Health Unit and Residential Health Care Facility, the hospital has become recognized as a valuable resource for senior services. Ranked among the top 20 percent of skilled nursing facilities for four consecutive years, the hospital has earned special recognition as a NICHE (Nurses Improving Care for Healthsystem Elders) facility for providing quality care for older adult patients.

Affiliated Clinical Sites

Saint Joseph's Medical Center, Yonkers, NY

Since 1888, Saint Joseph's Medical Center has served Yonkers and the surrounding communities of lower Westchester and northern Bronx with patient-centered, quality-focused inpatient and outpatient care, including specialized programs such as orthopedics, cardiology and geriatrics; advanced emergency treatment; state-of-the-art diagnostic imaging and ambulatory surgery centers; inpatient and outpatient behavioral health services; and a network of primary care services serving Westchester, the Bronx and northern Manhattan.

Saint Michael's Medical Center

Established by the Franciscan Sisters of the Poor in 1867, Saint Michael's Medical Center is a 357-bed regional tertiary-care, teaching and research center in the heart of Newark's business and educational district. As a teaching hospital, Saint Michael's Medical Center offers residencies and fellowships in anesthesia, cardiology, gastroenterology, hematology/oncology, infectious diseases, nephrology, pulmonary/critical care medicine, and podiatry, internal medicine and podiatry, as well as fellowships in cardiology, interventional cardiology, gastroenterology, oncology, infectious disease, pulmonary and critical care.

Terence Cardinal Cooke Health Care Center

Terence Cardinal Cooke Health Care Center is a 729-bed continuing-care facility with a multitude of special care units, as well as two large outpatient clinics. A member of the Catholic Health Care System, the Center provides a home and dignified lifestyle for those who live with chronic illnesses—the elderly, severely disabled children, and people with AIDS, Alzheimer's, Huntington's Disease, or kidney failure.

VA Hudson Valley Health Care System

The VA Hudson Valley Health Care System includes the FDR Campus in Montrose, Westchester County, the Castle Point Campus in Dutchess County and several community-based clinics. Dedicated to providing a wide range of services to the veterans of the Hudson Valley, the HVHS offers medical, surgical, psychiatric, substance abuse treatment and extended care.

Ambulatory Care Programs

CareMount Medical

Founded in 1946, CareMount Medical, formerly known as Mount Kisco Medical Group, is an award-winning organization that has grown from six physicians to more than 560 providers delivering outstanding care in over 40 different specialties. CareMount Medical also includes eight urgent cares, an ambulatory surgery center, on-site laboratory and radiology services, as well as endoscopy suites and infusion suites. At the forefront of technology, CareMount Medical offers a state-of-the-art technological platform providing patients on-demand access to their healthcare.

Open Door Family Medical Centers

Open Door provides comprehensive medical, dental and social services, focusing on affordable, quality health care for all, regardless of a patient's ability to pay.

Westchester Institute for Human Development

For more than 50 years, the Westchester Institute for Human Development (WIHD) has played a critical role in the lives of children and adults with disabilities and their families. As one of only 67 University Centers of Excellence in the country, the WIHD is committed to improving the quality of life of persons with disabilities and their families through research, education, and innovative services. Its programs focus on the development of children, the safety of vulnerable children, and the support of families and communities to promote the health and well-being of people of all ages.

Strategic International Partnerships

Catholic University of Korea, Seoul, South Korea
Hadassah University Hospital, Jerusalem, Israel
Simmelweis, Budapest, Hungary
Technion University, Israel
Tokai University, Tokyo, Japan

Diversity and Non-Discrimination

New York Medical College School of Medicine Diversity Policy

New York Medical College School of Medicine is committed to diversity among its students, housestaff, faculty and administration. Based on our shared commitment to cultural competency and social accountability in the School of Medicine (SOM), we will create and maintain a diverse student body, housestaff, faculty and administration. This includes efforts to sustain a positive academic and learning environment for all SOM individuals, embodying a variety of personal experiences, interests, sexual orientations and professional goals. The SOM has also established as a priority the recruitment of students who are from backgrounds considered underrepresented in medicine (URM), particularly those who are African-American and Hispanic/Latino.

Statement of Non-Discrimination

New York Medical College is an Equal Opportunity and Affirmative Action Institution. No person shall be denied admission to any education program or activity on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, disability, gender identity or sexual orientation. Additionally, no person shall be discriminated against in the College's programs, activities and employment.

All policies regarding admissions, employment and educational programs and activities are established and administered in conformity with the Education Practices Act of New York as well as applicable state and federal civil rights laws, specifically including Title IX of the Education Amendments Act of 1972, and with Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder prohibiting practices or policies in admissions, education programs, or employment that are in any way discriminatory on the basis of sex and disability, respectively.



Admissions Policies, Procedures and Requirements

Admission Policy

New York Medical College School of Medicine seeks to admit a diverse class, with respect to gender, race, ethnicity, cultural and economic background and life experience. The School of Medicine believes that a diverse student body provides a valuable educational experience that prepares medical students for the real world of medical practice in a multicultural society. Diversity in medicine has been shown to improve access to health care for underserved populations. Strongly motivated students from educationally deprived and historically underrepresented backgrounds are actively sought and encouraged to apply. A candidate will not be denied admission on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation or disability.

The Admissions Committee has the difficult task of selecting an entering class from thousands of applicants. There are many more applicants who meet the qualifications for the study of medicine than can be admitted to an incoming class. Each applicant is subject to an individualized, balanced holistic review – weighing personal attributes in equal measure with academic metrics and foundational experiences.

Within this framework, the admissions committee strives to select those candidates who demonstrate proficiency in the AAMC Core Competencies for Entering Medical Students. In addition, as a future medical student, an applicant must demonstrate the motor function and conceptual, integrative and quantitative skills required for the study of medicine as outlined in the School of Medicine Technical Standards for Admissions and Enrollment. As a future physician, an applicant must have the physical capacity and emotional maturity to complete medical school and practice medicine independently.

Requirements for Admission

A candidate should have a college education that includes premedical science courses essential for medical school as well as a broad exposure to the humanities and social sciences. The admissions committee has no preference for a major field of undergraduate study. Academic competence to

succeed in medical school is assessed by the applicant's college record, including GPA and MCAT scores.

All courses submitted in satisfaction of the premedical course requirements for admission must have been taken, or be in progress at, or accepted as transfer credits by an accredited college in the United States or Canada, and must be acceptable to that institution toward a baccalaureate degree in arts or sciences. This includes advanced placement courses taken in high school.

Any college work submitted must include the following specified courses in English, Biology, Physics, and Chemistry. Although not required, upper level science courses with laboratory work are strongly recommended.

- **English** 2 semesters (or equivalent or successful completion of the English requirement(s) at the student's undergraduate institution)
- **General Biology** with lab, 2 semesters (or equivalent)
- **Physics** 2 semesters with lab (or equivalent)
- **General Chemistry** with lab, 2 semesters (or equivalent)
- **Organic Chemistry** with lab, 1 semester only (or equivalent)
- **Biochemistry** 1 semester with or without lab (or equivalent)

The School of Medicine reserves the right to waive any of these requirements for an individual applicant.

Any applicant who has had scholastic difficulty in any medical school or has previously withdrawn or been dismissed from any medical school is ineligible to apply.

Accuracy of Admission Application Requirement

Applicants are asked to certify that all information presented in their application (including AMCAS and NYMC Secondary) is accurate, complete and honestly presented; and personally written materials were prepared only by the applicant and not plagiarized. The applicant must also certify that any information submitted on their behalf including letters of evaluation is authentic. Furthermore, the applicant must certify they understand and agree in the event any inaccurate, misleading and/or incomplete information or omission is discovered, New York Medical College School of Medicine has the right to rescind any offer of admission, revoke any admission (including retroactive revocation), administer disciplinary action while in medical school, dismiss the student from the school of medicine or revoke his/her medical degree if such information or omission is discovered after a degree is issued.

Criminal Background Check Matriculation Requirement

Matriculation to the New York Medical College School of Medicine is conditional upon student consent to and satisfactory completion of an AAMC-sponsored criminal background check conducted by Certiphi Screening, Inc., and upon the institutional review of such completed criminal background report. NYMC-SOM has sole discretion to rescind an offer of admission in the event any inaccurate, misleading or incomplete information is discovered in the student's application or that post-dates their application as a result of this criminal background check. Notification of any subsequent criminal charges and/or convictions that occur after the date of processing of the initial criminal background check is also required. Within 10 days of any subsequent criminal charges and/or convictions, notification must be sent in writing to the NYMC-SOM Office of Admissions if the offense occurs before the date of matriculation and to the NYMC-SOM Office of Student Affairs if the offense occurs after the date of matriculation.

Application Procedure

Submission of AMCAS Primary and NYMC-SOM Secondary Applications

Applicants must first file an online application with the American Medical College Application Service (AMCAS) between June 1 and December 15 prior to the year of entry. Applicants can access the online AMCAS application at www.aamc.org.

Upon receipt of applicant information from AMCAS, New York Medical College School of Medicine will email the applicant a login and password to access the online NYMC-SOM secondary application. All applicants receive a secondary application. It must be completed online no later than midnight -January 31 (EST) of the year of anticipated entry. There is a \$130 non-refundable application fee that may be submitted electronically with a credit card or by check. New York Medical College School of Medicine will provide an application fee waiver for those applicants approved for the AAMC-sponsored Fee Assistance Program (FAP).

Early Decision

Students considering an application to New York Medical College School of Medicine through the Early Decision Program should keep in mind the following requirements:

1. Applications must be submitted to AMCAS by August 1 of the application year.
2. Applicants who apply for Early Decision at NYMC-SOM may not apply to any other medical school while their application is being considered.
3. Early decision applicants must have taken the MCAT by July 31 of the application year.

International Applicants

Applications to New York Medical College School of Medicine from international students are accepted. It is strongly recommended that international applicants successfully complete undergraduate college work leading to a baccalaureate degree from an accredited college of arts and sciences in the United States or Canada. However, all courses taken in satisfaction of the requirements for admission **must be** taken at or accepted as transfer credits by an accredited college in the United States or Canada, and must be acceptable

to that institution toward a baccalaureate degree in arts or sciences.

Students who are not U.S. citizens or permanent residents are not eligible for NYMC-SOM financial aid. Federal law mandates that only U.S. citizens or permanent residents are eligible to receive such aid. (Permanent residents must provide a copy of their unconditional Green Card upon request when applying for financial aid.) Accepted students who are non-US citizens or do not obtain permanent resident status by July 1st of the year entering medical school, must either deposit into a bank escrow account to NYMC-SOM an amount equal to four years of tuition and fees by June 30th of their matriculation year or deposit an amount equal to two years tuition and fees into an escrow account in advance of their matriculation to NYMC and provide a signed personal guarantee from a creditworthy, U.S. citizen for additional tuition prepayments before the start of the second and third years of the program.

Interview Process

Completed applications are given an individualized, balanced holistic review. Applicants under serious consideration are invited for an on-campus interview. Interviews are generally conducted from mid-October through April. Applicants may be invited to interview at any time during this period as applications are reviewed throughout the application cycle. The invitation to interview is sent to the applicant via Email. Applicants are offered a list of possible interview dates to enable them to schedule a date that accommodates their individual travel plans. The day consists of an optional breakfast with current medical students, a morning group orientation followed by lunch, and a panel discussion hosted by current students in the School of Medicine. Interviews and campus tours take place after lunch.

NYMC-SOM uses the **Multiple Mini Interview (MMI)** format. During the MMI, applicants move through a circuit of short, carefully-timed scenario-based interview stations. The scenarios are neither knowledge-based nor necessarily clinically-oriented. They are designed to evaluate non-cognitive attributes considered critical to becoming an effective physician. These include but are not limited to attributes such as empathy, critical thinking, moral reasoning and ethical

grounding, open-mindedness, ability to collaborate, communication as well as interpersonal skills. Applicants are each given 2 minutes to read a scenario outside the interview room. The applicant then enters the room, introduces themselves to the interviewer, and begins an open-ended 6-minute discussion about the scenario. After the elapsed time, the applicant moves to the next room and repeats the process with a new interviewer and scenario. The NYMC-SOM MMI interview circuit consists of 8 stations.

Admissions Actions

Decisions are made by the admissions committee on a rolling basis. Interviewed applicants can expect to receive an admissions decision within 6-8 weeks after their interview date (Early decision applicants are notified no later than October 1.)

There are three possible admissions actions: acceptance, rejection or wait-list. Acceptance decisions are initially sent via email followed by a hard-copy letter to the permanent address listed on the applicant's AMCAS application. Accepted applicants are asked to sign and return the NYMC-SOM Terms and Conditions for Acceptance within two (2) weeks to confirm their place in the entering class. By April 30th, a \$100 deposit is required to hold this place in the entering class and is deducted from the first tuition payment. Deposits are not refundable after this date. Rejection and waitlist notifications are only sent via email. Wait-listed applicants can be accepted anytime, as spots become available.

Any applicant who has had scholastic difficulty in any medical school or has previously withdrawn or been dismissed from any medical school is ineligible to apply.

Visiting Students

Visiting students are candidates for an M.D. degree at other LCME/AOA accredited schools, and are actively progressing toward the M.D. or D.O. degree at their institution. Applicants must be full-time matriculated students, in the final year of their training, and be in good academic standing at their home school. Certification by the dean of the parent school (where the student will be given credit for the course) and the

approval of the sponsor of the elective course are both required.

A visiting student may enroll in up to eight weeks of elective courses during any academic year. NYMC-SOM is a host institution for AAMC's **Visiting Student Learning Opportunities (VSLO) program** and all applicants must apply through VSLO.

Adequate malpractice insurance covering the visiting student's activities while in attendance at New York Medical College School of Medicine must be provided by the parent medical school, along with verification of immunization to certain infectious diseases. No tuition will be charged to visiting students by New York Medical College School of Medicine. All of the pertinent New York Medical College School of Medicine policies and procedures that are in-place for our own students will also be applicable to visiting students as well, with the same obligations and protections including but not limited to the Attendance and Absentee policy, the Academic Integrity and Professionalism policy, and the Technical Standards for Admission and Continued Enrollment.

Visiting International Students

Limited opportunities are available for international students attending medical schools outside the United States and Canada to do clinical electives at New York Medical College School of Medicine.

The College has student exchange programs with four foreign medical schools: Tokai University School of Medicine in Japan, the Catholic University of Korea in Seoul, Semmelweis University in Hungary, the Technion University, Israel Institute of Technology and the Hebrew University School of Medicine in Israel. Under exchange agreements with these schools, full-time students in good standing may be accepted for one or more electives at the College. Electives may not exceed 12 weeks under any circumstances.

On occasion the College may accept medical students from other foreign medical schools at the specific request of NYMC faculty members if there are compelling reasons for the request and with the approval of the Senior Associate Dean for Medical Education.

All requests for electives from international medical students, whether at a school affiliated with the College or not, must be forwarded to the International Student and Scholar Advisor. In all cases when requests for electives come from a faculty member on behalf of a foreign medical student, the International Student and Scholar Advisor will forward the request to the Senior Associate Dean for Medical Education approval.

Requirements for international medical students:

1. Electives are available only to full-time students in good standing at recognized medical schools.
2. Students must be in their final year of medical school.
3. Students must be fluent in English.
4. Electives are generally limited to one four-week rotation.
5. Applications must be received no later than three months before the start date of the elective.

International medical applicants must submit the following materials before an elective can be approved:

1. A letter from the Dean or other appropriate official of the student's foreign medical school indicating that the student is currently enrolled, is in good standing, and has permission for the elective at NYMC
2. The student's C.V.
3. Medical school transcript
4. Proof of malpractice insurance
5. Proof of health insurance
6. Visiting students are subject to the same rules and regulations that apply to NYMC students. Participation in electives is based on satisfactory performance, English language skills, and behavior. Once an elective is approved no changes in assignments are allowed.
7. Visiting International students are not considered degree candidates at NYMC, and student visas will not be issued to them. New York State requires an application fee of \$30 for visiting students doing electives at medical schools in New York. If an international applicant is accepted for an elective, the International Student and Scholar Advisor will advise the student on how to apply for New York State certificate of eligibility for the elective.

8. All visiting international students must pay a \$75 international visiting student fee.

Technical Standards for Admissions and Continued Enrollment

In order to be seriously considered for admission, promotion, and graduation, candidates must demonstrate academic accomplishments at the undergraduate level, including completion of all required coursework. In addition, candidates must maintain sensory, motor, communication, intellectual, behavioral, social, and moral ability sufficient to complete the course of study.

I. Sensory Ability: The candidate must have discriminatory ability in the senses of vision, hearing, touch, and smell sufficient to learn information presented, assess patients, and assess diagnostic material. Examples include, but are not limited to, observing demonstrations in the classroom, laboratory, or clinical setting; viewing microscopic and gross specimens of normal and pathological anatomy, tissue, and cultures; and using all these senses to assess a patient both at a distance and close at hand.

II. Motor Ability: The candidate must have fine and gross motor skills sufficient to perform quick precise movements, manipulate medical instruments, manipulate patients' limbs and bodies, and maintain equilibrium and sustained forceful movements. In addition, the candidate must have stamina sufficient to complete normal duty hours, courses, and clinical rotations within the time frame required by the school. Examples of sufficient motor ability include, but are not limited to, performing venipuncture or other procedures to obtain diagnostic materials; perform anatomical dissection, from making precise cuts with a scalpel to rolling over a cadaver; perform basic and advanced cardiac life support tasks such as chest compressions, artificial respiration, intubation, and administering medication in an emergency situation; and carry out a normal shift of clinical work.

III. Communication Ability: A candidate must have the ability to speak, listen, write, draw, and observe sufficient to elicit and convey written, verbal, and non-verbal information to and from patients, family, health

care team members, faculty, and administrators. They must be able to convey and collect information rapidly, accurately, and with clarity and sensitivity. Examples include, but are not limited to, taking a patient's history and assessing their mood, posture, and intellectual functions; teaching and learning from patients, faculty and peers; giving a patient bad news with empathy and sensitivity; and presenting a case history, physical, and treatment plan.

IV. Intellectual Ability: The candidate must have conceptual, integrative, and quantitative abilities sufficient to learn, teach, create, analyze, synthesize, extrapolate, make objective and subjective judgments, solve problems, organize, and implement plans. Examples include, but are not limited to, doing statistical analysis of data; calculating dietary requirements; comparing, selecting, and defending with rational arguments a treatment plan from among a large set of possibilities; satisfactory completion of all exams and reading, written, and computer course assignments; and being able to understand abstract concepts and three-dimensional spatial relationship between anatomical structures.

V. Behavioral Ability: The candidate must have mature-behavior and social abilities sufficient to be composed, adaptable, resilient, punctual, decisive, thoughtful, candid, receptive, diligent, persevering, and tolerant. Examples include, but are not limited to, being able to adapt to frequent changes in clinical clerkship sites, work environments, and teams; being able to prioritize numerous tasks and maximize productivity to achieve multiple goals in a timely fashion including educational, administrative, and patient care; being able to exercise good and consistent judgment in complex situations; remain nonjudgmental about cultural beliefs, spiritual beliefs, or sexual orientations different than their own; be able to examine the entire patient, male or female, regardless of the candidate's cultural, social, or religious beliefs; be able to develop mature, sensitive, professional, responsible, and effective relationships with patients; accept criticism and respond by appropriate modification of behavior; and to continue to function in the face of uncertainties inherent in the clinical problems of patients.

While technological compensation can be made for some handicaps in certain of these areas, the College

must be fully satisfied that a candidate can perform in a reasonably independent manner and complete the essential functions of the entire curriculum of required courses and electives. The use of a trained intermediary to substitute for any of the functions above is not acceptable because the candidate's judgment would be mediated by someone else's power of observation, selection, and interpretation.

Entering Students and Immunization Requirement for the School of Medicine

Entering students are required to have a complete physical examination, laboratory tests, immunizations and TB screening performed by their personal health care provider prior to registration. All entering students born after January 1, 1957, must show proof of immunization against measles, mumps and rubella by completing the Student Immunization Record provided on the registration website, and attaching the appropriate documentation. These immunizations are mandated by the New York State Health Code and are a prerequisite to matriculation. Because of concerns for patient safety, hospitals require students coming in contact with patients to demonstrate their immunity to varicella (chicken pox), with either a positive titer report or documentation of two varicella vaccines, Hepatitis B virus, and up to date Tetanus, diphtheria and Pertussis vaccination.

Pursuant to NYS Public Health law (2167) all colleges and universities must distribute information about meningococcal disease vaccinations.

You can obtain forms and a more detailed description of what is required by Health Services by visiting <http://www.nymc.edu/current-students/student-life/health-wellness--support/health/health-services/incoming-students-health-service-packets/>

Health Insurance

Full-time students are required to be covered by acceptable health insurance to New York Medical College. Full-time matriculated students only are eligible for health insurance, available through the School. Students may enroll in this coverage either during the open enrollment period prior to the beginning of each semester or anytime during the term with proof of a qualifying life event. Enrollment is

through our consultants site:

<https://app.hsac.com/nymc>. Payment should be made on Touchnet through the TouroOne portal. Yearly costs are subject to change annually effective July 1. All International applicants must provide proof of health insurance coverage at the time of registration.

Disability Insurance

A disability income protection plan designed for all medical students at New York Medical College is available at no additional cost. Each individual policy is non-cancelable, guaranteed renewable and portable. During residency education, coverage can be increased beyond the maximum monthly disability benefit of \$1,500 available to medical students. Benefits are payable to age 65, include rehabilitation, and cover disability from the insured's own occupation. The waiting period of benefits is 180 days.

Overview of Academic Program

The New York Medical College School of Medicine curriculum is designed to offer a breadth of foundational science and clinical training to prepare graduates for entry into competitive residency programs. Faculty of the School of Medicine have defined a core set of competencies and program objectives to outline the expectations that medical students are expected to exhibit as evidence of their achievement by completion of the program. The program also includes a comprehensive, fair, and uniform system of formative and summative medical student assessment.

Graduation Competencies and Educational Program Objectives

PATIENT CARE

The student must provide patient-centered care that is respectful, compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

- Establish and maintain therapeutic relationships with patients and families from diverse populations and backgrounds
- Gather essential and accurate information in a logical and organized manner and properly interpret those data to generate a prioritized differential diagnosis and a problem list
- Formulate a patient care plan that includes appropriate diagnostic and therapeutic interventions based on patient information, patient preference, and up-to-date evidence
- Facilitate continuity throughout transitions of care
- Assess and ameliorate patient pain and suffering
- Assess and address health care maintenance and disease and injury prevention

MEDICAL KNOWLEDGE

The student must synthesize and apply knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences to patient care.

- Apply knowledge of the normal structure and function of the body on the organ, cellular, molecular, and biochemical level
- Synthesize and apply knowledge of altered structure and function of the body seen in disease states, and therapeutic approaches to them
- Recognize and interpret the most frequent clinical, laboratory, radiologic and pathologic manifestations of illnesses
- Apply principles of epidemiologic sciences to the care of patients and populations
- Apply knowledge to develop and modify diagnostic and therapeutic plans

INTERPERSONAL AND COMMUNICATION SKILLS

The student must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and families.

- Communicate effectively with patients and their families across a broad range of backgrounds and communication challenges
- Demonstrate respect, sensitivity, honesty, and compassion in communications with patients and families
- Recognize and respect the patient's right to choose care options based on personal expectations, values or preferences
- Educate and counsel patients with respect to their conditions and engage them in decision making while ensuring their understanding
- Integrate patient information and data into a clear and concise report that demonstrates clinical reasoning skills
- Record a timely and accurate medical record

INTERPROFESSIONAL COLLABORATION

The student must demonstrate the ability to engage with an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

- Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served
- Work with individuals of other professions to maintain a climate of mutual respect and shared values
- Communicate with other health professionals in a responsive and responsible manner that supports a team approach to patient care
- Apply relationship-building values and the principles of team dynamics to plan and deliver high quality care

PRACTICE BASED LEARNING AND IMPROVEMENT

The student must demonstrate the ability to evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant evaluation and life-long learning.

- Demonstrate initiative and self-direction in learning
- Apply the principles of evidence-based medicine to patient care and practice improvement
- Demonstrate a commitment to reflection, self-improvement and responsiveness to feedback

SYSTEMS BASED PRACTICE

The student must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to effectively utilize other resources in the system to provide optimal health care.

- Work effectively in various health care delivery settings and systems

- Incorporate considerations of cost awareness and risk-benefit analysis in patient care
- Advocate for quality patient care and optimal patient care systems
- Participate in identifying system errors and implementing potential systems solutions
- Perform administrative responsibilities commensurate with one's role, abilities and qualifications

PROFESSIONALISM

The student must demonstrate a commitment to carrying out professional responsibilities in a responsive and compassionate manner as well as in adherence to ethical principles.

- Demonstrate responsiveness to patient needs and advocate for those needs over one's own interests and beliefs
- Relate to others with respect, care, and compassion
- Respond to colleagues' needs, expectations, and concerns, including solicitation of other clinical opinions
- Demonstrate cultural sensitivity and responsiveness to a diverse patient population
- Demonstrate honesty, integrity and trustworthiness
- Demonstrate respect for patient privacy and autonomy
- Demonstrate responsibility, leadership, and accountability
- Demonstrate excellence and scholarship
- Demonstrate a commitment to ethical principles
- Demonstrate understanding of the importance of personal wellness in one's professional responsibilities and demonstrate appropriate self-care

Summary of Degree Requirements

The **first-year curriculum** for the M.D. program is organized into three Blocks where foundational content is integrated across courses:

Block 1: Gross Anatomy and Embryology/ Histology and Cell Biology/ Foundations of Clinical Medicine/ Biomedical Ethics

Block 2: Biochemistry/ Medical Physiology/ Foundations of Clinical Medicine

Block 3: Neuroscience/ Behavioral Science/ Foundations of Clinical Medicine/ History of Medicine

The **second-year curriculum** is horizontally integrated into an organ-system model among the following disciplines: Pathology/ Pathophysiology, Medical Pharmacology and Medical Microbiology. As in the first year, Biomedical Ethics and Foundations of Clinical Medicine are woven into related coursework.

While immersed in the foundational sciences, students learn basic interviewing, communication skills, and physical examination techniques in the Foundations of Clinical Medicine course. The program leverages NYMC's progressive **Clinical Skills and Simulation Center** which boasts 20 state-of-the-art patient examination rooms and two large simulation training classrooms. All training areas are wired through a central learning management system, enabling students and faculty to review encounters with standardized patients and/or simulation trainers and improve clinical practice through deliberate reflective activities. In addition, first- and second-year students have the opportunity to work directly with patients in clinical settings within the preceptorship component of the course, providing students with an early exposure to clinical medicine.

The **third-year curriculum** includes required clerkship rotations in the following disciplines: Medicine (8 weeks), Surgery (8 weeks), Pediatrics (6 weeks), Obstetrics and Gynecology (6 weeks), Psychiatry (6 weeks), Neurology and Rehabilitation Medicine (4 weeks), and Family Medicine (6 weeks). In addition, all third year students have one elective block (4 weeks) for the purpose of career exploration.

NYMC SOM has a large network of affiliated training sites that afford students the opportunity to learn medicine in demographically and clinically diverse settings.

The **fourth-year curriculum** is organized into specialty tracks, allowing students to align their schedules with their career trajectories and ensure maximum preparation for residency training. In addition to track requirements and elective rotations, all students participate in both the **Transition to Fourth Year** program and a one-week **Transition to Residency** course.

Grading

Beginning with the Class of 2022, grading in pre-clerkship courses was modified to Pass/ Fail. Clerkships are graded Honors/High Pass/Pass/Fail. Passing USMLE Step 1 and Step 2 CK and 2CS are all requirements for graduation.

Course Descriptions

Longitudinal Courses and Themes:

NYMC-SOM has designed the M.D. program curriculum to integrate basic sciences and clinical medicine across all four years to best prepare future physicians for medical practice. Longitudinal experiences and relevant curricular themes are interwoven into existing courses and clerkships, helping to introduce students to critical topics in health care and to create opportunities to build upon progressive foundational learning. Student competencies related to these special subjects are also assessed within the existing educational programs. Examples of thematic curricula that NYMC-SOM has implemented into the M.D. program include:

- Evidence-Based Medicine
- Medical Ethics
- Cultural Competence
- Communication Skills
- Clinical Reasoning/Decision Making
- Professionalism

Foundations of Clinical Medicine (Years One and Two)

UMDM 1101 AND 1102-8 credits; UMDM 2101 AND 2102-8 credits

The Foundations of Clinical Medicine is a longitudinal course that offers students the opportunity to learn basic principles required for the practice of medicine through interactive large and small group seminars, direct patient interaction, one-on-one mentorship by practicing clinicians, and standardized patient/simulation training sessions. Topics covered in this course include medical interviewing, the screening physical examination, doctor-patient relationship, clinical reasoning, humanism and professionalism, and health promotion/ disease prevention. Coursework is delivered by faculty in a variety of manners including: interactive lectures, skill-building small group sessions, clinical reasoning exercises, role-play, and directly supervised patient interaction. The Year 1 program focuses on providing foundational skills in history-taking, physical examination, and communication skills. The Year 2 program presents advanced skills including instruction and experience with managing challenging patient encounters and developing clinical reasoning skills that align with pathology/pathophysiology coursework

Medical Humanities and Biomedical Ethics

UMDM 1103-1 credit ; ETHM 1101 & 1102-1 credit; ETHM 2100 & 2101-1 credit;

The New York Medical College School of Medicine offers students coursework in the medical humanities and biomedical ethics to help enhance a students' ability to listen, communicate and interpret, and develop critical and reflective thinking skills. Essential to the practice of medicine, these skills help to promote the development of compassionate, sensitive caregivers. Programs in this area include a required History of Medicine course (ADD course number and credits) and **Biomedical Ethics (Years One and Two)**

The History of Medicine course introduces students to the history of medicine from the ancient world to modern times. The course structure and content allows students to examine the interplay of time, gender, culture, religion and science over time.

Biomedical Ethics and the Ethics of Interprofessional Practice begins with an introduction of biomedical ethics and professionalism, then expands the focus to include interprofessional education. The purpose is to provide students with a foundation of the ethics of the medical profession which can then be used as a base to establish an ethical context for interprofessional practice and collaborative care. Students from both New York Medical College and Touro College of Dental Medicine collaborate in small group sessions to review case studies with increasing complexity under the guidance of trained faculty experts. Year two focuses on the myriad issues associated with death and dying and end-of-life care.

Self-Directed Learning and Case-Based Integration (Years One and Two)

This component of the curriculum introduces students to the common vocabulary utilized in biostatistics, epidemiology, and evidence-based practice. The program also teaches students how to be self-directed learners and evaluate patient information/clinical cases, ask relevant questions, search the medical literature and to appraise and assimilate scientific evidence to apply to patient care.

Students are introduced to the concepts of measurements of frequency and association, interpreting screening tests, evaluating guidelines and evidence, explaining levels of risk to patients, conducting observational and experimental research studies as well as reviewing and evaluating medical and medical marketing literature. Emphasis is placed on clinical problem-solving and evidence-based practice. Every effort is made to directly apply the material in this course into foundational science coursework and clerkships.

Foundational Science Courses:***Year One*****Transition to Medical School**

UMDM 1000- 3 credits

This week-long orientation introduces incoming medical students to the support services offered at the college and provides an overview of the

longitudinal career advising program and curriculum for the school of medicine.

Block One – Structure and Function: Gross Anatomy and Embryology/ Histology and Cell Biology

Gross Anatomy and Embryology

ANTM 1101-8 credits

Among the requisites for modern practice of medicine is a broad based knowledge of human anatomy. This course is designed to provide medical student's with clinically oriented learning experiences to help understand structural and functional relations of organs and systems. Through large group instruction, small group discussion and experiences of a variety of diagnostic imaging platforms, the gross structure and embryology of the human is explored. Students participate in a comprehensive cadaveric dissection, in which each student participates in the dissection of the entire human body.

Histology and Cell Biology

HISM 1101-6 credits

The course in histology and cell biology allows first-year students to examine the microscopic anatomy of the human body. Lectures correlate morphology and function at the molecular, cellular, tissue and organ levels, and relate cell biology and histology to disease processes. Complementing lectures are small group interactive learning modules that allow students to explore content areas more deeply and to gain experience in presenting to the group. Using digital microscopy students view high-resolution histological sections in real time that allows for easy discussions with colleagues. Sections are stained with a variety of conventional and special histology stains and immunohistochemical stains to reveal structural and molecular details that are needed to understand relevant alterations associated with disease progression. Small group modular classrooms are also equipped with optical microscopes to allow students and instructors to scan additional sections and demonstrate pertinent details to the entire group with a camera-mounted microscope connected to an LCD projector.

Block Two – Molecular Mechanisms, Genetics, Nutrition and Homeostasis: Biochemistry/ Medical

Physiology/ Foundations of Clinical Medicine/ Medical Ethics

Biochemistry and Molecular Biology

BCHM 1100 & BCHM 1101-7 credits

Biochemistry and Molecular Biology addresses the structure and reactions of the cellular and tissue components and provides the basis for understanding physiological and pathological conditions encountered in clinical medicine. The subject matter includes metabolism, enzymatic and hormonal control mechanisms, nucleic acids and protein synthesis, genetics, and nutrition. Case-based learning is used to integrate basic and clinical knowledge with the goals of promoting the development of clinical reasoning skills, self-assessment of knowledge, and the promotion of team-based learning. These interactive small group sessions also allow for critical analysis of relevant scientific literature to demonstrate key clinical correlations and application of coursework.

Medical Physiology

PHYM 1100 & PHYM 1101-7 credits

Medical Physiology provides a fundamental framework of physiological processes and their relationships to body function and disease states. The course reviews the major organ systems and provides foundational medical knowledge. In addition to lectures presenting basic concepts, various supplemental sessions are presented to give both a hands-on and clinical experience with several diagnostic techniques as well as experience in interpreting original data. The small group experiences include laboratories, case conferences, small group tutorials and simulation sessions to expose students to the scientific basis of physiological concepts and to foster cooperation between students and faculty. Throughout each major section of the course, clinical information is used to integrate physiological principles with medicine in a variety of small group Clinical Correlation sessions co-taught by clinicians and/or faculty from the Department of Physiology.

Block Three – Neural Systems and Behavior: Neuroscience/ Behavioral Science/ Foundations of Clinical Medicine/ History of Medicine

Neurosciences*NROM 1101-6 credits*

The neurosciences course presents the fundamental concepts in neuroanatomy, neurophysiology, neurodevelopment, and neurological diseases to students. The interdisciplinary faculty teaching this course are from Departments of Anatomy/Cell Biology, Physiology, Neurology, Pharmacology, Neurosurgery and Radiology. Lectures and interactive sessions provide necessary knowledge framework for integration with other courses and clerkships. Clinical lectures and interactive case analyses emphasize the importance of neuroanatomy, neurophysiology, and neurodevelopment for understanding specific syndromes and general neurologic disorders. In laboratory sessions students correlate the function to the structure of the human brain. A special emphasis is placed on self-directed learning in small groups, which allow students to think critically about the course material by analyzing clinical cases, provide platform for practice presentations and critical reasoning that foster clinical approach to problem solving.

Behavioral Science*BEHM 1101-4 credits*

Behavioral Science presents a clinically oriented overview of psychopathology, the neurophysiologic basis of human behavior, the human life cycle (incorporating prenatal development through senescence), and sociocultural determinants of behavior, human sexual behavior, doctor-patient relationships, and healthcare delivery. Behavioral science introduces students to clinical aspects of medical practice by providing information about the medications, therapies, and psychosocial interventions for patients with mental illnesses that will transition students into clinical rotations with strong foundation. Interactive lectures cover a wide range of material in the behavioral sciences and psychiatry and scheduled afternoon sessions are largely devoted to clinical interactions with patients in a variety of clinical training facilities as well as self-directed learning activities.

First Year Comprehensive Clinical Assessment

All first year students take a comprehensive standardized patient clinical examination to

demonstrate his/her clinical competency for promotion into Year Two. This examination employs a standardized method to assess students' skills in both the cognitive and non-cognitive areas of medicine including patient-physician interaction, clinical reasoning, and diagnostic skills. Through the use of standardized checklists and digital video recordings of his/her encounters, students are able to review their exam performances to identify strengths and weaknesses to foster critical reflective skills necessary for skill improvement and the practice of medicine.

Year Two*Foundations and Systems:***Pathology/Pathophysiology***PATM 2101 & 2102-14 credits*

The year-long Pathology/Pathophysiology course for second year medical students is a multi-disciplinary teaching effort coordinated by the Department of Pathology and the Departments of Internal Medicine, Medical Genetics, Family and Community Medicine, Neurology, Surgery, Pediatrics and Dermatology. Serving as a bridge between the foundational sciences and clinical medicine, this two semester course, which is horizontally and vertically aligned/integrated within the curriculum, is designed to foster critical thinking in the approach to the diagnosis and treatment of disease and the continued development of life-long learning skills necessary for a career in Medicine. These goals are accomplished through a teaching program that consists of several integrated components, including lectures, scheduled self-study periods, computer-based learning materials, and active learning experiences in small groups.

Medical Microbiology*MCRM 2101-7 credits*

The medical microbiology course is designed to provide the student with insight into the fundamentals of microbiology and immunology with emphasis on their relationship to human biology and disease. Coursework is scheduled so that the topics carefully integrate with relevant material in both Pathology/Pathophysiology and Medical Pharmacology. The orientation of the course is toward an understanding of the biology of pathogenic microorganisms and the role of the human

microbiome in preventing disease. The principles of microbial pathogenicity are therefore presented from the perspective of the agents and the several strategies they utilize to colonize successfully and to establish infection. The subjects covered are the basic properties of microorganisms, their physiology and genetics, the mode of action of antibiotic and chemotherapeutic agents at the cellular level, mechanisms of antibiotic resistance, and the biologic and immunologic responses of the host to infections. Emphasis is placed on nosocomial infections and emerging and re-emerging diseases global health issues and the role of the human microbiome in health and disease. Integration of lectures, laboratory work, visual aids, self-study, group discussions and clinical correlations help students learn the concepts and techniques essential to diagnose, treat and prevent infectious diseases.

Medical Pharmacology

PHRM 2101-4 credits & 2102-4 credits

The primary goals of the Medical Pharmacology course are to provide future physicians with a foundation in pharmacological knowledge that will allow them to obtain optimal benefit from their clinical years of instruction, build pharmacological expertise throughout their careers, and critically evaluate the merits of pharmacologic agents in the future. Course objectives stress key principles of pharmacological science (pharmacokinetics, pharmacodynamics and toxicology) and knowledge related to the properties, mechanism of action, clinical uses and adverse effects of major classes of therapeutic agents. Clinically relevant aspects of addiction, drugs of abuse, toxicology and treatment of poisonings are also covered. Instruction makes use of active-learning techniques that engage students in the material, including interactive large-group sessions, clinical case conferences, and small-group/team-based problem-solving exercises to increase understanding and enhance analytical and professional skills relevant to clinical medicine.

Second Year Comprehensive Clinical Assessment

All second year students take a comprehensive standardized patient clinical examination to demonstrate his/her clinical competency for promotion into clerkship rotations. This examination employs a standardized method to assess students'

skills in both the cognitive and non-cognitive areas of medicine including patient-physician interaction, clinical reasoning, and diagnostic skills. Through the use of standardized checklists and digital video recordings of his/her encounters, students are able to review their exam performances to identify strengths and weaknesses to foster critical reflective skills necessary for skill improvement and the practice of medicine.

Year Three

The goal of third year clerkships is to provide students with opportunities to develop his/her skills in the evaluation and care of patients. The **third-year curriculum** consists of required Clinical Clerkships in:

- Medicine (IMDM 3101)
- Surgery (SRGM 3101)
- Pediatrics (PEDM 3101)
- Obstetrics and Gynecology (OBGM 3101)
- Psychiatry (PSYM 3101)
- Neurology and Rehabilitation Medicine (NROM 3101)
- Family Medicine (FMDM 3101).

During this academic year, students actively engage with task trainers and standardized patients in NYMC's Clinical Skills and Simulation Center. The programs offered are designed to promote humanism, communication skills, and safety and excellence in patient care, providing students the skills necessary to become exceptionally prepared health care providers. Additional course requirements during Year Three include the Transition to Clerkship, Intersession, Transition to Fourth Year, and 1 elective (4 weeks). Third year elective courses can be found in the Third-Year Elective Catalog. Clerkship placements are done by lottery in the spring of Year Two.

Clerkship Program

During Clerkships, students function as members of the clinical team with attending physicians, residents, interns, nurses, and allied health professionals. Through a combination of supervised patient care, conferences, lectures, individual feedback and teaching rounds, students apply the knowledge and skills they acquired in their first and second year courses, students broaden their knowledge of the

clinical manifestations of disease processes, and continue to develop their interviewing and physical examination techniques and their communication skills. They begin to assume responsibility, under supervision, for the evaluation and treatment of patients.

New York Medical College School of Medicine has a rich variety of clinical sites including community hospitals and clinics, large and small urban medical centers, and tertiary care trauma and transplant centers. This network provides students with the opportunity to work with a diverse group of patients from various cultural and socioeconomic backgrounds and to further appreciate the impact of a patient's personal social history on the physician-patient relationship and on the health behavior and health status of the patient.

Transition to Clerkship

UMDM 3101- 5 credits

To optimally prepare students to enter clerkship training, all medical students are required to participate in a Transition to Clerkship Course. This course facilitates the transition into the clinical realm with simulation-based procedural skills training, communication skills training with standardized patients, and small and large group didactic sessions to review critical concepts in Professionalism, Teamwork Skills, Clinical Reasoning, and Health Systems.

Intersession

UMDM 3102- 0 credits

The Intersession course is scheduled at the midway point of the third year of the M.D. Program to capitalize on student's growing clinical experiences. The course emphasizes High Value Care, Health System and Policy, Patient Safety, and advances the team skills taught earlier in the curriculum.

Third Year Comprehensive Clinical Assessment

All third year medical students are required to take a comprehensive, multi-station, standardized patient clinical examination during the Spring semester. The purpose of this examination is to assess students' skills in both the cognitive and non-cognitive areas of

medicine including patient-physician interaction, clinical reasoning, and diagnostic skills. It also serves as marker for success on Step 2CS. Through the use of standardized checklists and digital video recordings of their encounters, students are able to review their performances to identify strengths and weaknesses to foster critical reflective skills necessary for skill improvement and the practice of medicine.

A passing score on this examination is required for graduation.

Year Four

The **fourth-year curriculum** is organized into **specialty tracks** to allow students to align their program of study with their area of specialty interest. General requirements for fourth year students include three mandatory track requirements (e.g. Emergency Medicine, Subinternship, Critical Care, Radiology and Diagnostic Medicine), five elective months, as well as comprehensive, interprofessional Transition to Fourth Year and Transition to Residency courses for a total of 33 curriculum weeks.

Specialty Track System

The goal of the **fourth year track system** is to provide clinical experiences at a level above that of a third-year clerk and comparable in most aspects to that of an intern, but with closer supervision in areas that will best support a student's specialty interest. Students complete self-assessment exercises and an **independent learning plan** under faculty guidance to identify their own learning goals, methods to achieve these goals, and reflect on these goals as his/ her academic coursework progresses. All specialty track requirements must be completed at a NYMC-SOM affiliated institution. Fourth year elective courses can be found in the Fourth-Year Elective Catalog.

Transition to Fourth Year

UMDM 4103- 2 credits

The goal of the **Transition to Fourth Year** course is to prepare students for the increasing responsibility they will experience as fourth year medical students. Students will gain knowledge and skills related to working and collaborating on healthcare teams, giving and receiving patient handoffs effectively, preventing and evaluating of medical errors, and evaluating and

initiating management of a critically ill patient. Content is delivered through both large group didactic sessions and small group workshops and simulation activities. Additional sessions focus on professional development, Step 2 preparation, and the residency application process.

Transition to Residency

UMDM 4301 – 3 credits

The one-week **Transition to Residency program** is an interactive “capstone” course that facilitates a student’s transition from medical school into specialized residency programs. During this course, students are organized into specialty tracks and engage in simulation-based procedural skills and hand-off training, case-based problem solving sessions, and group didactic sessions to review strategies to enhance professional development and preparedness for residency training.

Course and Clerkship Evaluations

Student evaluation of courses and clerkships is a requirement of the medical school curriculum. Completing evaluations is considered a part of the student’s professional responsibility and is essential to NYMC-SOM’s continuous quality improvement (CQI) processes. The faculty value student input and the expectation is that Course/Clerkship Directors will make appropriate changes (based on that input) in their courses. Therefore, maximum student response is required for each course/clerkship and completion of the evaluation in a timely and professional manner is a requirement of the medical school curriculum and non-responders will be closely monitored. The names of students who fail to complete end of course evaluations will be monitored by the Office of Medical Education. Students who exhibit a pattern of failure to meet professional responsibilities by not completing required evaluations will be reviewed by the Professionalism and Integrity Committee.

Change in Curriculum

The face of healthcare is rapidly changing, and medical education is changing with it. Medical schools are adapting to ensure their students are ready to function and succeed in this ever-evolving arena. The New York Medical College School of Medicine Education and Curriculum Committee and its

subcommittees supervise the educational program leading to the doctor of medicine degree and continually evaluate the curriculum and make changes as appropriate to cover new curriculum areas deemed necessary for experience as well as to improve the quality of the education process. As a result, NYMC reserves the right to change the curriculum at any time without prior notice, provided that these changes are promulgated to relevant stakeholders to ensure that the curriculum is delivered in an integrated and coherent fashion.



NEW YORK MEDICAL COLLEGE SCHOOL OF MEDICINE 4 YEAR CURRICULUM 2019-2020

YEAR 1

ORIENTATION STRUCTURE & FUNCTION (Gross Anatomy & Embryology; Histology & Cell Biology)	FOUNDATIONS OF CLINICAL MEDICINE I / CLINICAL DECISION MAKING I MOLECULAR MECHANISMS, GENETICS, & HOMEOSTASIS (Molecular Biology, Genetics, & Cell Biology)	FOUNDATIONS OF CLINICAL MEDICINE I / CLINICAL DECISION MAKING I MOLECULAR MECHANISMS, GENETICS, & HOMEOSTASIS (Biochemistry, Physiology)	FOUNDATIONS OF CLINICAL MEDICINE I / CLINICAL DECISION MAKING I NEURAL SYSTEMS & BEHAVIOR (Neurosciences & Behavioral Sciences)
VACATION			

YEAR 2

ORIENTATION FOUNDATIONS (General Pathology, Pharmacology & Microbiology Immunology/Infectious Diseases)	FOUNDATIONS OF CLINICAL MEDICINE II / CLINICAL DECISION MAKING II RESPIRATORY & NEUROLOGIC SYSTEMS CARDIOVASCULAR SYSTEMS	FOUNDATIONS OF CLINICAL MEDICINE II / CLINICAL DECISION MAKING II RENAL & CONNECTIVE TISSUE SYSTEMS GI & ACCESSORY ORGAN SYSTEMS	FOUNDATIONS OF CLINICAL MEDICINE II / CLINICAL DECISION MAKING II ENDOCRINE/ REPRODUCTIVE/ INTEGRATIVE SYSTEMS FINAL EXAM
VACATION			
USMLE STEP 1 STUDY			

YEAR 3

TRANSITION INTERNAL MEDICINE CLERKSHIP SURGERY CLERKSHIP NEUROLOGY CLERKSHIP ELECTIVE	OBSTETRICS & GYNECOLOGY CLERKSHIP PEDIATRICS CLERKSHIP PSYCHIATRY CLERKSHIP FAMILY MEDICINE CLERKSHIP <small>Global Competency Assessment</small>
VACATION	

YEAR 4

USMLE STEP 2 STUDY	TRACK SUB-INTERNSHIP	TRACK SELECTIVE	TRACK SELECTIVE	RECIDENCY INTERMEWS	VACATION	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	MAKEUP PERIOD	RESOLUTION
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Educational Program

The Academic Calendar varies for class years. Calendars and schedules are subject to change. Please go to the website at: <https://www.nymc.edu/school-of-medicine-som/som-academics/academic-calendar/>. Questions regarding the academic calendars should be directed to the Office of Student Affairs at (914) 594-4498.

First year (Class of 2023)

Academic Year 2019-2020 Calendar for MS1 – Class of 2023

- 7/29/2019 (Monday): First day of Fall Semester
- 7/29/2019 - 8/2/2019 (Monday-Friday): Transition to Medical School
- 8/5/2019 (Monday): Start Fall Courses
- 12/18/2019 (Wednesday): End of Fall Semester
- 12/19/2019 - 1/5/2020: Winter Recess
- 1/6/2020 (Monday): Spring Semester Begins
- 4/9/2020 - 4/19/2020 (Thursday-Sunday): Spring Break (Includes: Passover, Easter, Good Friday)
- 4/20/2020 (Monday): Classes resume after Spring Break
- 6/5/2020 (Friday): End Spring Courses and Spring Semester

Second Year (Class of 2022)

Academic Year 2019-2020 Calendar for MS2 – Class of 2022

- 8/12/2019 (Monday): First day of Fall Semester
- 12/19/2019 (Thursday): End of Fall Semester
- 12/20/2019 - 1/5/2020: Winter Recess
- 1/6/2020 (Monday): Spring Semester Begins
- 4/9/2020 - 4/19/2020 (Thursday-Sunday): Spring Break (Includes: Passover, Easter, Good Friday)
- 4/20/2020 (Monday): Classes resume after Spring Break
- 5/6/2020 (Wednesday): End of Spring Courses
- 5/7/2020 – 6/19/2020 (Thursday-Friday): Study Period for USMLE Step 1
- 6/19/2020 (Friday): Spring Semester Ends

Educational Program

Third Year (Class of 2021)

ACADEMIC YEAR 2019-2020 • CALENDAR FOR MS3 • CLASS OF 2021

6/24/19 - 7/3/19	Two-week segment starting	1	2	3	4	5	6	7	8	9	10	11	12	12/21/19 - 1/5/20
	7/8/19	7/22/19	8/5/19	8/19/19	9/2/19	9/16/19	9/30/19	10/14/19	10/28/19	11/11/19	11/25/19	12/9/19		Winter Recess
T R C A L N E S R I K T S I H O I N P S e	Internal Medicine													
	Surgery													
	Clinical Neuroscience													
	Elective Blocks													
	Obstetrics Gynecology													
	Pediatrics													
	Psychiatry													
	Family Medicine													
	Two-week segment starting	13	14	15	16	17	18	19	20	21	22	23	24	Transition to Year Four and Remediation Period
	1/6/20	1/20/20	2/3/20	2/17/20	3/2/20	3/16/20	3/30/20	4/13/20	4/27/20	5/11/20	5/25/20	6/8/2020		
I N T E R S E S S I O N	Internal Medicine													
	Surgery													
	Clinical Neuroscience													
	Elective Blocks													
	Obstetrics Gynecology													
	Pediatrics													
	Psychiatry													
	Family Medicine													

* INTERSESSION includes opportunities for remediation

During the clinical years, students follow the clinical schedules of their clinical teams and not campus closures. Holidays/observance schedules in Years 3 & 4 are determined by the hospital, team, and clerkship director, except for the Thanksgiving Break period (11/28/19 - 12/1/19).

*NBME Subject Exam given final Friday of each clerkship at 8:00 AM at NYMC unless a Campus Holiday falls on Friday of the last week of the clerkship.

Fourth Year (Class of 2020)

ACADEMIC YEAR 2019-2020 • CALENDAR FOR MS4 • CLASS OF 2020

Block	Transition to Year 4 (TT4)	Remediation Period	1	2	3	4	5	6	Winter Recess	7	8	9	Transition to Residency (TTR)	10
Start Date	6/24/2019	6/27/2019	7/8/2019	8/5/2019	9/2/2019	9/30/2019	10/28/2019	11/25/2019	12/21/2019	1/6/2020	2/3/2020	3/2/2020	3/30/2020	4/6/2020
End Date	6/26/2019	7/5/2019	8/2/2019	8/30/2019	9/27/2019	10/25/2019	11/22/2019	12/20/2019	1/5/2020	1/31/2020	2/28/2020	3/27/2020	4/3/2020	5/1/2020

Fourth Year Curriculum and Graduation Requirements = 33 weeks of curricular work

Students should review their planned academic schedule with their assigned Advisory House Dean or one of the Associate Deans for Student Affairs.

A. Required Rotations = 13 weeks; No time off will be permitted during required courses.

1. Subinternship (4 weeks): Choice of Medicine, Pediatrics, or General Surgery. Not offered in Blocks 6 and 7.
2. Track Specific Requirements: 8 weeks including two of the following three options (Please refer to Track Chart to see your individual requirements)
 - Intensive Care Rotation (4 weeks): Choice of Medicine (MICU/CCU), Pediatrics (NICU/PICU), or Surgery (SICU). Not offered in Blocks 6 and 7.
 - NYMC Radiology & Diagnostic Medicine Course (4 weeks): offered only in Blocks 2, 8, 9, 10
 - Emergency Medicine (4 weeks): Adult Emergency Medicine or Pediatric Emergency Medicine. Not offered in Block 6.
3. Transition to Residency course (1 week): NYMC Campus; Attendance and active participation required

B. Required Electives:

1. Minimum of 20 weeks.
2. Students are allowed a maximum of three non-clinical electives, of which two (max.) can be online/self-study electives.
3. Non-catalog electives must be preapproved by the Office of Undergraduate Medical Education.
4. Research electives must be preapproved by the Assistant Dean of Medical Student Research.
5. Maximum of 12 weeks in same discipline of similar description.

C. USMLE Requirements:

1. Students must not schedule USMLE Examinations until AFTER the successful completion of all Year 3 Clerkships
2. Step 2 CS must be taken by September 7, 2019; Step 2 CK must be taken by November 15, 2019.

During the clinical years, students follow the clinical schedules of their clinical teams and not campus closures. Holiday observance schedules in Years 3 & 4 are determined by the hospital, team, and clerkship director, except for the Thanksgiving Break period (11/28/19 - 12/1/19).

Campus Holidays

New York Medical College School of Medicine			
Campus Holidays			
Note: No classes in session for Year 1 & Year 2 <i>Winter Recess & Spring Break dates are listed on Student Academic Calendars</i>			
	2019-2020	2020-2021	2021-2022
Independence Day (Observed):	JUL 4, 2019	JUL 3, 2020	JUL 5, 2021
Tish'a B'av:	AUG 11, 2019	JUL 30, 2020	JUL 18, 2021
Labor Day:	SEP 2, 2019	SEP 7, 2020	SEP 6, 2020
Rosh Hashanah (1 & 2):	SEP 30-OCT 1, 2019	SEP 19-20, 2020	SEP 7-8, 2020
Yom Kippur:	OCT 9, 2019	SEP 28, 2020	SEP 16, 2021
Sukkot (1 & 2):	OCT 14-15, 2019	OCT 3-4, 2020	SEP 21-22, 2021
Shemini Atzeret:	OCT 21, 2019	OCT 10, 2020	SEP 28, 2021
Simchat Torah:	OCT 22, 2019	OCT 11, 2020	SEP 29, 2021
Thanksgiving Break:	NOV 28-DEC 1, 2019	NOV 26-29, 2020	NOV 25-28, 2021
Christmas Day (Observed):	DEC 25, 2019	DEC 25, 2020	DEC 24, 2021
Martin Luther King Jr. Day:	JAN 20, 2020	JAN 18, 2021	JAN 17, 2022
Presidents' Day:	FEB 17, 2020	FEB 15, 2021	FEB 21, 2022
Good Friday:	APR 10, 2020	APR 2, 2021	APR 15, 2022
Easter:	APR 12, 2020	APR 4, 2021	APR 17, 2022
Passover (1 & 2):	APR 9-10, 2020	MAR 28-29, 2021	APR 16-17, 2022
Passover (7 & 8):	APR 15-16, 2020	APR 3-4, 2021	APR 22-23, 2022
Memorial Day:	MAY 25, 2020	MAY 31, 2021	MAY 30, 2022
Shavuot (1 & 2):	MAY 29-30, 2020	MAY 17-18, 2021	JUN 5-6, 2022

Holidays during the clinical program are determined by the hospital team and clerkship director. Except for the Thanksgiving Day Holiday Break (Thursday-Sunday), students will follow the schedules of his/her clinical team and NOT the Campus Holiday Schedule which applies only to years one and two.*

*Holiday schedule subject to change without notice.

Academic Enrichment and Joint Degree Programs

Areas of Concentration Program

The **Areas of Concentration Program** is available for students who wish to pursue an area of personal interest in depth during medical school in addition to formal curriculum. The areas of concentration include opportunities in the fields of biomedical research, biomedical ethics, medical education, global and population health. Students enrolled in this program will be required to complete additional coursework in the area of focused study as well as a senior capstone project. Because of the intensity of study, the School of Medicine recognizes successful completion of the program by granting a certificate.

The Two Graduate Schools

Graduate School of Basic Medical Sciences

The Graduate School of Basic Medical Sciences, established in 1963, offers doctoral programs in cell biology, biochemistry and molecular biology, pharmacology, pathology, physiology, and microbiology and immunology. The Graduate School also offers master's degree programs suitable for those who function at senior technical levels of the biomedical fields in industry and at academic research institutions, for individuals seeking graduate-level mastery of the basic medical sciences in preparation for a wide range of managerial, supervisory, regulatory and analytical positions in industry, business, government and the private sector, and for those preparing for doctoral study in the sciences and health professions. Nearly 200 students are enrolled.

The Graduate School also selects outstanding candidates who are capable of completing a rigorous program leading to the awarding of a joint M.D./Ph.D. degree. An accelerated master's track in the interdisciplinary basic medical sciences program allows students to take selected pre-clinical medical school courses and complete the requirements for a master's in one year. The Integrated Ph.D. Program, launched in 2005, focuses on core scientific knowledge and the interrelatedness of basic medical science disciplines. The curriculum provides students with an opportunity to rotate through three different

laboratories before declaring an area of interest and provides a collegial and supportive atmosphere.

School of Health Sciences and Practice

The School of Health Sciences and Practice, which began as the Graduate School of Health Sciences in 1981, is accredited by the Council on Education in Public Health (CEPH). More than 500 students are enrolled in master of public health degree programs in such programs as behavioral sciences and health promotion, epidemiology, health policy and management, international health, and environmental health science. The school also offers a doctor of public health (Dr.P.H.) degree in health policy and management. Most students are part-time professionals working in government, private and public health agencies, private practices, hospitals, environmental and pharmaceutical laboratories and community service organizations. Two full-time clinical degrees are also offered: a Doctor of Physical Therapy and a Master of Science in Speech-Language Pathology; the latter is one of a small number of medically-oriented programs of its kind in the country.

Joint Degree Programs

M.D./M.P.H. Combined Degree Program

Students accepted into the New York Medical College School of Medicine may apply for admission to the M.P.H. program, thereby providing an opportunity to pursue both degree programs simultaneously. M.D./M.P.H. students earn 46 credits (14 courses plus a practicum and a thesis/capstone course) in public health. The degree can be finished within the four years of medical school, or the student may elect to take five years to finish both degrees.

Combining the two degrees, medicine and public health:

- Fosters a better appreciation of the effects of the interplay between community factors and individual behaviors on the health status of patients;
- Creates a better understanding of the basis of treatment and treatment outcomes for individual patients;
- Promotes an understanding of the delivery of health services, including the economic and legal aspects.

Academic Enrichment and Joint Degree Programs

Knowledge and expertise acquired through the M.P.H. degree:

- Concepts and principles of public health;
- Health reform in the U.S.;
- Socio-cultural components affecting community health needs;
- The use of biometrics to evaluate the quality of patient care and delivery systems, including patient safety and quality improvement initiatives;
- Environmental influences on public health;
- The structure and management of healthcare delivery systems.

M.D./M.P.H. Accelerated Format

- Courses are completed on campus and online for maximum flexibility;
- Completed in a 12-month format over 3 consecutive semesters (summer, fall, and spring).
- The schedule sequence:
 - Summer – 5 courses (15 credits)
 - Fall – 6 courses plus practicum initiation (19 credits)
 - Spring – 4 courses (12 credits)
 - Comprehensive examination

Alternative 5-year M.D./M.P.H. Option

- Five core courses during summer following first or second year of medical school;
- Remaining courses (other concentrations available with this pathway) taken online or on campus over the next 3-4 years (with a possible leave of absence for one year from medical school to complete online or live courses);
- No online work permitted during Year 3 Clinical program in medicine;
- Completion of all M.P.H. degree requirements within 5 years.

Admission Procedure

Applicants should:

- Secure a signed “Combined M.D./M.P.H. Program” form from the Associate Dean for Student Affairs of the School of Medicine giving permission to pursue both programs.
- Submit this form with a completed School of Health Sciences and Practice application form and a non-refundable \$50 application fee to the

School of Health Sciences and Practice Admissions Office.

- See the Admissions Office or appropriate department chair/advisor to discuss a suitable area of concentration.

The Graduate School Admissions office will arrange to obtain a copy of your official undergraduate transcript(s) that are on file in the University Registrar’s Office as part of your medical school records.

Students having academic difficulty of any sort, including deficiency in a single course, should not participate in any dual-degree program, extracurricular activities that require a significant amount of time expenditure, or gainful employment without discussing the matter with one of the associate deans for Student Affairs, as well as with the M.D./M.P.H. program director and obtaining approval for such activities.

M.D./Ph.D. Combined Degree Program

The M.D./Ph.D. program at New York Medical College School of Medicine is intended to provide the opportunity for research-oriented medical students to pursue both these degrees. The program is designed to allow maximal flexibility for students to integrate the two programs.

Medical students at NYMC-SOM who are interested in research and are seriously considering a career as a physician-scientist should begin research as early as possible, preferably during the summer between the first and second years of medical school. **A Medical Student Summer Research Fellowship Program**, which is funded and administered by the SOM Student Affairs Office, provides stipends for this purpose. This research experience is particularly important and will help the student identify a sponsor for their subsequent dissertation research. Undertaking this summer fellowship with a member of the Graduate Faculty at NYMC-SOM is strongly recommended.

Formal application for the M.D./Ph.D program takes place in the Fall of the student’s second year of medical school, with a complete application and all

Academic Enrichment and Joint Degree Programs

supporting documentation due in the Graduate School Admissions office by November 1.

Students are not formally admitted to the Ph.D. program until they have successfully completed all of the preclinical subjects of the medical curriculum and Part I of the U.S. Medical Licensing Examination (USMLE). Students having academic difficulty of any sort, including deficiency in a single course, should not participate in dual-degree programs, extracurricular activities that require a significant amount of time expenditure, or gainful employment without discussing the matter with one of the associate deans for student affairs, as well as with the M.D./Ph.D. program director and obtaining approval for such activities.

In a typical case, the student begins full-time graduate work in the summer following the second year. The course requirements for the Ph.D. are established by the department of the chosen concentration, and generally amount to approximately 9-16 credits, plus certain non-graded courses such as journal clubs, research rotations, and research seminars. Comprehensive qualifying examinations for the Ph.D. are identical to those given to other Ph.D. students, but may be scheduled after either one or two years of graduate study, depending upon the student's readiness for the exam.

The student prepares a dissertation research proposal and undertakes an independent research project, under the supervision of a dissertation sponsor and the guidance of a dissertation committee, according to the usual Graduate School rules and procedures. The student's dissertation committee determines the point where the investigative work is considered complete and the dissertation itself may be written and defended. The Office of Student Affairs and Office of Undergraduate Medical Education works with the student to facilitate the re-entry to the clinical rotations and in guiding any recommended refreshing of clinical skills needed for this undertaking.

The program is designed so that both degrees are awarded concurrently by the School of Medicine and the Graduate School of Basic Medical Sciences at the time the student completes his or her entire medical school curriculum.



Financial aid in the form of a full tuition scholarship is provided for graduate school study, and the standard Ph.D. candidate stipend is paid during the period of full-time graduate work.

A summary of the M.D./Ph.D. program for medical students is as follows:

First Two Years of Program: Medical student explores the Ph.D. program options during the first or second year, while fully engaged in the School of Medicine coursework; opportunity for summer research between first and second year; formal application by November 1 of second year; final acceptance for Ph.D. program contingent upon successful completion of USMLE, Step 1.

Research Period (Typically Three to Four Years): Graduate school courses and full-time research, during which the student receives full tuition scholarship support and a graduate school stipend. Most students complete this stage in three years. Because of the unpredictability of research progress, however, some students may need part or all of a fourth year to complete the Ph.D. component of the program.

Final Two Years of Program: Clinical rotations and electives as outlined in the requirements for the M.D. program in the School of Medicine.

Application to the M.D./Ph.D. program at New York Medical College School of Medicine is distinct from application by Ph.D. candidates wishing to apply to the medical school. A number of students who have completed the Ph.D. at New York Medical College

Academic Enrichment and Joint Degree Programs

have been accepted to the medical school. The key characteristic of the program described herein is that the admission process for each school is independent. Thus, the admission of a medical student to one of the graduate programs requires approval of the graduate school; likewise, acceptance of graduate students to medical studies requires approval of the medical school. The School of Medicine has established that acceptance of a Ph.D. candidate into the final years of the M.D. program is conditional upon the completion of all Ph.D. requirements.

All interested students should contact directly the M.D./Ph.D. program director.

M.D./Ph.D. Program Director:

Libor Velíšek, M.D., Ph.D.

Professor of Cell Biology & Anatomy

Professor of Pediatrics

Basic Science Building, A20 914-594-4945

Libor_velisek@nymc.edu

Preceptorship

Preceptorship pathway courses are intended for students whom have already completed the coursework for the BMS accelerated masters' program at NYMC and who enroll in the Medical School at NYMC, without a gap year and meet certain academic prerequisites. In general, academic prerequisites for this program include a grade in the equivalent BMS course exceeds the class mean final grade (of a B+ or higher) and a score at or above the 40th percentile nationally on the NBME Subject Exam or at or above the mean grade on a departmentally based final exam.

Year 1:
HISM 1112 Histology Preceptorship Pathway-6 credits
PHYM 111 Physiology Preceptorship Pathway 1A-0 credits
BCHM 1112 Biochemistry Preceptorship Pathway 7 credits
NESM 1112 Neurosciences Preceptorship Pathway 7 credits
PHYM 1112 Physiology Preceptorship Pathway 1B 7 credits
Year 2:
UMDM 2111 Foundations in Clinical Medicine 2A Precept Pathway 0 credits
MCRM 2112 Medical Microbiology Precept Pathway 7 credits
UMDM 2112 Foundations in Clinical Medicine 2B Precept Pathway 6 credits

Funding Your Education

Funding your graduate education at New York Medical College School of Medicine is a noteworthy investment. This venture requires a great deal of time, energy and thought. The Office of Student Financial Planning at New York Medical College School of Medicine offers students a financial program that assists them with their decision making before, during and after they have graduated from New York Medical College School of Medicine. The Office strives to help students find and understand the numerous financial resources available and how these resources will impact their lives. Our goal is to sharpen your financial literacy, avoid costly mistakes and help you make sound and educated financial choices.

New York Medical College School of Medicine graduates have one of the lowest student loan default rates in the nation. We believe our students have benefited from the 70-plus combined years of expertise of the Student Financial Planning Office.

The field of financial aid is always changing. Technological advances are upon us and students have the ability to take better ownership of their financial aid information via school and industry websites. However, keep in mind that the best source of financial aid information lies with the Office of Student Financial Planning who are always happy to help.

Student Rights

As a student you have the following rights:

1. To be informed of the cost of attendance
2. Procedures and deadlines for submitting applications for financial aid
3. The different types of financial assistance available from federal, state, and institutional sources
4. Who the financial aid personnel is and the location of the Office of Student Financial Planning

As a borrower you have certain rights. Once the U.S. Department of Education approves your loan, you will receive in the mail a Disclosure Statement providing you with the following information:

1. The full amount of the loan

2. The interest rate of the loan
3. The servicer, assigned by the U.S. Department of Education to service your loan, must return your promissory note when the loan is paid in full
4. When you must start repaying the loan

Before you begin repayment of your loan, the servicer of your loan, is required to give you a repayment schedule and detailed information regarding interest rates, fees, your outstanding balance and available repayment options.

1. You have the right to defer repayment for certain defined periods after the grace period, if you qualify
2. You have the right to request a forbearance, if you qualify
3. You may prepay your loan in whole or in part at any time without penalty

Student Responsibilities

One of the major aspects in financial aid is for a student to understand the responsibilities attached to receiving aid. By accepting the aid offered, a student must realize that they are expected to:

1. Know and understand the terms and conditions of all programs from which aid was awarded
2. Know all deadlines for applying for aid and meet them. Provide all required documentation, corrections, and/or information requested by the Office of Student Financial Planning
3. Understand that the proceeds from the loan can only be used for tuition, fees, living expenses and other reasonable related educational living expenses, as outlined in the budget
4. Repay loans with all accrued interest and deducted fees, even if you do not complete your education, are unable to find employment or are dissatisfied with the education you received
5. Repay loans within the time allocated by the lender or designated agency
6. Notify the lender or designated agency in writing within 10 days if the following occur:
 - Change of name
 - Change of address
 - Change of phone number
 - Change of graduation date
 - Transfer to another school
 - Withdraw from school

7. Complete the paperwork to have loans deferred or placed on forbearance
8. Not be in default on any loans or owe a refund on any grant
9. Inform the Office of Student Financial Planning of any grants, scholarships or any other form of assistance that you may receive

Eligibility Requirements

An eligible student is defined as one who: has not defaulted on a Federal loan, does not owe a refund on any federal or state grant program, is a United States citizen or has a valid alien registration card, is in good academic standing and is making satisfactory progress towards a degree, has a clean credit record to obtain credit based loans, if needed, is registered with the Selective Service if required by law to do so and has a valid social security number.

Application Deadlines

The Financial Aid deadline occurs in April for the new academic year. All required Financial Aid steps and required forms must be completed and submitted to the Office of Student Financial Planning by program/school specific date. If you are accepted after the deadline date, you must complete and submit the required steps and forms within 14 days of your acceptance date to the Office of Student Financial Planning.

Types of Financial Aid

Non Need-Based Loans

Federal Direct Unsubsidized Stafford Loan

Requirements:

1. 2019-2020 Renewal Free Application for Federal Student Aid (Renewal FAFSA)
2. 2019-2020 NYMC Financial Aid Information Form
3. Federal Direct Stafford Loan Master Promissory Note, if required (refer to **Step 4 of Apply for Financial Aid** for explanation)
4. No previous student loan default problems
5. Registered for classes
6. Maintain satisfactory academic progress
7. U.S. Citizen or Eligible Noncitizen

Additional information: Interest will accrue while the student is in school and only when the money is disbursed. For the Academic Year 2019-2020, for loans first disbursed on or after July 1, 2018 the interest rate will be 6.595%. The loan will be disbursed in two installments. This means that you will receive half of your loan for the Fall semester and half for the Spring semester, minus any applicable federal mandated origination fees.

For loans first disbursed on or after October 1, 2018, the U.S. Department of Education will deduct a 1.062% origination fee from each loan disbursement.

Repayment begins 6 months after the grace period or an authorized deferment period has finished.

Federal Direct Graduate PLUS Loan

Credit approval based on the student not having an adverse credit history. To request a copy of your current credit reports and credit scores, please refer to <https://www.nymc.edu/current-students/office-of-student-financial-planning/financial-aid-links/>.

Requirements:

1. 2019-2020 Renewal Free Application for Federal Student Aid (Renewal FAFSA)
2. 2019-2020 NYMC Financial Aid Information Form
3. Federal Direct Graduate PLUS Loan Master Promissory Note, if required (refer to **Step 4 of Apply for Financial Aid** for explanation)
4. No previous student loan default problems
5. Registered for classes
6. Maintain satisfactory academic progress
7. U.S. Citizen or Eligible Noncitizen

Additional information: Interest will accrue while the student is in school and only when the money is disbursed. The Federal Direct Graduate PLUS loan, allows students to borrow up to the total Cost of Attendance (budget) minus any financial aid resources received for the Academic Year. The student must be enrolled at least as a half-time student in an eligible program of study.

For the Academic Year 2019-2020, for loans first disbursed on or after July 1, 2018 the interest rate will be 7.595%. The loan will be disbursed in two installments. This means that you will receive half of

your loan for the Fall semester and half for the Spring semester, minus any applicable federal mandated origination fees.

For loans first disbursed on or after October 1, 2018, the U.S. Department of Education will deduct a 4.248% origination fee from each loan disbursement.

Repayment of principle and interest begins 30-60 days after the loan is fully disbursed. Deferment options are available while the student is enrolled at least half-time in an eligible program of study.

Federal laws mandate that students must first borrow the maximum annual Federal Direct Stafford loan amount before borrowing the Federal Direct Graduate PLUS.

Private Loans

Federal laws require students must review Federal student loan options, with the Office of Student Financial Planning before considering applying for a Private Loan. Please contact the Office of Student Financial Planning at 914-594-4491.

Institutional Funds

Institutional Need-Based Grant (NBG)

New York Medical College School of Medicine provides funding for scholarships and need-based grants for a limited number of qualified students. Eligible students must be in good academic standing. Funding is available for no more than four years of medical education. For more information, please access the NYMC Scholarship and NBG Policy.

Non-Institutional Funds

Veteran's Administration Educational Benefits (VA)

Eligible veterans are entitled to receive monthly educational benefits for full- or part-time study under the provision of several veteran programs. Further information is available at all Veteran's Affairs offices.

External Scholarships

National Medical Fellowship (NMF)

To qualify, an applicant must be a U.S. citizen from one of the following underrepresented minority groups as defined by NMF: American Black, Mexican American, American Indian and mainland Puerto Rican. NMF is a non-profit organization which provides grants-in-aid for first and second year students judged by NMF to be in need of financial assistance. Application may be obtained from the National Medical Fellowships Inc., 347 Fifth Ave., Suite 510, New York, New York 10016. For further information, call (212) 483-8880.

National Public Health Scholarships

The Federal Government sponsors the National Public Health Service Scholarships. These very competitive awards carry a service commitment after your residency in an underserved area in the United States. The award covers full tuition, fees, books and supplies plus a stipend for living expenses. Early submission is recommended. For further information, call 1-(800)-638-0824.

Armed Forces Health Professions Scholarships

These scholarships are available to a limited number of applicants. The scholarship provides full payment of direct (tuition, fees, books, etc.) educational costs and a stipend for living expenses. Each carries a service commitment. Students interested in applying for these programs are encouraged to discuss options at the Office of Student Financial Planning before making a commitment. You may obtain descriptive brochures and applications for these programs by contacting their respective recruiter at:

- goarmy.com or 1-800-872-2769
- navy.com or 1-800-872-6289
- airforce.com or 1-800-588-5260

College Work Study

The Federal College Work Study Program is a federally funded employment program. Employment opportunities are available to students who have demonstrated financial need according to the 2019-

2020 Free Application for Federal Student Aid (Renewal FAFSA). Awards are need-based and are part of the student's Financial Aid package. A student may inquire about employment after arriving on campus at the Office of Student Financial Planning. Students will be allowed to work up to 20 hours a week and will be paid \$16.00 per hour.

NOTICE:

During the course of the school year, a student may receive additional funding beyond the budgeted amount. If this occurs, the student must repay the over award amount to either the source or to their highest interest bearing loan.

Satisfactory Academic Progress

Satisfactory Academic Progress ("SAP") ensures students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work towards a degree in order for them to qualify to receive financial assistance. Conformance to the College's SAP policy ensures students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

School of Medicine Policy

The School of Medicine does not measure academic progress by means of a cumulative grade point average. Students are required to complete required courses with a "P" passing grade (or the equivalent) or better. Therefore, grade performance as a measure of satisfactory academic progress must be reviewed annually in the context of each course for which a student is registered.

- In order to determine SAP for federal student aid purposes, each course will be assigned a value of 1. To meet satisfactory academic progress, a student must maintain a value of 1 at the end of the academic year. To determine this, we will divide the number of passed courses by the number of attempted courses.
- For example, if a student attempts 8 courses, they have a total point value of 8. If the student passes

all eight courses, we divide 8/8 and get 1. If the student fails one course, we divide 7/8 and get .87; the student is placed on FA Suspension, with a chance to appeal and be placed on FA Probation.

The School of Medicine's Student Academic Progress Review Committee (SAPRC) will review all students for satisfactory academic progress and designate a remediation plan where appropriate. During these remediation periods, a student will continue to receive financial aid, pending his/ her successful completion and engagement in the remediation plan designated by the SAPRC or appropriate promotions subcommittee. The remediation plan should enable the student to still complete the degree within the 6-year maximum time to degree (excluding any academically-approved leaves of absence).

Specific Grades' Impact on Pace:

- Incomplete grades (including CP at the medical school) count in attempted but not earned (count against a student's Pace / Completion %)
- W and WF grades count in attempted but not earned (count against a student's Pace / Completion %)
- For NYMC School of Medicine, a CR grade counts as attempted and earned; an NC grade counts as attempted but not earned.

Repeat of Individual Course or Clerkship:

- Per Touro SAP policy, courses retaken due to a failing grade or its equivalent (e.g. if a grade of B- or below is considered non-passing for a certain program/course) are counted as attempted each time they are taken. Once the course is repeated and passed, the initial failing grade is excluded from consideration in the qualitative measure of SAP.

Repeat of an Entire Year:

- Students who failed a course(s) and are required to repeat either an entire year of coursework or a partial curriculum of at least half-time status, which may include 24 successfully completed courses, will be eligible for federal loans for the repeat of the required academic year. Funding will

be provided only once for the repeat of the same academic year.

To read the policy in its entirety, visit:

<http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/SatisfactoryAcademicProgressPolicy.pdf>

Registration Process and Timing

In the summer prior to their arrival on campus, newly accepted students receive information regarding registration and orientation from the Registrar’s and Student Affairs Offices.

First- and second-year students take a set curriculum and self-register for these courses in the TouroOne student portal.

Third-year students participate in a lottery during the spring of their second year, which determines the location and timing of their required clerkships for career exploration elective (4 weeks) in their third year. The Registrar’s Office registers students for this assigned schedule. Students who have reason to request a change in schedule can submit a request for consideration by the Student Affairs Office.

The fourth-year curriculum allows for required and elective courses, both clinical and nonclinical in nature. The specific courses a student will take is defined by the Specialty Track he/she has declared, reflecting the student’s desired field of medical practice upon graduation. Required clerkships in the fourth year are assigned by lottery and pre-registered by the Registrar’s Office. To add or drop elective courses, students can contact Student Affairs. Students interested in doing electives at “away” sites should apply for those through the AAMC’s VSLO system or via the offering institutions application during their third year.

To finalize their registration, students must make satisfactory payment arrangements with the Bursar’s Office prior to the start of each semester.

Prior to the beginning of each academic year, students should review their contact information (address, phone, and emergency) on file and make updates as needed. This can be done through the Student Self Service Portal.

Only registered students are allowed access to campus services, facilities, and the school network and email system.

Registration Holds

In the event that a student fails to satisfy requirements for documentation or payment, the appropriate office will place a hold preventing further registration. Students should check the TouroOne portal regularly to see if any holds have been placed on their account. The portal will indicate the type of hold and the appropriate office to contact to resolve the hold.

Enrollment Status

New York Medical College’s School of Medicine curriculum is designed to be a full-time program of study. Students who wish to register for a reduced schedule (whether for health, academic, or other reasons) must have special approval from the Dean of Student Affairs.

Student Access to Grades

Grades for individual courses and clerkships are made available to students online (through the learning management system and/or ePortfolio). Students can view their transcript, including all final grades, through the TouroOne portal found at <https://touroone.touro.edu/sso/login>. Grading system is below:

Grade	Description
H	Honors
HP	High Pass
P	Pass
PR	Pass Remediated
F	Fail
CP	Conditional Pass
CR	Credit
CRM	Credit Remediated
NC	No Credit
S	Satisfactory
SR	Satisfactory Remediated
U	Unsatisfactory

Effective 2018-2019, pre-clerkship courses in year one (1000 level) are graded as P/F
 Effective 2019-2020, pre-clerkship courses in year two (2000 level) are graded as P/F

Additional Designations not included in GPA

Grade	Description
AUD	Audit
GNR	Grade Not Received
INC	Incomplete
IP	In Progress
W	Withdraw
WF	Withdraw Failing
MT	Multi-Term Course

Repeated Courses

Symbols appear in the 'R' Column

Indicator	Description
E	Excluded. Not included in GPA
I	Included. Counted in the GPA

Transcripts and Release of Information

An official transcript carries the Registrar's signature and the NYMC seal, and documents a student's permanent academic record at the college. Students may have a transcript mailed to the address of their choosing (including other educational institutions and hospitals) by submitting an official request. Transcripts are not issued for students with outstanding debts to NYMC. For additional information visit:

<http://www.nymc.edu/current-students/student-services/registrar/transcripts/>

The release of transcripts and other pieces of a student's educational record is governed by The Family Education Rights and Privacy Act of 1974 (FERPA) and its associated regulations.

FERPA

It is the policy of New York Medical to protect information contained in students' records from unauthorized disclosures and to comply in all respects with the provisions of The Family Education Rights and Privacy Act of 1974 (FERPA) and its associated regulations. FERPA was enacted to protect the privacy of education records, to establish the right of students to review their education records, and to provide guidelines for correction of inaccurate or misleading statements. For the complete FERPA policy and NYMC's list of directory information that may be disclosed without specific consent, visit

<https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/current-students-academic-policies-/FERPA.pdf>.

Degree Conferrals and Issuing of Diplomas

NYMC confers M.D. degrees three times a year: in December, May, and August. Most students graduate in May, which is also when the graduation ceremony is held. Students attending the commencement ceremony will receive their diploma on stage. Students attending the May ceremony must purchase graduation attire from the College supplier. Graduating students who do not attend the ceremony can either pick up their diploma or request that the registrar's office mail it. Fourth-year students who are on track to complete all remaining requirements in the summer following the May commencement may participate in the ceremony. These students' degrees will be conferred, and diplomas issued, upon completion of all degree requirements.

Tuition and Fees

Payment

Tuition and fees are due to be paid as follows:

- On the first day of class of the Fall 2019 term 1/2 of tuition and all fees for the academic year are due.
- On the first day of class for the spring 2020 term the remaining 1/2 of tuition is due.

In addition, a late fee of \$100.00 will be charged every 30 days to accounts with balances of \$500 or more if payment is not received within 30 days of the start of the term.

A charge of \$40 plus expenses will be assessed for the first check returned by the bank as unpaid. All subsequent unpaid checks will result in a charge of \$40 plus expenses. Unpaid checks will be regarded as "not received" for purposes of determining applicability of interest and late fee charges.

Any student whose account is in arrears by the end of an academic term will not be granted a degree or issued a transcript, and will not be eligible to register for the next academic term.

Withdrawals and Refunds

If a student terminates his or her medical college registration by official leave of absence or withdrawal, tuition will be charged for that tuition installment period according to the date written notice of such intended action is received in the Office of Student Affairs. The following tuition schedule begins with the first full week of classes in the installment period and pertains to each subsequent week or fraction of a week.

Week	Percentage of Full Tuition Charged
1	0%
2	15%
3	30%
4	45%
5	60%
6	75%
7	90%

8

100%

For purposes of this schedule, the first installment period begins with the start of the academic year and the second installment period begins on the day the second installment of tuition is due. Fees are not refundable.

Students who receive federal student aid are subject to both the general NYMC-SOM refund policy and the Title IV Funds Refund Policy, which can be found here: <http://www.nymc.edu/media/schools-and-colleges/nymc/pdf/FederalTitleIVFundsRefundPolicy.pdf>

2019-2020 Tuition and Fees

For latest tuition and fees update, please go to the website at: <https://www.nymc.edu/current-students/student-services/bursar/tuition-and-fees/school-of-medicine/>.

Promotions Policies and Criteria

Academic Requirements for Advancement and Graduation

New York Medical College School of Medicine strives to graduate professionals of high moral character who are knowledgeable, skillful, compassionate, and caring. The policies and procedures that follow are in place to support this objective, being mindful that graduates with a Doctor of Medicine degree who achieve licensure will have the prerogative to provide patient care in the future. Guidelines for promotion, graduation and dismissal are designed to permit both flexibility and consistency.

Qualifications for Academic Advancement

The student evaluation for advancement involves both objective criteria and subjective judgments. To be considered for advancement, candidates must have satisfactorily completed all required medical college coursework, demonstrate motivation, maturity, sound judgment, responsibility, and professionalism; must demonstrate cognitive, motor and organizational skills, sensory perception, ability to synthesize and apply knowledge; and possess such other attributes as the faculty deems to be essential to become a reliable and effective physician.

The faculty and administrators assigned the responsibility to make decisions regarding academic standing, promotion, remediation, and dismissal are charged to evaluate individual student performance and use their judgment to make holistic decisions.

The curriculum of New York Medical College School of Medicine is divided into four successive academic years, each year building on the subject material of the preceding year.

A student who at the end of an academic year has successfully completed all courses without deficiency, who has demonstrated the professional attitudes and values expected of physicians, and who is otherwise in good academic standing will be promoted to the next year of study or recommended for graduation. In addition, students may be *conditionally* enrolled in a subsequent year of the program pending receipt of requirements for advancement, such as score reports

for USMLE or grade reports in courses or clerkships that end immediately prior to the next academic year.

USMLE and Clinical Competency Examination Requirements

It is the policy of NYMC-SOM that all students must pass USMLE Step 1, Step 2CK, and Step 2CS in order to graduate. In addition, students must demonstrate a passing score on the Year 3 Comprehensive Clinical Assessment.

USMLE Examinations

The School of Medicine will certify students to sit for each USMLE examination *no more than 3 times*. Three failures on any one of the USMLE examinations is a dismissible action by the Student Academic Performance Review Committee (SAPRC).

The school recommends that students not attempt any USMLE examination prior to completing prerequisite course curriculum. Any exceptions must be approved by the Senior Associate Dean for Student Affairs in advance of student registration for these examinations.

USMLE Step One

The USMLE Step 1 examination should not be attempted prior to successful completion of the second year curriculum. Passing this examination is a requirement for advancement to the Year Three curriculum. If a student fails to achieve a passing score for the Step 1 examination, the student will be removed from his/ her clerkship and will retake the examination with a timeline agreed upon by the Senior Associate Dean for Student Affairs and the student. Under some circumstances (e.g. if the student has completed more than 50 percent of the clerkship when they withdraw), and at the discretion of the Senior Associate Dean for Student Affairs, the student may be permitted to complete his/her clerkship. After re-taking the Step 1 Examination, a student may conditionally re-enroll in the year three curriculum pending receipt of their examination score.

USMLE Step Two

All students must achieve a passing score on both the USMLE Step 2 CK and CS examination to graduate from the SOM. The USMLE Step 2 CK and Step 2 CS

examinations should not be attempted prior to successful completion of the third year curriculum.

In general, students must sit for the USMLE Step 2CK examination by November 1 of the fourth year curriculum. The deadline to take Step 2CS is the end of the first testing block of the academic year (typically August of Year Four). For students who are considered “off cycle,” Step 2 CS should not be attempted until after completing the Year Three curriculum in its entirety and they have received proper training for this examination at the NYMC Clinical Skills and Simulation Center. Any exceptions to the above parameters must be approved by the Senior Associate Dean for Student Affairs in advance.

Failure to register passing scores on both USMLE Step 2CK and CS prior to certification for the. The National Resident Matching Program® (NRMP®) may require the School of Medicine to remove the names of such candidates from The Match. Exceptions to this policy may be made by the Senior Associate Dean for Student Affairs on a case by case basis.

Year 3 Comprehensive Clinical Assessment (Y3CCA)

It is a requirement of the SOM that all students must pass the **Y3CCA** to graduate from the SOM. This examination is administered in the spring of the Year 3 curriculum at the Clinical Skills and Simulation Center. The examination is a multi-station standardized patient exam designed to assess the students’ interpersonal, diagnostic, and critical thinking skills and is designed to align with the USMLE Step 2CS examination. Students receive detailed feedback after the examination and are able to review their videotaped performances to maximize self-assessment, reflection and performance improvement.

A Clinical Skills **Remediation Subcommittee**, appointed by the Senior Associate Dean for Medical Education, will review the performance of any student who fails either the USMLE Step 2CS or the Y3CCA. The subcommittee is responsible for designing individualized remediation programs for students not meeting competency benchmarks for either examination. Should a student fail to meet the expectations of the remediation program, the student will be referred to the SAPRC for deliberation and may be subject to dismissal from the SOM.

Time Limitations for Completing Portions of the Curriculum

A student must be academically eligible to receive the M.D. degree by the sixth academic year following initial registration in the SOM. In general, students must successfully complete the first and second year of the curriculum in no more than three years and complete the third and fourth year curriculum in no more than three years, in order to be permitted to graduate. Exceptions to the time limitations may be made for students who are enrolled in dual degree programs and are in satisfactory academic standing (such as the M.D./Ph.D. program) and for students who are placed on a leave of absence for reasons such as illness or other extenuating circumstances. All exceptions to this policy are the purview of the SAPRC.

Student Academic Performance Review Committee and Promotions Subcommittees

The Student Academic Performance Review Committee (SAPRC) and its reporting subcommittees are charged with the review of the academic, clinical, and professional performance of medical students. These committees shall recommend to the Dean of the School of Medicine appropriate action to be taken for each student, including but not limited to: advancement, graduation, remediation, dismissal, and/or readmission to the SOM.

In considering the advancement, promotion, graduation, or remediation of an individual student, the SAPRC and reporting subcommittees have the latitude to evaluate the totality of the educational performance of the student and make decisions in the best interest of the student’s education, the NYMC SOM, and the public. The committees may require a student to remediate a component of the curriculum, even when a student passes all courses, but does so marginally. If a student fails to pass a course in the educational program, the committees will review performance in all courses and may require a student to repeat any or all courses in an academic year, even those that have been previously passed. When repeating courses, the student must achieve a passing grade in that course or be subject to dismissal from the SOM.

Structure

Appointed by the Dean of the School of Medicine, the SAPRC:

- Receives and approves reports and recommendations from each promotions subcommittee regarding students with academic deficiencies in their academic record and approve or modify those recommendations
- Deliberates about all recommendations requiring the repeat of an academic year or dismissal from the SOM
- Deliberates about recommendations regarding students who fail any component of the USMLE licensure series and/or the Y3CCA
- Serves as the first appeal panel for decisions appealed by students

Subcommittees of the SAPRC:

The subcommittees of the SAPRC include the: *Promotions subcommittees, Professionalism and Integrity subcommittee, and the Leave of Absence and Reinstatement subcommittee (LOA).*

Roles of the Subcommittees of the SAPRC:

The subcommittees of the SAPRC will consider each student individually in the context of quality of performance, achievement of required competencies, completion of the requirements of the program of study and professional attitudes, behaviors and values expected of a physician. Each subcommittee will make a professional judgment regarding the students, and has latitude to make exceptions to guidelines for exceptional situations.

The responsibilities of the subcommittees of the SAPRC are to make recommendations that include but are not limited to, the following areas:

- **Promotions Subcommittees:** promotion of students, certification for graduation, remediation of academic deficiencies including formulation of the remedial strategies, and dismissals. To facilitate the actions of the Promotions Subcommittee, a longitudinal record of each student in academic difficulty is maintained by the Office of Academic Support and reviewed at each subcommittee meeting.

- **Professionalism and Integrity Subcommittee:** responsible for the review of situations dealing with professional misconduct, academic dishonesty, cheating, plagiarism, and behavior not consistent with the professional attitudes and values expected of a physician. This subcommittee makes recommendations regarding remedial strategies, and dismissals for students with professional misconduct.
- **Leave of Absence and Reinstatement Subcommittee:** responsible for previewing leave of absence requests, reviewing the readiness of students to return from a leave of absence, and placement of students into alternative educational pathways.

Conflicts of Interest and Decisions of the Promotions Committee:

Faculty with a conflict of interest regarding a student discussed at any of the academic performance committees must recuse him/herself from voting on any action regarding that student.

Referrals:

All students with academic difficulty automatically receive a referral by the Office of Medical Student Affairs to the Office of Academic Support Services. After consideration of each student, the SAPRC and/or reporting subcommittees may require various types of additional referrals, including medical and psychiatric evaluation, and may require written reports to be submitted to the committee and/or to the Senior Associate Dean for Student Affairs for review. If a student refuses to undergo recommended evaluations or partake in suggested referrals, the student may be subject to dismissal from the SOM.

Course and Clerkship Grading Policy

It is the policy of the NYMC-SOM that at the end of each course, each student's performance is evaluated and recorded in the student's academic transcript. Final grades must be available to students **within six weeks** following the end of a course or clerkship. Students can view their final grades in the SOM's learning management system, an unofficial transcript in the Touro One Portal, and/or by requesting an official transcript from the Office of the Registrar.

Criteria for assigning grades are established by the faculty responsible for the course according to parameters determined by the Education and Curriculum Committee (ECC). Guidelines for grading are reviewed periodically by the ECC and, as for all academic policies, are subject to change without prior notice.

Any student who fails one or more courses/clerkships and/or faces significant academic difficulty at the midpoint of longitudinal courses are reviewed by one or more subcommittees of the SAPRC and recommendations are made regarding academic support services and monitoring. In cases where course/ clerkship remediation is required, the remediation must be completed to the satisfaction of the course/clerkship director prior to issuance of a passing grade and promotion of the student into the next academic year. Remediation plans can include a make-up examination, a special assignment, repeating a portion of a course/ clerkship, or repeating a course/ clerkship in its entirety. In cases of course/ clerkship remediation, the highest final grade that a student is eligible for in the remediated course is a "Pass." If a student does not successfully pass a required course remediation, the student will be subject to additional actions by the SAPRC, including dismissal from the School of Medicine.

During all phases of the M.D. Program, a faculty member who is providing ongoing medical, personal or psychiatric care for a student is not allowed to participate in the summative evaluation of that student for any course/ clerkship.

General Guidelines for the Management of Academic Deficiencies

The following guidelines are meant to provide a framework for consistent action by the promotions committees. The professional judgment of the faculty committee may, as an exception, supersede these guidelines.

Course Deficiencies

- **Single Course Failure:** A student who has one course failure will be required to remediate the failure prior to promotion to the next academic year of the curriculum. The faculty responsible for reporting the failing grade will make a

recommendation to the promotions committee as to how the student will make up the failure. The plan may include, but is not limited to, additional study time and make-up examination, repeating all or part of the course, or repeating the academic year. If the initial course remediation did not involve a repeat of an entire course and the student is unsuccessful in their attempt, the committee may dismiss the student or may offer subsequent remediation. If offered, further remediation must include repeating the failed course in its entirety. Failure to pass the course after a second attempt will, most likely, result in the dismissal of the student from the SOM.

- **Two or more course failures in a single academic year:** A student who has more than one course failure in an academic year may be subject to dismissal, course remediation, or may be required to repeat all or a portion of the academic year.
- **Multiple course failures and/or other course deficiencies during the M.D. Program:** A student who has multiple academic deficiencies will be reviewed by the relevant promotions committee based on the entirety of their academic record and may be subject to further action by the committee, including dismissal from the SOM.

Academic Difficulties and Activities

Students experiencing academic difficulty of any sort, including failure of a single course, should not participate in dual-degree programs, extracurricular activities that require a significant amount of time expenditure, or gainful employment without discussing the matter with the Senior Associate Dean for Student Affairs or designee and obtaining his/her documented approval for such activities. Students seeking resources to help them study more effectively and become more self-sufficient and proactive in their learning are encouraged to contact the Office of Academic Support.

Grade Appeal Policy

It is the policy of the NYMC-SOM that a student may appeal a course/ clerkship final grade within **ten business days** of receipt of the final course/ clerkship grade. Grade appeals must be made in writing and contain a concise written statement about the basis of the appeal.

- **First level of appeal:** The first appeal is to the **course/ clerkship director** who will review the concern and issue a final decision to the student in writing within **ten working days** of the initial appeal.
- **Second level of appeal:** If not satisfied with the initial decision of the course/ clerkship director, the student may choose to proceed to a second level of the appeal process. The second level of appeal is to the **Department Chair**. The Chair is required to review the student's appeal and notify the student in writing of their decision within ten business days of receiving the student's appeal. In the case of non-departmental courses (e.g. Foundations of Clinical Medicine, Biomedical Ethics, and History of Medicine), the second level of appeal should be made to the Senior Associate Dean for Medical Education.
- **Final level of appeal:** If the student's concern is not reconciled after a second level of appeal, the student can bring the concern to the **Senior Associate Dean of Medical Education** or, in the case of non-departmental courses, the Dean of the School of Medicine. In either case, the dean may choose to decide the case personally, or may appoint an ad hoc committee to advise him/ her regarding the appeal. Decisions in this case must be rendered within **twenty-one business days** of the appeal. Such dean and/ or members of the ad-hoc committee shall have the authority to investigate the matter fully and request material from the student and instructor. The committee will proceed from the presumption that the course/ clerkship grade was justified; the burden of proof shall lie with the student. If the dean finds that the original grade was issued in error, the grade will be changed. The final decision of the Senior Associate Dean for Medical Education or as applicable, the Dean of the School of Medicine, may not be appealed any further by the student.

Academic Dismissal and Appeal Guidelines

Dismissals from the School of Medicine

It is the policy of NYMC-SOM that if a student's academic performance does not meet the institutional

requirement for continued enrollment, the student is subject to dismissal. As examples:

- If a student has more than two failing grades within an academic year, fails a course for the second time, or fails to meet the requirements of a required remediation; the student is subject to dismissal from the SOM.
- If a student demonstrates behavior that is inconsistent with the standards of professional values and behaviors expected of physicians, the student is subject to dismissal from the SOM.
- A student whose performance, though passing, is marginal in three or more courses will be subject to remediation that could include remediation of an academic year in its entirety or dismissal from the SOM.
- A student whose performance, consists of a record of multiple deficiencies or failures, including failure of any remediation program, is subject to dismissal from the SOM.
- A student will be sponsored by the School of Medicine to take USMLE Step 1, 2 CK, or 2 CS for a maximum of three times each. Following a third failure, the student is subject to dismissal from the School of Medicine.

Appeal of Decisions of the SAPRC

It is the policy of NYMC SOM that a student may appeal any decision made by the SAPRC. The first level of appeal is to the SAPRC. In order to **appeal a decision of the SAPRC**, the student must submit a written notification to the Senior Associate Dean for Student Affairs within **five business days** of the written notification of the SAPRC decision, together with a concise written statement of the basis for appeal. The student shall be duly notified of the date, time and place of the SAPRC meeting to consider the appeal, before which the student shall have the right to appear. The student may ask a member of the full-time faculty to join him/her for the part of the meeting when the student is present. The faculty member is not present to speak, but rather to be supportive of the student. Legal representation is not permitted at the meeting. In the event that the student fails to attend the meeting without cause, the SAPRC shall proceed in his/her absence. The student

shall be notified, in writing, of the decision of the SAPRC within **ten business days** after completion of the meeting.

If a student's appeal to the SAPRC is not successful, the student has the right to further appeal to the Dean of the School of Medicine. The Dean may choose to decide the case personally, or may appoint an ad-hoc committee to advise him/ her. The decision of the Dean is final and may not be appealed further. Such appeal to the Dean must be filed by the student, in writing, with the Senior Associate Dean for Student Affairs, within **five business days** of his/her notification of the first appeal decision. Written notice of the final decision of the Dean shall be forwarded to the student within **thirty business days** after the date of the student's request for second appeal.

Leaves of Absence

The SOM recognizes that, at times, a student in good academic standing may require a leave of absence (LOA) either to address their own medical needs (including mental or physical illness or injury or disability), to take advantage of additional academic enrichment opportunities (e.g. special training, research, fellowship opportunities, dual degree programs, or other degree granting opportunities), or to address other matters of a personal nature, including, but not limited to, maternity or paternity, caring for a family member with a serious medical condition, or military obligations.

Students requesting leaves of absence must fully comply with the LOA policy for the SOM, both in making requests for such leaves, and prior to returning from approved leaves of absence. Any student in the SOM contemplating a LOA should see an associate dean for student affairs to discuss the necessary application procedures. Ordinarily, a LOA is not granted for reason of academic difficulty. A student granted a leave of absence during an academic term will have his or her tuition adjusted according to the SOM's Tuition Refund Policy. While a student is on leave he/she will not be charged tuition, are not eligible for federal student loans, and are not covered by medical malpractice insurance. Students approved for a LOA are eligible to purchase student medical health insurance for their period of absence.

The maximum term of a leave of absence is generally up to one year although in special circumstances it may be extended to two years. If the student is not ready to return after two years, the student must withdraw from the SOM or will be administratively withdrawn by the Senior Associate Dean for Student Affairs in consultation with the Leave of Absence and Reinstatement Subcommittee of the SAPRC.

The School of Medicine reserves the right to place a student on an emergency administrative or medical leave when it is determined that the student poses a direct threat to the health and safety of herself/himself or others because of a serious medical or behavioral problem. All LOAs and reinstatement requests will be reviewed by the LOA and Reinstatement Subcommittee of the Student Academic Performance and Review Committee.

At the time the student initiates a request for a LOA, the relevant course directors will be asked to ascertain the student's academic performance to that point in each course underway and grade the student's performance to date. This information will be used to determine whether or not the student is in academic good standing. In the event conditions are imposed on the leave, the LOA and Reinstatement Committee will review the student's record and determine eligibility for reinstatement into the educational program. When a leave of absence is granted during an academic term, and upon review of the LOA and Reinstatement Committee, all course work in that term during which the leave is begun must be repeated.

The following time limitations for completing portions of the curriculum remain in effect for all students, whether or not they have been granted a leave of absence:

1. Students must be eligible to be promoted to the third year curriculum no more than three years after their initial matriculation.
2. Students must graduate within six years after his/her initial matriculation. Exceptions to the time limitations may be made for students that have not had academic difficulties and who are enrolled in dual degree programs at the college (such as the M.D./Ph.D. or the M.D./M.P.H. programs).

Other important information about leaves of absence:

1. *Health insurance*: students granted a LOA are eligible to purchase student health insurance from the College.
2. *Disability insurance* is provided to all students actively enrolled in the educational program at no cost to the student. However, students on a LOA are **not covered** by the college disability insurance policy during their leave.
3. *Malpractice insurance*: students on LOA are **not covered** by the SOM for malpractice insurance.
4. *Residential Housing*: Students granted a leave of absence, and who are not participating in one of the School's dual degree programs, prior to the beginning of the academic term, are **not** eligible for residential housing. A student granted a LOA after the start of the academic term may retain their residential housing until the end of the academic term if payment has been received in full for that term.
5. *Campus Resources (e.g. Library)*: LOA's result in a change of student status. Ordinarily during a LOA the student will not have access to services such as the library or other campus resources. However, exceptions may be made by the Senior Associate Dean for Student Affairs. A student on a LOA will retain the usage of their School's student information system "self-services," email system, and the student e-portfolio system.
6. A student on a LOA who does not return at the end of the approved leave, and/or does not request and receive an extension from the Senior Associate Dean for Student Affairs, is automatically dismissed from the SOM.

Application for Leave and Clearance Process

Any student requesting a LOA must complete the LOA Request Form, available on the NYMC website, and submit the form and all supporting documentation to the Senior Associate Dean for Student Affairs for review and approval.

To request a LOA for reasons personal in nature, the student must complete the LOA Request Form and provide a written explanation for the reasons for the proposed leave, stating both the proposed start and end dates of the leave, and provide an address at which a student can be reached during the period of leave.

To request a medical LOA, the student must complete the LOA Request Form and provide supporting documentation from a medical physician detailing the medical condition and the therapeutic goals to be achieved during a LOA. The student must state both the proposed start and end dates of the leave, and provide an address at which a student can be reached during the period of leave.

To request a LOA to pursue educational coursework other than a dual degree program at NYMC, the student must complete the LOA Request Form and provide a written explanation for the reasons for the proposed educational leave, as well as documentation of acceptance into an educational or fellowship training program. The student must state both the proposed start and end dates of the leave, and provide an address at which a student can be reached during the period of leave.

Students granted a LOA must obtain clearance before departure by obtaining required signatures from a number of administrative offices indicating that there are no outstanding debts or other encumbrances to the student's record and that all medical school property has been returned. All students must get clearance from the financial planning office, the bursar, residential housing (if applicable), health sciences library, security, and student affairs. Once all the signatures are obtained the student must return the Clearance Form to the Senior Associate Dean for Student Affairs for final approval.

Application for Reinstatement and Process

A student who wishes to be reinstated after a leave of absence must notify the Senior Associate Dean of Student Affairs in writing using the Return from Leave of Absence Form stating his or her intention to return at least eight weeks prior to the end of the approved leave. In addition, if the returning student wishes to be considered for financial aid, he or she must submit the appropriate financial aid applications to the Office of Financial Planning to determine eligibility. Applications are available in March for the following academic year. These materials must be submitted to the financial aid office by the middle of May.

Students returning from an emergency administrative and/or medical leave of absence must provide a letter from the treating physician certifying the student's fitness to resume study **at least eight weeks prior to reentry**. The Senior Associate Dean for Student Affairs may require a second opinion from an administratively appointed physician, identified by the school, to document that the student is fit to return from leave and engage fully in the educational program. The student must give permission to the physician to release this information to the school. The Senior Associate Dean may refer the matter of reinstatement to the LOA and Reinstatement Committee to determine eligibility for reentry based on our policy on the Technical Standards for Admissions and Continued Enrollment for the NYMC-SOM.



Students with Disabilities

New York Medical College School of Medicine prohibits discrimination against any individual on the basis of physical or mental disability. It is also the policy of the College to provide reasonable accommodations, as required by Section 504 of the Rehabilitation Act of 1973, the ADA and the ADA Amendments Act of 2008 (the "ADAAA"), to qualified students with a diagnosed and documented disability who have identified themselves to the College in a timely manner as individuals with a disability so that such qualified students will be capable of completing the full curriculum of required courses and electives under College policies and in accordance with applicable technical standards for admissions and enrollment. Such reasonable accommodations shall be provided on an individualized and flexible basis and shall serve to alleviate an impairment created by a functional limitation unless such accommodations would impose an undue burden or fundamentally change the essential educational environment of the program involved or adversely affect the safety and welfare of other students, faculty or patients. Furthermore, it is the policy of the College to require qualified students with disabilities to meet the same academic standards as nondisabled students.



Learning Environment and Professionalism

Statement on the Optimal Learning Environment

New York Medical College School of Medicine is confident that safe and effective care of patients is shaped by an environment of quality medical education that is rooted in human dignity.

NYMC SOM embraces our responsibility to create, support and facilitate a learning environment in which our patients witness and experience a sense of respect, collegiality, kindness and cooperation among our students and teachers. This same sense is expected of all who impact the environment of patient care: administrators, advanced learners, other health professionals, and staff.

NYMC SOM affirms our responsibility to create, support and facilitate a challenging learning environment that empowers both educators and students. We affirm our commitment to excellence in shaping a culture of teaching, learning, research and patient care that is rooted in collaboration, empathy, compassion, and respect for human dignity of all involved.

Modified from: AAMC Statement on the Learning Environment (2014)

Contact between the Teacher and Learner

The New York Medical College School of Medicine endorses the following principles in the relationship between teachers and learners:

Teachers should:

- Treat students fairly, respectfully, and without bias related to age, race, ethnicity, gender, sexual orientation, religion, spiritual or political beliefs, disability or country of origin
- Maintain high professional standards in all interactions with patients, students, colleagues, and staff
- Be prepared and on time
- Provide relevant and timely information
- Provide explicit learning and behavioral expectations early in a course
- Provide timely, focused, accurate and constructive feedback on a regular basis

- Display honesty, integrity and compassion
- Practice insightful questioning, which stimulates learning and self-discovery and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive
- Provide thoughtful and timely evaluations at the end of a course
- Solicit feedback from students regarding their perception of their educational experiences and personal interactions
- Disclose to students, during lectures, seminars and mentored research activities, the existence of any financial ties or conflicts of interest that are related to the material being taught
- Be familiar with the responsibilities listed above and utilize appropriate mechanisms to encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately and to treat all such reports as confidential

Learners should:

- Treat teachers and fellow students fairly, respectfully, and without bias related to age, race, ethnicity, gender, sexual orientation, religion, spiritual or political beliefs, disability or country of origin
- Understand and accept that there may be different opinions and actively consider all points of view
- Be prepared and on time
- Be active, enthusiastic, curious learners who work to enhance a positive learning environment
- Demonstrate professional behavior in all settings
- Recognize that not all learning stems from formal and structured activities
- Develop personal learning goals and participate as active learners
- Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine
- Recognize personal limitations and seek help whenever it is needed in a timely manner
- Display honesty, integrity and compassion; these attributes include the responsibility for upholding the School of Medicine Code of Professional Conduct

- Recognize the privileges and responsibilities that derive from the opportunity to work with patients in clinical settings
- Recognize the duty to place patient welfare above their own
- Recognize and respect patients' rights to privacy
- Provide teachers and the School of Medicine administration with constructive feedback that can be used to improve the educational experience
- Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse"
- Be familiar with the responsibilities listed above and utilize appropriate mechanisms to report exemplary professionalism and professionalism lapses as indicated in the procedures below

Student Code of Academic Integrity and Professionalism of the NYMC-SOM

All faculty and students at NYMC-SOM are responsible for maintaining an atmosphere of honest inquiry, academic integrity and professionalism. All should be familiar with the provisions of this Code. These provisions apply at all times while matriculated or employed at NYMC-SOM. Each student is responsible for the content and the integrity of all work performed or documents submitted, including but not limited to examinations, papers, laboratory work, clinical rotations, practicum work products and scientific and scholarly publications. Similarly, each student has the responsibility to adhere to the principle that students and teachers have a duty to respect each other and promote a professional environment in which the educational, research and clinical missions of the College are pursued.

A student should never engage in any act of academic or professional misconduct. Academic integrity and respect for the dignity of the individual are essential in any educational endeavor. In scholarly endeavors, all participants must commit themselves to truthfulness and honesty in the search for new insight and knowledge. In addition, honesty, integrity and respect in all interactions with colleagues, peers, teachers and support staff, as well as with patients and their families, are essential professional attributes.

Examples of such misconduct include plagiarism, cheating, misleading or fraudulent behavior, research misconduct, failure to abide by school of medicine and university standards of professional behavior, inebriation, failure to attend required course/clerkship functions or other clinical assignments, violating rules, policies or procedures of affiliated institutions, and violating university policies and guidelines on electronic communications.

Any alleged violations of this Code of Academic Integrity and Professionalism must be reported in a timely manner to the appropriate program/course/clerkship director, department chair, or Dean as indicated in the Student Handbook for the SOM. Failure to report a violation is itself a violation of the Code.

New York Medical College's Social Media Policy Statement

In keeping with New York Medical College's (NYMC) and Touro College and University System's policies on student online conduct, College staff members do not "police" online social networks and the College is firmly committed to the principle of free speech. However, when the College receives a report of inappropriate online conduct, we are obligated to investigate; This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The College has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

Policy on Student Mistreatment, Harassment, and Professional Misconduct of the NYMC-SOM

New York Medical College is dedicated to high standards of education and a respect for the dignity of the individual. The College is committed to preventing faculty-student, resident-student or student-student relationships that are perceived as injurious to the mental or physical well-being or academic freedom of any of its students. The College is committed to the principle that students and teachers have a duty to respect each other and promote a professional environment in which the educational, research and clinical missions of the College are pursued. This policy has been developed to define the standards of conduct in teacher-student and student-student relationships at NYMC, specify mechanisms for the prompt handling of complaints, and provide for educational methods aimed at preventing student mistreatment and abuse.

General Principles

Treat patients, colleagues, students, teachers, administration, staff and other health professionals with respect. This includes:

- Do not harass others physically, sexually, verbally or psychologically
- Do not engage in any discrimination based on based on gender, sexual orientation, race, religion, age, national origin, marital, veteran status or disability
- Be truthful and honest in all communication. Acknowledge errors of omission and commission with colleagues and patients. Plagiarism in writing, commentary or action is a violation professional code of conduct
- Know when to solicit and from whom to solicit supervision
- Maintain appropriate confidentiality on matters relating to colleagues, students and patients in accordance with generally accepted standards of professional medical conduct and those standards specific to New York Medical College and its medical affiliates

Student Mistreatment

The following guidelines have been established to prevent student mistreatment:

- Treat students, with the highest stand of respect and sensitivity to personal belief
- Comply with generally accepted professional standards of constructive critique and commentary in evaluating the performance, knowledge and/or engagement of students in the academic enterprise of NYMC and its affiliated institutions
- Students must not be solicited to perform personal services for supervisors. Examples of inappropriate requests include but are not limited to, baby-sitting, shopping, providing transportation and buying lunch/coffee.
- Students must not be threatened with actual or the implied or emotional or physical harm in any way
- Assessment of student performance is non-punitive

Sexual Harassment

Sexual harassment in any form is unacceptable:

- The NYMC Policy Statement on Sexual Harassment states “sexual harassment includes unwelcomed sexual advances, requests for sexual favors and other physical, verbal or visual conduct based on sex. This would include explicit sexual propositions, sexual innuendoes, suggestive comments, sexually oriented practical jokes or obscene language or gestures.”
- Sexual relationships between teachers and students, even when consensual, are always inappropriate. If both parties involved intend to continue such a relationship, the teacher’s supervisory role must be immediately terminated.

Other Forms of Harassment

Discrimination that is based on race, religion, age, national origin, marital or veteran status or sexual orientation.

Procedures for reporting infractions of this policy can be found in the student handbook.

Professionalism, Accolade and Incident Reporting (PAIR)

The NYMC-SOM is confident that safe and effective care of patients is shaped by an environment of quality medical education that is rooted in human dignity. We embrace our responsibility to create, support, and facilitate a learning environment for our students and residents so that they witness and experience a sense of respect, collegiality, kindness and cooperation within our College community. This same sense is expected of all who impact the environment of patient care: administrators, advanced learners, other health professionals and staff.

Professionalism Accolades Report

The **professionalism accolades report** is a means to formally acknowledge and report exemplary professionalism among members of our educational and healthcare community within any of the learning environments of the SOM.

All submitted accolades forms will be reviewed at the regular meetings of the Professionalism and Integrity Committee. These forms will help to identify individuals for recognition and/or awards related to professionalism.

Professionalism Incident Report

The **professionalism incident report** is to enable a confidential reporting mechanism for learners and faculty to identify any mistreatment or unprofessional conduct they have experienced within any of the learning environments of the SOM.

This form should be used for reporting incidents only and **should not be used for emergencies.**

All forms will be reviewed within 72 hours of submission, and will be triaged according to the level of urgency.

All individuals who submit a professionalism incident form will receive a summary of the conclusion of the investigation, should they choose to provide their email address.

Confidentiality and Anonymity Related to Professional Accolade and Incident Reports

The SOM and offices of UME and Student Affairs **will protect** confidentiality and respect anonymity, should it be requested by a student. To access the online form, visit:

https://nymc.co1.qualtrics.com/jfe/form/SV_e5Ku1sLFNcmvblF

NEW YORK MEDICAL COLLEGE
A MEMBER OF THE Touro College and University System
School of Medicine

Which one do you wish to report?

An ACCOLADE OF A HIGHLY PROFESSIONAL NATURE

An INCIDENT OF MISTREATMENT OR UNPROFESSIONAL BEHAVIOR

All professionalism accolades reporting forms will be handled and reported in a confidential manner by the professionalism panel such that reporter identity will be protected unless required by law or College policy.

Should a student choose to submit this report anonymously, no identifiable information will be collected. If a student chooses to submit this report confidentially, they are asked to provide an email address should additional information be required.

Student Attendance Policy

Pre-Clerkship Course Attendance

During the **pre-clinical years** in the M.D. program, students are **required** to attend all small group conferences, laboratories, clinical preceptor sessions, and other teaching exercises specified as mandatory by the course director on the academic schedule. In addition, students are required to attend educational activities and enrichment programs sponsored and directed by the offices of Medical Education and Student Affairs. Lack of attendance for any reason,

does not relieve the student of responsibility for the material covered during his/her absence.

It is understood that on occasion, legitimate reasons for absence may occur. In these situations, the student must seek **prior approval** from the course director and provide a clear explanation for the possibility of anticipated absence as soon as the student is aware, ideally **at least four weeks** prior to the beginning of the course. *There is no guarantee that all requests for anticipated absences will be approved. Travel plans **should not** be made until the approval has been received from the appropriate course director(s).*

If a student misses more than 2 consecutive days because of an illness, a physician's note written on professional stationery is required. Should an absence occur due to illness, the course director(s) must be notified as soon as possible. Under certain circumstances (e.g. prolonged illnesses) a student may be required to receive clearance from a Dean for Student Affairs, Student Health Service or Student Mental Health Service, prior to returning to the course(s).

All absences will be documented in the student's final evaluation, along with the reason(s) for such absence(s) and the nature of make-up activities. Students with repeated absences or failure to abide by the procedures indicated in this policy may be subject to review by the Professionalism and Integrity Subcommittee and/or Promotions Subcommittee.

Clerkship and Fourth Year Program Attendance

In the third and fourth years students are required to attend all clerkship functions, including all rounds, lectures, clinic duty, and night and weekend duty, as specified by the Year 3 or 4 clerkship directors. In addition, students are required to attend educational activities and programs sponsored and directed by the offices of Medical Education and Student Affairs. Lack of attendance for any reason does not relieve the student of responsibility for the material covered during his/her absence.

It is understood that on occasion, legitimate reasons for absence may occur. In these situations, the student **must** discuss the potential absence with the appropriate Clerkship Director and provide a clear

explanation for the anticipated absence as soon as the student is aware and **at least four weeks prior** to the beginning of the clerkship. *There is no guarantee that all requests for anticipated absences will be approved. Travel plans **should not** be made until the discussion has occurred with the appropriate Clerkship Director.*

All absences will be documented in the student's final evaluation, along with the reason(s) for such absence(s) and the nature of make-up activities. Students with repeated absences or failure to abide by the procedures indicated in this policy may be subject to review by the Professionalism and Integrity Subcommittee and/or by the appropriate Promotions Subcommittee.

Time Off for Illness in the Clinical Experience

If a student misses more than 2 consecutive days because of an illness or 1 day during the final week of the rotation, a physician's note written on professional stationery is required. Should an absence occur due to illness the Clerkship Director, Clerkship Coordinator, Site Director, and a senior member of the clinical team must all be notified as soon as possible. Under certain circumstances (e.g. prolonged illnesses) a student may be required to receive clearance from a dean for Student Affairs, Student Health Service or Student Mental Health Service, prior to returning to the clerkship.

Apart from the general rules governing absences listed above, it is understood that **fourth year students** will require time off to participate in residency placement interviews. However, students **should not** schedule their interviews during their required track rotations (e.g. Sub-internships, Critical Care, Emergency Medicine, and Radiology and Diagnostic Medicine). Students are advised to schedule non-clinical electives during the peak interview times for their specialty.

Third Year Clerkship Absence Procedure for Religious Observance

In order to ensure that all students fulfill the competency and experiential requirements of each third year clerkship the following procedure will be respected in accordance with the college's absenteeism policy.

Each clerkship is unique, therefore the specific make-up for each clerkship and number of make-up days each clerkship can accommodate varies.

For absences for religious observance that cannot be made up within the timeframe of the clerkship the student will be required to complete a 5-day high-value clinical experience within the same clerkship during Winter Break or after Transition to Fourth Year, whichever comes first. This make-up is for the purpose of fulfilling the experiential requirement of each clerkship. The make-up can consist either of practical experience and/or another educational (high-value) modality.

The requirements of the high-value clinical experience will be determined by the relevant clerkship director(s) and will be assessed by the same clerkship director(s). Student will receive a grade of 'Incomplete' until they have successfully completed the required high-value clinical experience.

Oversight for this procedure is the responsibility of the Assistant Dean for Clinical Sciences.

Complete Policies for the NYMC SOM

To read the policies listed in this document in their entirety and for additional policies and procedures, visit: <http://www.nymc.edu/school-of-medicine-som/policies/>

Campus Life and Policies

Student Affairs

The Office of Student Affairs of the School of Medicine works closely with the Office of Medical Education, as well as the student services areas of the Registrar, Student Financial Planning, the Student Diversity Affairs, Academic Support, Student Mental Health and Wellness, Health Services, Student Residential Life, and the Admissions Office.

The Office of Student Affairs provides a great many resources and services related to the quality of medical student life.

Advisory Program

The House Advisory Dean System is the cornerstone of our longitudinal career advising, mentorship, and professionalism program. Officially launched in 2014, the House Advisory program consists of ten virtual houses, each of which has an assigned Advisory Dean. There are approximately 80 students per house with an equal number of students for each of the four years of the medical program. The House Advisory Deans must meet with the students at least once a semester. Advisory Deans, over time, work to develop a good mentoring relationship and get to know his/her students very well. This facilitates individualized career and academic advisement, as it allows the Deans to understand the needs and interests of the students when it comes to choosing a potential career. In addition to an Advisory Dean, all students are assigned a Peer Mentor within their house. All students are also able to select a career specialty advisor in his/her third year, outside of the Advisory Dean program and more focused on his/her career interests.

Class meetings held throughout all four years have career planning sessions designed to aid and advise the students. In addition, students are introduced to the Association of American Medical Colleges (AAMC) "Careers in Medicine" web-based resource from the onset of medical school and have several workshops throughout the first three years of the M.D. program on how to best use this resource aimed at helping students with the career planning process.

Academic Support

The School of Medicine is committed to the academic success of all of its students. The amount of material

and the pace of the medical curriculum generally will cause students to adapt or modify their study and personal habits, as well as their test-taking skills, and this can present difficulties for many students. Our goal is to identify struggling students as early as possible and provide academic or other support resources for the purposes of course and exam preparation. The Director of Academic Support works closely with first and second year course directors, and monitors students' quiz and exam grades as they are posted. Students who perform poorly or borderline on quizzes or exams are contacted and invited to speak with both the Course Director and the Director of Academic Support. During the clinical curriculum, clerkship directors are also in contact with the Director of Academic Support and may express concerns about a struggling third year student during a rotation. In addition, third year NBME clinical subject exam scores are monitored by the Director of Academic Support and Student Affairs Deans. If any student fails, or passes with a borderline score, they are contacted and invited to make an appointment to discuss ways to improve their exam-taking strategies.

Support Services Offered:

- Learning style survey (VARK) is administered at the start of medical school to help each student determine his/her most effective approach(es) to learning.
- One-on-one appointments (in-person, Skype, or phone)
- Study Skills and Text-Taking Strategies Workshops
- Time and Stress Management Workshops
- U.S.M.L.E. Step 1 and 2 CK Preparation Workshops
- Peer Learning Partner Program
- Study Partner Match Program
- Peer-Mentorship Program
- Student Wellness Programs
- Exam and Other Accommodations (Students with Disabilities)
- House Advisory Dean Program

All students need assistance at some point in their academic career and there are many staff and faculty available at NYMC to offer assistance.

Registrar

The Office of the Registrar provides student support services to matriculated medical and graduate students. The office is committed to providing services that includes the following:

- Maintain educational data on students
- Process enrollment verifications
- Records official name changes
- Verify applications for USMLE Step 1 and 2 exams
- Report student data to National Student clearinghouse for loan deferment
- Process state licensure forms for graduates
- Records and verifies conferred degrees

Health and Wellness

The Student Mental Health and Wellness Services provides free and confidential psychological and psychiatric services for students, in addition to programs and strategies designed to reduce symptoms of stress and anxiety, and address overall health of students. Students are encouraged to access services by making an appointment with one of our professionals, or linking to events to explore workshops and activities.

The Student Mental Health and Wellness Services (SMH&WS) is run by a New York State licensed Psychologist and Psychiatrist. Students are entitled to five free and confidential acute/crisis sessions per academic year. The center prides itself on confidentiality, professionalism, respect, empathy, awareness and enhancement of quality of life for students.

The SMH&WS provides workshops and activities to address student concerns in the areas of nutrition, stress management, mindfulness and awareness. The center also provides integrative exercises, yoga and Pilates, to enhance overall health of the student population.

Health Services and Insurance

The Office of Health Services handles general medical problems and is staffed by a nurse practitioner and a medical director. Our nurse practitioner is able to diagnose and treat most common illnesses as well as prescribe medications. Full-time matriculated students only are eligible for health insurance, available through New York Medical College. Health Services apply only to the student and not to her/his family members. Students may enroll in this coverage either during the open enrollment period prior to the beginning of each semester or anytime during the term with proof of a qualifying life event. Enrollment is through the consultants site: <https://app.hsac.com/es>. Payment should be made on Touchnet through the TouroOne portal. Yearly costs are subject to change annually effective July 1. All International applicants must provide proof of health insurance coverage at the time of registration

Student Activities

The College provides opportunities for its students to participate in a wide range of academic, cultural, social and athletic activities. The student, faculty and staff publication, *In Touch*, contains announcements of upcoming activities and other news of importance to all members of the College community.

Alpha Omega Alpha, the national honor medical society, maintains a chapter at the College. Election to membership, which is based on scholarship, is one of the highest honors a medical student may achieve.

There is also a campus chapter of The Gold Humanism Honor Society (GHHS), which honors senior medical students, residents, role-model physician teachers and others who have “demonstrated excellence in clinical care, leadership, compassion and dedication to service.” The society promotes the ideals of humanism in medicine through community service, mentorship, role-modeling and other initiatives.

Other student organizations include the American Medical Student Association (AMSA) Organization of Student Representatives of the Association of American Medical Colleges and in the Student

National Medical Association. Other traditional student activities range from the lighthearted to the serious, and include production of the annual Follies and sponsoring NYMed Talks, the NYMC version of the TED Talks Conference.

Student Government

The School of Medicine (SOM) Student Senate plays an important role in the College community. The Senate focuses on the problems and needs of the student body and works to bring about constructive change. Composed of five elected representatives from each class, the organization meets monthly. An independent treasury derived from the student activities fee enables the Senate to sponsor social events, lectures and intramural sports. The Senate also provides funds to support the formation of professional interest groups with the expectation they will become self-sufficient. The treasury also pays expenses for student representatives to attend national and regional conventions to support student professional development.

The SOM Student Senate publishes the yearbook and collaborates with the Office of Student Affairs and Medical Education in publishing the Student Handbook. Student representatives serve on seven standing College committees and six other organizations of the College. Subcommittees and ad-hoc groups of the Senate have been active in the following areas: curriculum, professional conduct code, course evaluation, financial aid, and IT services. A student representative to the Alumni Association, chosen by the Senate, attends the monthly meetings of the Alumni Board of Governors and reports back to the student body.

Recreation

The Student Senate develops a social calendar at the beginning of the year to which each class adds other events as they are planned. These include parties, dances, picnics, happy hours and an annual event designed to raise money for student financial aid. A range of cultural and entertainment activities are close at hand for students in Westchester County. History buffs will find a wealth of historic sites and restorations to explore. A basketball court on the campus is available to students, as are nearby facilities for basketball, football, softball, swimming, golf,

skating, hockey and tennis. Trails for downhill and cross country skiing, horseback riding, bike riding and hiking are within a short drive of the campus. In addition, all the opportunities for entertainment that New York City offers are within easy reach.

Fitness Center

Open to all NYMC students, faculty and staff with a valid NYMC ID badge, the 6,327 square-foot facility located on the ground floor of 19 Skyline Drive features frontline cardiovascular equipment—treadmills, elliptical machines, bicycles, and a rower—as well as multiple strength machines and a variety of free weights. The Fitness Center also has a dedicated room for wellness classes and a host of fitness accessories, including yoga mats and medicine and balance balls.

Housing

The Office of Student and Residential Life strives to serve students as effectively as possible by providing various housing options for full-time, matriculated medical and graduate students. The office is committed to assisting students in making the most of their living experience and supporting them in achieving their educational goals. As such, students are encouraged to become active members of their community.

The Office of Student and Residential Life provides the following services to students:

- Acts as a liaison between building residents and other NYMC offices to ensure all appropriate services/maintenance are provided
- Oversees Student Clubs and Activities
- Coordinates all assignments, billing charges, move-in/out, housing lottery and maintains rosters/databases
- Handles disciplinary matters within the student housing
- Arranges and provide various recreational opportunities for students
- Creates workshops and resources for off-campus housing options; maintain off-campus housing listings
- Creates programs and events that foster a sense of community, and opportunities for integrative learning

NYMC Student Communications and Online Access to Services: The TouroOne Portal

<https://touroone.touro.edu/sso/login>

The TouroOne Portal functions as a single, online gateway for students to access their NYMC information, records, and grades as well as perform important tasks, such as registering for classes, making payments, viewing financial aid status, printing an unofficial transcript, updating contact information and much more. The Portal contains links to academic resources such as online course content in the Medical School's learning management system and library resources.

The Portal is also the location where students can access their NYMC email. All active students are assigned an NYMC email address on the College-Wide Area Computer Network. This network is used for communication among students, faculty, and administrators.

All official communication, once enrolled, must be conducted via a student's NYMC email account. In addition to the Portal and NYMC email, the college publication, [InTouch](#), also contains announcements of upcoming activities and other stories of interest to all members of the College community.

Changes of Address and Phone Number

Students are responsible for keeping their address and phone number current with NYMC. Students may update their contact information through the TouroOne Portal at <https://touroone.touro.edu/sso/login> as needed. Official NYMC correspondence is Emailed to the student's NYMC Email address, or mailed to the student's "mailing" address on file. If no "mailing" address type exists, mail will be sent to a student's "permanent" address.

Student Access to NYMC Resources and Facilities

It is the policy of New York Medical College to provide a security identification badge to all currently registered students. The badge will be programmed to provide access to those buildings on the Valhalla campus necessary to the program in which the student is registered or assigned, as well as designated parking areas. Badges will be active for the period of time a student is enrolled and actively involved in their coursework.

In addition to building access, students will also be assigned a network and email account. The network account gives access to the TouroOne Portal, library resources, and internal and external networks for use in accordance with the College's Computer Use Policy. Student network and email access will remain active for one year following graduation.

All access will be deactivated upon withdrawal, leave of absence, or dismissal from the student's academic program. An exception may be granted for inactive students who are approved to remain in student housing. Students requiring extended access while on leave or for other designated purposes can request an exception to the access policy from the Dean of their School.

Security

The Security Department is responsible for overall campus security, emergency response, investigations, crime prevention, campus shuttle, and management of the parking permit and ID badge program. Security staff are employees of the College. All security officers are New York State licensed security officers who receive extensive pre-employment and on-the-job training in compliance with New York State regulations. Additionally, officers receive training annually in CPR/AED, fire extinguisher usage, response to hazardous materials emergencies and threat awareness. The College is a New York State approved security guard training school. The security staff are not armed and do not have police or peace officer arrest powers. Officers are assigned to both fixed and motor patrols. Primary law enforcement jurisdiction for student housing lies with the Mount Pleasant Police Department. The rest of the campus is under the jurisdiction of the Westchester County

Department of Public Safety. The security director works closely with both of these police agencies on matters affecting the campus including criminal investigations, crime prevention and emergency.

Health Sciences Library

Contact Information:

Mailing Address: New York Medical College
Health Sciences Library
Basic Sciences Building
40 Sunshine Cottage Road
Valhalla, NY 10595

Main Phone: 914-594-4200

Email: hsl_nymc@nymc.edu

Chat reference: <http://ask.library.nymc.edu>

Marie T. Ascher, MS, MPH
Lillian Hetrick Huber Endowed Director
914-594-4207

Piedade Rodrigues
Head, Library Operations
914-594-4208

The Health Sciences Library (HSL) in Valhalla, New York comprises two physical locations: The Main library in the Basic Sciences Building and the Skyline Drive branch (GN F22). The library’s mission is to foster excellence and innovation in education, research, and scholarship through the provision of curated resources, expert services, facilities conducive to independent and collaborative learning, and wide ranging community partnerships in support of the college mission.

Students are at the heart of everything we do including assuring adequate study hours and space conducive to your concentration and focus. The HSL provides current and highly rated information resources accessed via a navigable web site, as well as training on the use of information in support of evidence based practice. The HSL always welcomes any suggestions that may enhance your experience.

Library Access

All current NYMC students have full onsite and remote access to the library’s resources. Students use their NYMC network login to access resources when not on

the campus network including via guest Wi-Fi, in student housing, and at clinical sites. A library barcode is needed to borrow books, including reserve materials.



Library Facilities

Library facilities continue to change to support the evolving nature of our Schools, notably:

- Two locations: the Main Library (located off the Basic Sciences Building lobby) and the Skyline Library (Ground Floor North in the Skyline Building)
- Ergonomic seating areas in individual study carrels and open tables
- Group study rooms in both locations (reserve <http://guides.library.nymc.edu/HSLcalendar>)
- 2 computer rooms in Main Library
- Library Classroom
- Public workstations
- Wi-Fi throughout

Hours

24/7 with a valid NYMC ID card.

Regular Full Service Hours during school year:

Monday-Thursday	8:00 AM – 10PM
Friday	8:00 AM - 3:00 PM (October-March) 8:00 AM - 5:00 PM (April-September)
Sunday	12:00 PM- 8:00 PM

Skyline Library Hours:

The library and building is available via student ID card swipe from 6:00 AM – midnight. A librarian is present on most weekdays from 11:00 AM-3:00 PM.

Students interested in studying at Touro library sites may follow this link to see options:

<http://library.nymc.edu/tourolibraries.cfm>

Selected Resources

The HSL carefully selects resources, books, journals, and monitors usage to ensure the best materials to support NYMC programs are available. Full list:

<http://library.nymc.edu/Database/>

PubMed with full-text links to journal articles

Cochrane Library (systematic reviews, effectiveness studies)

Dynamed (evidence based point of care for clinical medicine)

UpToDate (point of care resource)

Access Medicine (specialized book collection)

Bates' Visual Guide (physical examination videos)

Clinical Key (broad collection of books, journals and videos plus clinical summaries)

Ebrary (large and broadly scoped ebook collection)

Embase (Global bibliographic medicine and pharmacy resource, complements PubMed)

USMLE Easy (web based Board preparation for Step 1 and 2)

More than 18,000 print and electronic journal titles and more than 200,000 print and electronic books accessible via the Online Catalog (NYMCat) and Ebook/Ejournal portal (online titles only).

Services

Reference and Educational Services: 914-594-4203

- In-person research assistance, walk in if librarian available or by appointment
<http://nymc.libsurveys.com/consultation>
- Chat or email assistance via “Ask Us” links on home page
- Classes on Demand:
http://guides.library.nymc.edu/sb.php?subject_id=10665
- Instruction librarians also provide sessions within the curriculum in support of [Information Management Competencies](#) and

evidence-based practice. Here is the link:

<http://library.nymc.edu/informatics/competencies.pdf>

Circulation: 914-594-4200

- Books: 28 days, 1 renewal
- Journals: 3 days, 1 renewal
- Computer, chargers, headphones: 2 hours
- Reserves: 2 hours (on site only) 3 days depending on item, no renewal

Document Delivery Services and Interlibrary Loan: 914-594-4200

- All document delivery requests should be submitted via the ILLiad system and are free of charge.
<http://msl.nymc.edu/illiad/logon.html>
- Scan on Demand (from print journals owned by HSL): sent to your email
- Interlibrary Loan (for books and journal articles the library doesn't own): Borrowed from another library on your behalf. All articles are emailed; median turnaround time is under two days. Use only for your own educational purposes.

EBM Resource Center:

http://guides.library.nymc.edu/EBM_Resource_Center

Printing and scanning:

- College printers, B&W and color, and scanning from your personal account
- **Poster printing** (See the website for poster options and pricing):
<http://guides.library.nymc.edu/posters>
- **3D printer** Contact the library to schedule a consultation to use the 3D printer. 914-594-4203

Student Services Contact Information

Office of Admissions

Karen M. Murray, M.D. '99

Associate Dean for Admissions, SOM

James P. Demaio

Director, School of Medicine Admissions

Telephone: 914-594-4507

Email: mdadmit@nymc.edu

Location: Administration Building, Room 147

Office of Medical Student Affairs

TBD, M.D.

Senior Associate Dean for Student Affairs, SOM

Susan Rachlin, M.D.

Associate Dean for Student Affairs, SOM

Mill Etienne, M.D. '02, M.P.H.

Associate Dean for Student Affairs, SOM

Telephone: 914-594-4498

Fax: 914-594-4613

Email: msastaff@nymc.edu

(routine business)

msadeans@nymc.edu

(confidential and policy issues only)

Location: Administration Building, Room 122A

Office of Academic Support

Kristina H. Petersen, Ph.D.

Director, Academic Support Programs

Erika Maikish

Writing Specialist

Megan Siemers Livingston

Academic Support Specialist

Kelsey Polikoff

Administrative Assistant

Telephone: 914-594-4498

Fax: 914-594-4613

Location: Administration Building, Rooms 213-222A

Office of Diversity and Inclusion

Camille Clare, M.D., M.P.H. '11

Associate Dean for Diversity and Inclusion

Telephone: 914-594-4500

Email: Camille_Clare@nymc.edu

Location: Administration Building, Room 216A

Office of Student Mental Health and Wellness

Reon Baird-Feldman, Ph.D.

Clinical Psychologist

Assistant Professor of Psychiatry

Co-Director, Student Mental Health and Wellness

David Stern, M.D.

Psychiatrist

Assistant Professor of Psychiatry

Co-Director, Student Mental Health and Wellness

Robin Hershkowitz, LCSW-R

Licensed Clinical Social Worker

Skyline, RM 2S-D52

914-594-2577

Kelsey Polikoff

Administrative Assistant

Skyline, RM 2S-K06

914-594-3880

Appointment Office Hours:

October 1 through March 31 (Fall/Winter):

9 AM to 5 PM, Monday, Wednesday, Thursday

9 AM to 7 PM, Tuesday

9 AM to 3 PM, Friday

April 1 through September 30 (Spring/Summer):

9 AM to 5 PM, Mon, Wed, Thurs, and Fri

9 AM to 7 PM, Tuesday

Walk-in Hours:

Tuesday and Wednesday 2 PM to 5 PM

Skyline, RM 2S-D45

Location:

19 Skyline Drive, Rm. 2S-D45

Appointments:
NYMC_StudentWellness@listserv.touro.edu

*After-hours crisis service:
 This service can be utilized by all NYMC students and is intended to provide immediate access to counseling on nights and weekends in case of emergency.

After-hours crisis service:
NYMC_StudentWellness911@listserv.touro.edu

Health Services

Marisa A. Montecalvo, M.D.
 Medical Director

Karen L. Duzy, F.N.P.
 Nurse Practitioner

Katherine Kowalski, N.P.
 Nurse Practitioner (per diem)

Susan Mayer, N.P.
 Nurse Practitioner (per diem)

Rochelle Saks, M.P.A.
 Administrator, Health Services

Ruby Lantigua
 Secretary

Telephone: 914-594-4234
 Fax: 914-594-4692
 Location: Basic Sciences Building, 1st Floor

Office of Undergraduate Medical Education and Academic Administration

Jennifer Koestler, M.D.
 Senior Associate Dean for Medical Education

Kathryn Spanknebel, M.D., FACS
 Senior Associate Dean for Faculty Affairs

Pamela Ludmer, M.D., M.M.E.L
 Associate Dean for Curriculum Integration

Pamela A. Lucchesi, Ph.D., FAHA

Associate Dean for Faculty Development

Matthew Pravetz, O.F.M., Ph.D.
 Assistant Dean for Basic Sciences

Gary Stallings II, M.D., M.P.H.
 Assistant Dean for Clinical Sciences

Mary M. Petzke, Ph.D.
 Assistant Dean for Medical Student Research

Donald Risucci, Ph.D.
 Assistant Dean for Assessment and Evaluation

Celia S. Freeman, M.B.A.
 Assistant Dean for Continuous Quality Improvement (CQI) and Strategic Planning

Ira Bedzow, Ph.D.
 Director, Biomedical Ethics and Humanities

Jason DiNardi
 Director of Educational Technology

Telephone: 914-594-3900
 Fax: 914-594-3960
 Location: Administration Building, Second Floor

Office of Graduate Medical Education

Richard G. McCarrick, M.D., M.H.A.
 Vice Dean for Graduate Medical Education and Affiliations

Telephone: 914-594-2020
 Fax: 914-594-2021
 Location: 19 Skyline Drive, Rm. GN-B22

Office of the Registrar

Eileen Romero
 Registrar

Telephone: 914-594-4495
 Fax: 914-594-3752
 Email: registrar@nymc.edu
 Location: Administration Building, Room 127

Office of the Bursar

Karin Ahyoung
Bursar

Telephone: 914-594-4454
Fax: 914-594-3477
Email: Bursar@nymc.edu
Location: Administration Building, Room 115

Office of Student Financial Planning

Anthony M. Sozzo, M.A., M.S. Ed.
Associate Dean for Student Affairs,
Director of Student Financial Planning and Student
Activities

Telephone: 914-594-4491
Location: Administration Building, Room 125

Office of Student and Residential Life

Katherine Dillon Smith, M.S.W.
Director of Student and Residence Life

Telephone: 914-594-4832

Email: housing@nymc.edu
Location: Administration Building, Room 116


Clinical Skills and Simulation Center

Katherine Yamulla, M.A.
Senior Director of Competency Based Education and
Clinical Skills Education

Telephone: 914-594-1734
Location: 7 Dana Road

Campus Map and Directions




NEW YORK
MEDICAL COLLEGE
A MEMBER OF THE Touro College
 AND UNIVERSITY SYSTEM

- D2 1 Student Center
- A3 2 19 Skyline Drive Facility
- D3 3 Alumni House
- D3 4 Vethalla Campus Student Housing (Grasslands I & II)
- E3 5 Sunshine Cottage (Administration Building)
- C4 6 7 Dana Road Facility
- D4 7 Medical Education Center (MEC)
- E4 8 Basic Sciences Building (BSB)
- F4 9 Vosburgh Pavilion
- F4 10 The School of Health Sciences and Practice (SHSP) Building

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Driving Directions to the Main Campus

From New England: Take the New England Thruway (I-95) or Merritt/Hutchinson River Parkway south to the Cross Westchester Expressway (I-287) west. Continue west on I-287 (toward the Tappan Zee Bridge) to Exit 3-the Sprain Brook Parkway north. Continue north (straight, left lane) on the Sprain Brook Parkway to Rt. 100/ Westchester Medical Center (second exit). Turn left at the end of the exit ramp onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From East Side of New York City and Long Island: Take the Major Deegan Expressway (I-87) which becomes the New York Thruway North to exit 7A, Saw Mill River Parkway North. Take Exit 23 and turn right onto Old Saw Mill River Road. Stay in left lane and turn left onto 9A North. Make a right at the traffic light for Dana Road (across from Home Depot). Proceed to the stop sign and turn left onto Sunshine Cottage Rd. Follow Sunshine Cottage Rd. to #40 Administration Bldg. on your right.

From New York City, Long Island via Bronx River Parkway: Take the Bronx River Parkway north to the Sprain Brook Parkway north to Rt. 100/Hawthorne exit. Turn left at end of exit ramp onto Hospital Road. Continue straight onto Hospital Rd. (formerly Peripheral Rd.). At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From West Side of New York City: Take the Henry Hudson Parkway (9A) north to the Saw Mill River Parkway. Take Eastview Exit 23 onto Old Saw Mill River Road. Stay in left lane and turn left onto 9A North/Saw Mill River Road. Make a right at the traffic light for Dana Road. At the first stop sign, turn left onto Sunshine Cottage Rd. Pass the Alumni Building and continue on until you see #40 - Administration Building/Sunshine Cottage on right.

From Upstate New York via the New York State Thruway south and Northern New Jersey: Cross the Tappan Zee Bridge to Exit 8A for NY-119/Sawmill Parkway North towards Elmsford. Keep left at the fork following signs for Saw Mill River Pkwy North/Katonah. Merge onto Saw Mill River Parkway North. Take Exit 23 and turn right onto Old Saw Mill River Road. Stay in left lane and turn left onto 9A North. Make a right at the traffic light for Dana Road. At the first stop sign, turn left onto Sunshine Cottage Rd. Pass the Alumni Building and continue on until you see #40 - Administration Building/Sunshine Cottage on right.

From Northern Westchester and Upstate New York via the Taconic Parkway or the Saw Mill River Parkway: Take the Taconic Parkway or Saw Mill River Parkway south to the Sprain Brook Parkway. Take the first exit (Rt. 100/Westchester Medical Center) off the Sprain Brook Parkway and turn right at the end of the ramp onto Rt. 100. Proceed approximately 1/4 mile and make a right onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From Upstate New York via I-684: Take I-684 south to the Saw Mill River Parkway to the Sprain Brook Parkway. Take the first exit (Rt. 100/Westchester Medical Center) off the Sprain Brook Parkway and turn right at the end of the ramp onto Rt. 100. Proceed approximately 1/4 mile and make a right onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

From Southern Westchester via the Bronx River Parkway: Take the Bronx River Parkway north to Virginia Rd. exit (the fourth traffic light after County Center in White Plains). Turn left onto Virginia Rd. to the fork at Rt. 100. Turn right onto Rt. 100 and continue past Westchester Community College to the intersection of Rt. 100 and Bradhurst Rd. Turn right onto Bradhurst Rd. and proceed 1.4 miles and turn left onto Hospital Rd. (formerly Peripheral Rd.). Continue straight onto Hospital Rd. At the end of Hospital Rd. (2nd stop sign) turn right. The Administration Bldg. (#40 Sunshine Cottage) is the first building on your left.

Publications and Social Media

For all of the latest New York Medical College news, please view our publications and follow us on social media.



<https://www.nymc.edu/news-and-events/publications/intouch/>

InTouch is published weekly during the academic year by the Office of Public Relations. It is distributed to 4,000 faculty, staff, graduate and medical students, trustees and donors, media, opinion leaders and executives at affiliated hospitals. The newsletter's primary objective is to increase awareness of programs and activities at the main campus

<https://www.nymc.edu/news-and-events/publications/chironian/>

The Chironian is distributed to a readership of 16,000 faculty, alumni and employees of New York Medical College, government and community leaders, affiliated hospitals and selected media. Each issue is carefully crafted to provide a balance of articles on cutting-edge research, personality profiles, student accomplishments and alumni news from all three schools (School of Medicine, Graduate School of Basic Medical Sciences and the School of Health Sciences and Practice.



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<https://www.facebook.com/NYMCSchoolofMedicine>



<https://www.flickr.com/photos/124153695@N08/sets/>



<http://www.twitter.com/nymedcollege>



<https://www.youtube.com/channel/UCGn1WPhNRZrvyxDle-qcFGg>



<http://www.linkedin.com/edu/school?id=18990>



<https://plus.google.com/110365284328093175720>



NEW YORK MEDICAL COLLEGE

A MEMBER OF THE Touro College and University System

School of Medicine

2019-2020 Catalog
Updated July 2019