



Dr. Kiran C. Patel College
of Allopathic Medicine
**NOVA SOUTHEASTERN
UNIVERSITY**

NSU MD FACULTY GUIDE

Office of Faculty Affairs

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Purpose

The NSU MD Faculty Guide is designed to provide faculty with an easily accessible compilation of information about the operation of the Nova Southeastern University Dr. Kiran C. Patel College of Allopathic Medicine (NSU MD) and provide references and materials to guide and assist them in their careers at NSU MD. While the Guide contains information based on state and federal laws and regulations, NSU policies, and guidelines and policies of NSU MD, it is not a legal document and is not to be considered a substitute for the various laws and policies that govern the University.

The Faculty Guide is provided online so that the most current information can be made available. If you notice that the contents need updating, please contact the Assistant Dean for Educational Standards and Quality at (954) 262-1081. If there is other information you would like to see included in the Guide, please contact the Office of Faculty Affairs at MDFacultyAffairs@nova.edu.

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Mission, Vision and Values of the Medical School

MISSION

Our mission is to advance human health through innovation in medical education, research, patient care, and community engagement. We are dedicated to educating and inspiring individuals to be exemplary physicians and scientists, leaders in medicine, scholars in discovery, and adopters of innovative technology to improve the health and well-being of all.

VISION AND VALUES

Our vision is to become an exemplary medical college, internationally recognized for excellence by fostering an innovative culture that supports diversity, collaboration, critical thinking, and creative leadership. Our vision will lead us to build a transformative, cutting-edge medical school, internationally recognized for excellence, with a compelling and sustainable future. Our values define how we work together to accomplish our vision. We strive for excellence in all our endeavors and constantly seek for innovative ways to improve our research, education, and patient care efforts to best serve our diverse communities. Teamwork, communication, and partnerships will catalyze our evolution from the concept stage to an academic program of distinction. Diversity and inclusiveness are fundamental core values, supported throughout the institution, that enrich our learning, research and clinical practice environments. We strive to create a culture of integrity and accountability that aligns our goals and expectations and links recognition and rewards with excellent academic performance. We define our core values below:

Excellence: Promoting and retaining our exceptionally high standards.

Innovation: Creating an environment that encourages innovative thinking and positive change.

Teamwork: Creating a culture in which everyone acts together as a team in the interests of our common cause.

Communication: Exchanging information seamlessly and continuously among constituents to achieve our missions and common goals.


Diversity: Embracing and capitalizing on a wide range of abilities, experiences, knowledge, and strengths, recognizing the importance of heterogeneity in age, background, ethnicity, physical abilities, political and religious beliefs, gender, and many other attributes.

Integrity: Behaving ethically in all situations and expecting the same from others.

Accountability: Taking responsibility for our actions within a culture of transparency.

Practical Information for Employed Faculty

Information for New Hires	Comments
Complete paperwork for HR, payroll, benefits	Meet with Christine Kircher, Director of Finance and Human Resources, for any questions: 954-262- 1187/hellkamp@nova.edu
NSU Required Orientation with NSU HR Department	Sign up in first month of employment: https://www.nova.edu/webforms/hrd/orientation.html
Required online trainings: HIPAA, sexual harassment, etc.	NSU HR has required trainings that can be found in NSU's https://sharklearn.nova.edu/
Orientation Schedule	Office of Faculty Affairs generates a schedule for new faculty to meet key personnel and become oriented to the medical school.
Office keys	Office keys are requested through Public Safety – Locksmith. Requests are facilitated by the Office of Faculty Affairs. http://www.nova.edu/publicsafety/forms/locksmith_request.pdf
Shark ID card	One Stop Shop: 2 locations (HPD and Horvitz Administration Building)
Laptop	NSU MD will issue a faculty laptop as well as a desktop docking station for in-office use.
Information for All Faculty	Comments
Office of Faculty Affairs	The Office of Faculty Affairs is your point of contact and available to assist and support you. Please reach out for available mentoring and guidance.
NSU email	NSU email can be accessed by resetting/obtaining your password at https://reset.nova.edu . Note that searching for email addresses in NSU's Outlook directory is by first name rather than last name.
Faculty Parking	You can register your vehicle, view FAQ's, and manage your parking account from the Parking Portal found on nova.edu/publicsafety/parking *Fees apply for annual permits. For additional assistance, please email parkingservices@nova.edu .
Library Services	<u>Library resources:</u> https://sherman.library.nova.edu/auth/ NSU MD library liaison is Julie Sarpy, Ph.D., she can be reached at 954-262-3121 or by email at jsarpy@nova.edu
Faculty technical support	Faculty can request technical support from OITT through the ticketing system Service Manager
Shared drives and printers	Access to SharePoint may be requested through the Educational Technologist (Erik Boone, BS, eboone@nova.edu). Access to universal printers or independent shared drives can be made through the ticketing system Service Manager
Biographical sketch and photo (headshot) for website	Faculty are requested to submit a biographical sketch to post on the website: https://www.nova.edu/webforms/md/web-bio/
Copy room and office supplies	Faculty Affairs provides new faculty access to office supplies and orients them to the copy room.
Phone and Voicemail System and NSU Faculty and Staff Directory	https://www.nova.edu/telecom/voicemail/index.html
Expense Reports: Travel, check requests, etc.	Faculty have access to submit their own requests/expense reports through Concur. The Concur application can be found within Sharklink (https://sharklink.nova.edu/) with the following icon

	
SharkTime: Vacation/Leave Requests	<p>NSU-required system for requesting/documenting vacation, personal, or sick leave. SharkTimeNavigator Icon is available on your desktop. Your Department Chair will be notified of your request. Please make sure you have discussed time off with your Chair prior to submitting the request. NSU policies on leave are detailed at https://www.nova.edu/hr/policies/leave-policies.html.</p> <ul style="list-style-type: none"> • Vacation (pg 37) – 22 days • Paid Holidays (pg 23) – 6 days + winter closure • Personal days (pgs 24-25) – 3 days annually • Sick Leave (pg 29) – 1 day a month <p>Information on worker’s compensation can be found at https://www.nova.edu/risk/index.html</p>
Payroll	NSU employees are ordinarily paid bi-weekly by direct deposit. You may access payroll information, pay stubs, W-2 forms, etc. online through Sharklink
Benefits	Managed by NSU Human Resources. Detailed information can be found at: http://www.nova.edu/hr/benefits/
Intramural Grants	<p>Provost’s Research and Scholarship Award http://www.nova.edu/academic-affairs/provost-award/index.html President’s Faculty Research and Development Grant http://www.nova.edu/academic-affairs/faculty-research-grant/index.html)</p>
Outside Employment/Conflicts of Interest	<p>NSU MD requires annual reporting of outside employment which interferes with faculty obligations to NSU MD or represents a conflict of interest using NSU MD’s Outside Activity reporting form provided by the Office of Faculty Affairs. NSU further requires you to take a onetime training and report annually on your activities. Information regarding the required Conflict of Interest Compliance/Conflict of Commitment Program can be found here: https://www.nova.edu/hr/conflict-interest/index.html</p>
Telephone List and Emergency Phone Tree	Found here on SharePoint
NSU Policies/Procedures <i>Note: NSU MD faculty are expected to be familiar with policies in the NSU MD Student Handbook</i>	<p>The formal policies adopted by NSU on a wide variety of pertinent matters are found at the links below.</p> <p>Student Handbook</p> <p>NSU Faculty Policy Manual</p> <p>NSU Employee Policy Manual</p>

Commonly Used Abbreviations and Terms

AAMC Association of American Medical Colleges, a nonprofit organization that includes U.S. and Canadian medical schools, teaching hospitals, health systems, and academic and scientific societies; represents faculty, medical students, and residents

ACGME Accreditation Council for Graduate Medical Education, the organization that accredits residency programs and institutions such as hospitals and medical schools that sponsor residency programs

ADASA Assistant Dean for Admissions and Student Affairs

ADCA Assistant Dean for Curricular Affairs

ADCC Assistant Dean for Clerkship Curriculum

ADESQ Assistant Dean for Educational Standards and Quality at NSU MD

ADPCC Assistant Dean for Pre-Clerkship Curriculum

Block Integrated basic science course in the pre-clerkship curriculum (Fundamentals followed by six organ-systems courses). Abbreviations used for blocks in order in the curriculum are:

Year 1: FND (Fundamentals), Heme (Hematology), GIHNER (Gastrointestinal, Human Nutrition, Endocrine, Reproductive), CPR (Cardiovascular, Pulmonary, Renal)

Year 2: BBB (Brain, Body, Behavior)

CC Curriculum Committee, the faculty committee responsible for oversight of the MD curriculum. It has four subcommittees:

CC-PCS: Pre-Clerkship Subcommittee

CC-CS: Clerkship Subcommittee

CC-CIE: Curriculum Integration and Evaluation Subcommittee

LRS: Learning Resources Subcommittee

Clerkship Discipline/specialty-specific clinical course that includes practical experience in patient care in inpatient and/or outpatient settings in the clerkship phase of the curriculum (Years 3 and 4)

Course Integrated clinical course in the pre-clerkship phase of the curriculum; also used for other courses in which students enroll and receive a grade that do not meet the definition of a block or clerkship.

Abbreviations used for courses in order in the curriculum are:

Year 1: PI (Professional Immersion), POM 1 (Practice of Medicine 1), POM 2 (Practice of Medicine 2)

Year 2: POM 3 (Practice of Medicine 3)

Year 3: CSR (Clinical Skills and Reasoning), DM (Diagnostic Medicine)

CSCW Center for Student Counselling and Well Being, resource on the NSU campus that provides behavioral health services for NSU MD students

DCI Data Collection Instrument, document with data and narrative answers prepared by the medical school and submitted to the LCME as part of the accreditation process

EADASA Executive Associate Dean for Academic and Student Affairs

Elective Course in the clerkship phase of the curriculum that students choose based on their personal interests or learning goals; a specified number of elective courses, rather than specific courses, is required for graduation

eMedley Software package used for curriculum mapping (**eCurriculum**), student and faculty evaluations of the educational program (**eValueate**), and logging of patients and procedures by students during clerkships (**eClas**).

EPA Entrustable Professional Activity, a complex task that a trainee is entrusted to perform unsupervised once he/she has attained sufficient competence in the activity. There are 13 “Core EPAs for Entering Residency” that new residents (medical school graduates) are expected to demonstrate.

EPO Educational Program Objective. There are 49 objectives for the MD program used for mapping all content in the curriculum. They are categorized under NSU MD’s 9 General Competencies and numbered using abbreviations for each competency: Medical Knowledge (MK), Patient Care (PC), System Based Practice (SBP), Practice-Based Learning and Improvement (PBLI), Interpersonal Skills and Communication (ISC), Ethics and Professionalism (EP), Interprofessional Collaboration (IPC), Personal and Professional Development and Wellness (PPDW), and Scholarly Inquiry (SI).

FERPA Family Educational Rights and Privacy Act, a Federal law that protects the privacy of student education records. Allows school officials to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information.

HCA Healthcare Corporation of America/East Florida Division, the hospital system that is NSU MD’s primary clinical affiliate. HCA provides all required clerkships in Year 3 and offers clinical electives in Year 4.

HPD Health Professions Division, refers to the organizational unit of NSU in which NSU MD, as well as six other colleges (Dental Medicine, Health Care Sciences, Nursing, Optometry, Osteopathic Medicine, Pharmacy) that offer a wide range of degree and certificate educational programs in the health professions. NSU MD faculty in the basic science divisions within the Department of Medical Education teach in all these colleges.

IQ “Inquiry Case”, refers to the format of problem-based small group cases used in the last two basic science blocks in the pre-clerkship curriculum

LCME Liaison Committee on Medical Education, the organization that accredits medical schools in the U.S. and Canada. There are 3 accreditation steps for a new medical school: Preliminary, Provisional, and Full Accreditation. NSU MD currently holds Preliminary Accreditation.

MBS Master of Biomedical Sciences offered by NSU MD

MSPE Medical Student Performance Evaluation or “Dean’s Letter”

NBME National Board of Medical Examiners. NSU MD uses customized NBME examinations for assessments of knowledge in the pre-clerkship curriculum and NBME subject (“shelf”) examinations for assessments of knowledge in the clerkships.

NSU Nova Southeastern University

NSU MD Nova Southeastern University Dr. Kiran C. Patel College of Allopathic Medicine

OFA Office of Faculty Affairs at NSU MD

OME Office for Medical Education at NSU MD; includes the Office of Faculty Affairs, the Office of Admissions and Student Affairs, and faculty and staff who direct and/or support all aspects of the educational program. All members of OME ultimately report to the EADASA.

OASA Office of Admissions and Student Affairs at NSU MD

OSCE Objective Structured Clinical Examination, a method of testing clinical skills

PBL Problem Based Learning, refers to the format of problem-based small group cases used in NSU MD in the first three basic science blocks in the pre-clerkship curriculum

PCRS Physician Competency Reference Set, refers to AAMC general competencies for training physicians

Pre-clerkship phase of the curriculum Per LCME, “the year(s) before the start of required clinical clerkships that typically address foundational subjects in the biomedical, behavioral, and social sciences.” At NSU MD, this phase also addresses foundational clinical skills and runs from August of Year 1 through December of Year 2 (16 months).

RIA Reflection, Integration, and Assessment, weeks for exams, curricular, and Student Affairs activities that occur after each basic science block and after each of three clusters of clerkships during the first three years of the curriculum.

SADA Senior Associate Dean for Administration

SADR Senior Associate Dean for Research

Selective Course in the clerkship phase of the curriculum that is required of all students but offers several options among which students may select.

SPAC NSU MD Student Progress and Advising Committee, refers to the committee that reviews academic progress of NSU MD students.

TBL Team Based Learning, refers to a format of large group learning with students working together in small teams in the same classroom

USMLE United States Medical Licensing Examination, a series of national licensure exams administered by the National Board of Medical Examiners. NSU MD students must pass USMLE Step 1 and Step 2 Clinical Knowledge (CK) by specified deadlines to maintain satisfactory academic progress.

Organization of the Medical School

NSU MD is administratively composed of academic Departments and administrative units. Each Department is administered by a Chair who reports to the Dean, while each unit is administered by an Executive Associate Dean who reports to the Dean. See organizational charts below.

Most employed faculty report to their Department Chair, while administrative faculty (e.g., assistant and associate deans) report to the Executive Associate Dean who directs their unit. The person to whom a faculty member reports assigns responsibilities and completes a performance evaluation each year.

DEAN

The Dean for NSU MD is responsible directly to the Provost and President of the University and serves as the senior leader of NSU MD.

The responsibilities of the position include communicating the vision; fostering collaboration externally with public and private stakeholders, and internally among the faculty, staff, and students; providing an environment that promotes excellence in education, research, healthcare delivery, and service; creating and implementing a curriculum that exceeds accreditation standards; maintaining agreements with other colleges within the University and the affiliated clinical sites; and developing and deploying adequate resources for faculty and students. As such, the Dean has the responsibility to provide effective oversight of the financial and operational performance of NSU MD and its operating units.

ACADEMIC AND STUDENT AFFAIRS

The Executive Associate Dean for Academic and Student Affairs (EADASA) oversees the Office for Medical Education (OME) and is responsible for all matters pertaining to the medical education program of the College, including recruiting, admitting, advising, and supporting students; curriculum and assessment of student performance; evaluation of the effectiveness and outcomes of the curriculum; policies and procedures for recruitment, appointment, annual review, and promotion of faculty; faculty development; budgets, space, and other resources; and accreditation of the MD program. Operational sub-units, two of which have named offices, include:

- Admissions and Student Affairs (Office of Admissions and Student Affairs or OASA)
- Curricular Affairs
- Educational Standards and Quality
- Faculty Affairs (Office of Faculty Affairs)

RESEARCH

The Senior Associate Dean for Research (SADR) is responsible for research activities within NSU MD and serves as the contact for synergistic research within the university and in the South Florida community. The SADR provides information about research opportunities and supports the development of proposals that take advantage of the expertise at NSU MD.

Academic Departments and Divisions

NSU MD has three academic departments: Clinical Sciences, Medical Education, and Population Health Sciences. Employed faculty members whose primary role is medical student education are appointed in Medical Education as Physician Educators (MD or DO faculty who teach in the clinical and basic science

curriculum) and Medical Educators (PhD, EdD, MD, or DO faculty who teach in the basic science curriculum). Medical Educators also teach basic science to students in NSU MD's Master of Biomedical Sciences program and students in other HPD colleges.

The directors of the core clinical clerkships and majority of volunteer (clinical affiliate) faculty members are appointed in Clinical Sciences. Faculty who engage primarily in research are appointed in Population Health Sciences.

The Department of Clinical Sciences has six Divisions in which faculty who are employed by HCA/East Florida Division are appointed. They are Family Medicine, Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry, and Surgery. Each Division has a Chair who reports to the Department Chair for academic matters. Non-HCA clinical affiliate faculty are not assigned to a Division.

Responsibilities of Department Chairs

Department Chairs are appointed by the Dean for terms renewed annually and serve at the pleasure of the Dean. For the academic mission, the following responsibilities apply to Chairs and are evaluated by the Dean:

- To make recommendations concerning the appointment of faculty and Division Chairs.
- To supervise and evaluate performance of faculty and Division Chairs. For faculty employed by NSU MD, this includes annual written work assignments and effort distribution, changes in the annual work assignments as needed, and evaluation of performance in each area of assignment.
- To support faculty in the development of their academic careers, including counseling as to merit and promotion considerations.
- To prepare an annual report to the Dean concerning Departmental activities.
- To assist in NSU MD activities required for ongoing Southern Association of Colleges and Schools Commission on Colleges, Liaison Committee on Medical Education, and other reviews by external agencies as needed.
- To facilitate quality assessment and improvement activities, working with the Assistant Dean for Educational Standards and Quality.
- To communicate effectively with faculty and staff in NSU MD, HPD, the university and its affiliated organizations to ensure a cooperative and collegial working environment.

Bylaws

The NSU MD Bylaws (Appendix. Bylaws) indicate how faculty participate in governance of the College through their membership in NSU MD's Faculty Council, their election of Faculty Council officers and the Faculty Council Representative Committee, as well as various administrative and standing committees. Administrative committees support the College by coordinating diverse administrative functions in areas under the direct responsibility of Assistant or Associate Deans. Standing committees generally provide direct support to the Dean in both operational and policy matters. The responsibilities and function of these committees are specified in detail in the NSU MD Bylaws. Faculty participation is based on the premise that the College functions properly when integrity is nurtured and maintained by the Dean, Chairs, other administrators, faculty members, staff members, and students.

Academic Matters

Faculty Categories

NSU MD uses the following faculty categories, based on the categories used by the LCME in accreditation materials and the AAMC's Faculty Roster (the first three categories listed below) and definitions used by NSU.

Full-time faculty (LCME and AAMC category): Faculty members employed by NSU MD up to 1.0 FTE, with responsibility for education, scholarship/research, and service to the medical school, University, their profession and the community. The medical school recruits new full-time faculty members using NSU MD's search and screen process. Academic rank for full-time faculty includes instructor, assistant professor, associate professor, and professor. Faculty whose primary duties are administration (50% or more administrative duties, such as deans and department chairs) are also included in this category.

Part-time faculty (LCME and AAMC category): Faculty members who hold a primary appointment in another college at NSU and a secondary appointment in NSU MD, with a percentage of their compensation charged back to the medical school based on the proportion of their overall effort devoted to NSU MD. The college in which these faculty members hold the primary appointment recruits them using its own search and screen process. Academic ranks are those assigned by the college of the primary appointment.

Volunteer faculty (LCME and AAMC category): Faculty members who are appointed as Affiliate Faculty. NSU MD has three categories of affiliate faculty: 1) community physicians and staff members of health care or scholarship/research organizations. Some of these faculty members receive honoraria/compensation for specific teaching activities – e.g., stipends for preceptors for pre-clerkship students, stipends for providing lectures – but they are not considered to be employees of the University; 2) faculty members who are employed full-time by NSU in another college who participate in the MD program but are not compensated by NSU MD; 3) senior administrative staff who are employed full-time by NSU MD but do not meet university criteria for a full-time faculty appointment in the medical school.

Adjunct faculty: Faculty members who are hired to provide instruction on a part-time basis, generally for a specific course and semester. They serve at the discretion of the Dean and are not considered to be part-time faculty, regardless of the frequency/duration of their teaching.

Faculty Effort and Performance Evaluations

All full-time faculty receive an annual assignment that specifies their percentage of effort in each of the following categories: teaching, research/scholarship, service/professional development, clinical service/patient care, and administration/other duties. NSU MD uses the AAMC's definition of teaching as including five categories of activities in which faculty can demonstrate excellence (see [Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship](#), AAMC Consensus Conference on Educational Scholarship; July 2007). These categories are:

1. Teaching, defined as direct teaching and creation of associated instructional materials, such as instruction of students in classroom, small group, and laboratory settings; instruction of students, residents and fellows in inpatient and outpatient clinical settings and procedural areas; and supervision of theses and dissertations.
2. Curriculum development or revision
3. Advising and mentoring

4. Educational leadership and administration
5. Learner assessment

All full-time faculty meet with their Department Chair for an annual performance review that is linked to their effort assignment. The Chair provides a final evaluation, which goes to the Dean and the NSU Provost. The Office of Faculty Affairs assists the Chairs and faculty with the paperwork and processes for the annual reviews. See Appendix. Faculty Reviews for deadlines and the forms used for these reviews.

Faculty CV Format

NSU MD has a standard template for the academic CV that all full-time faculty are expected to use. The CV should be updated before each annual performance review. Other faculty are encouraged to use the template to make review of their credentials easier for the Office of Faculty Affairs, Department Chairs, and the Merit and Promotion Committee. See Appendix. NSU MD CV Template.

Scholarly Activity Reports

The LCME requires NSU MD to provide reports summarizing faculty scholarly activities. To meet this requirement the Office of Faculty Affairs asks each full-time faculty member to submit a report in August each year, covering the previous academic year (July 1 through June 30). See Appendix. Scholarly Activity Report.

Merit and Promotion

Faculty within NSU MD are eligible for promotion from one rank to another based on the qualifications established by NSU MD and set forth in its Merit and Promotion Guidelines. These Guidelines (Appendix. Promotion Guidelines) provide a comprehensive description of the criteria for promotion within NSU MD. Appendix. Promotion Process provides a timeline and other practical information related to the promotion process. Templates for materials that the faculty candidate submits are available from the Office of Faculty Affairs as word documents.

MD Curriculum Philosophy and Structure

Background: The philosophy that guided the original design of the NSU MD curriculum was “to develop the skills and habits of master adaptive learning.” See Cutrer et al. Fostering the Development of Master Adaptive Learners: A Conceptual Model to Guide Skill Acquisition in Medical Education. Acad Med. 2017; 92:70-75 for more information. To help students achieve this goal, the MD program includes the following: integrated basic science and clinical courses, problem-based and case-based learning in small groups and teams, development of clinical skills from day one of medical school, continuity with patients and preceptors beginning in January of Year 1, mentors and coaches throughout medical school, and a focus on assessments to enhance learning.

Description of the Curriculum (from DCI for Full Accreditation by LCME):

The pre-clerkship phase of the curriculum occupies a total of 16 months (from August of Year 1 through December of Year 2), followed by a period of Step 1 study. This allows the clerkship phase to begin in March of the second academic year.

Year 1 begins with Professional Immersion, a two-week graded course to prepare students for the academic requirements and biopsychosocial aspects of the medical school. It includes experience with the active learning formats used throughout the pre-clerkship curriculum (PBL, TBL, human structure and function labs); sessions focusing on personal wellness, study skills, use of the school's IT resources; BCLS training; and small-group discussion of scenarios related to professionalism that culminate in the students writing their own class Oath to recite at the White Coat and Gold Humanism pinning ceremony.

The remainder of Year 1 and Year 2 is made up of foundational science blocks that are integrated across disciplines, using a hybrid PBL model. The first 12-week block focuses on core principles in anatomy, histology, biochemistry, microbiology, immunology, pathology, pharmacology, and physiology and is followed by a series of blocks designed around organ systems. Each block occupies 18-20 hours per week of scheduled activities. The concurrent Practice of Medicine (POM) courses include clinical skills training with standardized patients, simulation exercises, patient care experiences in the offices of primary care preceptors, and small-group discussions and large group interactive sessions focusing on clinical reasoning, case presentations, and curricular threads (genomics, research, ethics and humanities, leadership, biomedical informatics, and interprofessional collaboration). These clinical courses occupy four (4) hours per week in fall semester of Year 1 and eight (8) hours per week thereafter. Students have three (3) or four (4) half-days protected every week for independent study.

After each foundational science block, there are one or two weeks for Reflection, Integration and Assessment (RIA). They include summative assessments that address a range of competencies, 8-12 hours of scheduled curricular activities, student affairs activities, and scheduled one-on-one meetings with assigned advisers.

Students are required to complete a research project to graduate; most of them complete it during the 4-week Research course between Year 1 and Year 2.

The clerkship curriculum begins with two courses based at the NSU MD campus (Clinical Skills and Reasoning and Diagnostic Medicine) to prepare students for the start of clinical clerkships. The courses build on material from the pre-clerkship curriculum and focus on enhancing clinical skills and incorporating evidence-based strategies in clinical decision-making.

Year 3 clinical clerkships occur primarily in HCA/East Florida Division clinical sites and are scheduled as 4-week or 8-week discipline-specific clerkships. The six required clerkships are medicine and surgery (8 weeks each) and obstetrics/gynecology, pediatrics, primary care medicine, and psychiatry (4 weeks each). The year is structured with three clerkship blocks, with two or more required clerkships in each block, followed by two RIA Weeks. During the RIA weeks, students take the NBME subject ("shelf") examinations for the clerkships they completed during that block and participate in other scheduled assessment and curricular activities. There is an additional RIA Week in spring of Year 3 dedicated to career advising and planning for Year 4.

Year 4 starts in May of the third academic year, after a period of study for USMLE Step 2 CK. Students must complete a minimum of 28 weeks of required and elective experiences: a four-week sub-internship plus 24 weeks of electives (or 20 weeks of electives and four (4) weeks of required research if not completed in the Year 1 summer break). An additional 12 weeks in the schedule provide time for residency interviews or additional electives. A two-week course focused on preparation for residency occurs at the same time as the NRMP match in Year 4.

Dr. Kiran C. Patel College of Allopathic Medicine (NSU MD) Curriculum Schematic

	July	August	September	October	November	December	January	February	March	April	May	June	July	
Year 1	Professional Immersion (2)	Fundamentals (12)			RIA (1)	Hematology (4)	RIA (1)	GI, Nutrition, Endocrine, Reproductive (10)		Break	RIA (1)	Cardiovascular, Pulmonary, Renal (12)		RIA (1)
		Practice of Medicine 1 (16)			Practice of Medicine 2 (22)		Practice of Medicine 2 (22)		Practice of Medicine 2 (22)		Practice of Medicine 2 (22)		Practice of Medicine 2 (22)	
Longitudinal Threads: Ethics & Humanities, Genomics, Research, Interprofessional Collaboration, Biomedical Informatics, and Leadership														
Year 2	Required Research or Required Independent Study (4)	Brain, Body, Behavior (14)			RIA (1)	Winter Break (4)		USMLE Step 1 Study (8)		Clinical Skills and Reasoning (8)	Diagnostic Medicine Clerkship (6)		Clerkship Block 1 (8)	
		Practice of Medicine 3 (14)			Practice of Medicine 3 (14)		Practice of Medicine 3 (14)		Practice of Medicine 3 (14)		Practice of Medicine 3 (14)		Practice of Medicine 3 (14)	
Longitudinal Threads														
Year 3	Summer Break (one)	Core Required Clerkships Block 2 (16) (Medicine + Surgery + OB/GYN + Pediatrics + Primary Care Medicine + Psychiatry + Selective)			Break (1)	RIA for Clerkship Block 2	Winter Break (3)		Clerkships Block 3 (12)		RIA for Clerkship Block 3 and M4 Planning		Break (2)	
		Req'd Research or Req'd Clinical Rotation* or Elective (4)			Req'd Research or Req'd Clinical Rotation* or Elective (4)			Req'd Research or Req'd Clinical Rotation* or Elective (4)			Req'd Research or Req'd Clinical Rotation* or Elective (4)			Req'd Research or Req'd Clinical Rotation* or Elective (4)
Longitudinal Threads														
Year 4	Break (1)	Req'd Research or Req'd Clinical Rotation* or Elective (4)		Req'd Research or Req'd Clinical Rotation* or Elective (4)		Req'd Research or Req'd Clinical Rotation* or Elective (4)		Req'd Research or Req'd Clinical Rotation* or Elective (4)		Req'd Research or Req'd Clinical Rotation* or Elective (4)		Req'd Research or Req'd Clinical Rotation* or Elective (4)		
		Break (1)		Match and Residency Preparation		Break (1)		Remaining Req's or Elective(s) as needed		Remaining Req's or Elective(s) as needed		Remaining Req's or Elective(s) as needed		
Commencement														



* All students are required to complete one sub-internship. Required research is replaced by an elective for students who completed research in Year 2.
RIA = Reflection, Integration, and Assessment. Include assessments, longitudinal mentoring activities, leadership training, reflective exercises, and interprofessional activities.

Revised 10.29.21

MD Program Educational Program Objectives and Competencies

The Educational Program Objectives (EPOs) are based on current literature on medical competencies, including the ACGME competencies, publications from the Interprofessional Education Collaborative Panel (IPEC), and publications by the AAMC including Englander et al. “Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians.” There are nine general competencies, with 4-8 EPOs for each. The EPOs describe abilities the students are expected to demonstrate and specific outcome measures are used to assess students’ attainment of the EPOs. The EPOs are the basis for mapping of learning objectives for blocks, courses, clerkships, and individual learning activities (e.g., lectures, labs, PBL cases, clinical experiences with patients) to determine if there are gaps in the content of the curriculum.

See Appendix. Curriculum Mapping Chart, which lists all the EPOs and links them to the methods used for assessment of student performance, the Physician Competency Reference Set (PCRS), and the Core Entrustable Professional Activities for Entering Residency (EPAs).

Student Handbook Policies

STUDENT HANDBOOK: The NSU MD Student Handbook contains many useful policies that apply to students and faculty members. The first portion of the Handbook pertains to NSU MD specifically. The second portion of the Handbook pertains to the rules and policies of the Health Professions Division (HPD). The third portion of the Handbook contains the global institutional (NSU) policies. The Handbook can be found at <https://md.nova.edu/student/student-policies.html>. Also posted on the site are links to any updates, amendments, or added policies not included in the Handbook at the time of publication. This should be your go-to reference on any question concerning student-related policies.

BE AWARE: Faculty members are not empowered to grant students exemptions from or exceptions to NSU MD policies. For example, faculty members may not permit the wearing of scrubs outside the lab and adjacent changing area, nor permit students to wear Croc sandals, etc. Faculty members may not excuse students from mandatory class activities.

For Easy Access: Policies and Other Information for Block, Course, and Clerkship Directors

Appendix. PBL Faculty Manual
Appendix. IQ Facilitator Manual
Appendix. Course Report Template
Appendix. Clerkship Report Template
Appendix. NSU MD Course List and Credits
Appendix. Grading Standards Policy

For Easy Access: Policies Related to Professional Behaviors and Relationships Between Faculty and Students

Responsibilities of Teachers and Learners

The College has adopted the *AAMC Compact between Teachers and Learners of Medicine*. Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This compact serves as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

Guiding Principles

DUTY. Medical educators have a duty, not only to convey the knowledge and skills required for delivering the profession's contemporary standard of care, but also to inculcate the values and attitudes required for preserving the medical profession's social contract across generations.

INTEGRITY. The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

RESPECT. Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

Commitments of Faculty

- We pledge our utmost effort to ensure that all components of the educational program for students and residents are of high quality.
- As mentors for our student and resident colleagues, we maintain high professional standards in all interactions with patients, colleagues, and staff.
- We respect all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes toward any student or resident.
- We pledge that students and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest; we monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure students’ and residents’ well-being.
- In nurturing both the intellectual and the personal development of students and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
- We do not tolerate any abuse or exploitation of students or residents.
- We encourage any student or resident who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff members; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

Commitments of Students and Residents

- We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.
- We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.
- We pledge to respect all faculty members and all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.
- As physicians in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all our interactions with patients, colleagues, and staff.
- In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents in meeting their professional obligations, as well.

Relationships Between Teachers and Students

Students and teachers should recognize the special nature of the teacher-learner relationship, which is in part defined by professional role modeling, mentorship, and supervision. Because of the special nature of this relationship, students and teachers should strive to develop their relationship to one characterized by mutual trust, acceptance and confidence. Both must recognize the potential for conflict of interest and respect appropriate boundaries.

Code of Academic and Professional Conduct for Students in NSU MD

The practice of the art and science of medicine must be based on reverence for life, compassion and respect for the patient, competence, and integrity. Hence, NSU MD expects its students to exhibit compassion; to be considerate and respectful towards patients, their families, instructors, staff, and each other; to grow in knowledge and clinical skill; and to act honorably at all times.

Each matriculating class of students in the NSU MD will recite their Class Code of Conduct at a ceremony immediately following completion of Professional Immersion, before they begin the Fundamentals block and Practice of Medicine 1 course, marking their readiness to tread the path leading to the M.D. degree. This Code of Conduct is written by the students themselves, based on small group exercises and discussions of appropriate academic and professional conduct for students of medicine. The exercise and discussions are facilitated by NSU MD faculty members. The Code of Conduct for each class will be posted in classrooms, used in reflective exercises in various courses, and serve as a guide for student behavior throughout their studies in NSU MD. By writing and reciting their own Code of Conduct, students pledge to adhere to its tenets throughout medical school, in all settings that reflect upon the integrity and suitability of the student to practice medicine. Successful progression through the curriculum and graduation with the M.D. degree are contingent upon the student's adherence to the Code of Conduct of his or her class and to the AMA Principles of Conduct for medical students.

Student Mistreatment Policy

1. Preamble

NSU MD is committed to providing and maintaining a positive environment for study and training, in which individuals are judged solely on relevant factors such as ability and performance and can pursue their educational and professional activities in an atmosphere that is humane, respectful, and safe. Our students are exceptionally talented individuals, dedicated to becoming outstanding physicians, who have selected this medical college for their training. Effective learning is possible only in an environment where students can trust their teachers to treat them fairly and with respect. The teacher may be a faculty member, resident, student, or other member of the health care team. The teacher learner relationship is unique because students are vulnerable, depending on many of their teachers for evaluations and recommendations. In addition, medical education includes mastering not just pathophysiology, but also the essentials of professional behavior. Students learn professional behavior primarily by observing the actions of their teacher role models. Unprofessional, disrespectful, or abusive behavior by teachers is antithetical to standards of professional conduct that medical students are expected to master. These behaviors by teachers may also be self-perpetuating, as students come to believe that such behavior is appropriate when they assume the role of teacher.

2. Responsibilities of Teachers and Learners

The College has adopted the AAMC Compact between Teachers and Learners of Medicine. This compact serves as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

3. Unprofessional and Abusive Behaviors

The responsibilities of teachers and students listed in the compact constitute examples of respectful and professional behaviors. These are our standards. Mistreatment of students can occur in a variety of forms

and may seriously impair learning. Types of abuse include verbal, power, ethnic, physical, and sexual harassment. Examples of mistreatment of students include, but are not limited to, repeated instances or single egregious instances of:

- yelling or shouting at a student in public or private
- criticism or other actions that reasonably can be interpreted as demeaning, insulting, or humiliating
- assigning duties as punishment rather than education
- unwarranted exclusion from reasonable learning opportunities or intentional neglect or lack of communication (e.g., neglect in a clerkship, of students with interests in a different field of medicine) or other instances that cause unwarranted exclusion from reasonable learning or professional opportunities
- threats to fail, give lower grades, or give a poor evaluation for inappropriate reasons
- disregard for student safety
- denigrating comments about a student's preferred choice of specialty
- asking students to carry out personal chores
- unwelcome repeated sexual comments, jokes, innuendos, or taunting remarks about one's body, attire, age, gender, ethnicity, sexual orientation, or marital status
- comments about stereotypical behavior or ethnic jokes
- intentional physical contact such as pushing, shoving, slapping, hitting, tripping, throwing objects at, or aggressive violation of personal space

NOTE: Certain mistreatment behaviors such as sexual harassment; discrimination based on race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity; and veteran status are also covered under NSU policies. Such complaints will be handled in accordance with NSU's policy and procedures, available at nova.edu/title-ix or, in situations involving disability discrimination, at www.nova.edu/studentaffairs/forms/studenthbk_aug2017.pdf page 43. If NSU MD personnel receive a complaint that appears to be covered under these NSU policies, they will forward the student's complaint to the appropriate NSU office for further institutional action by NSU. When a medical student is alleged to have engaged in medical student mistreatment, the Assistant Dean for Admissions and Student Affairs (ADASA) will determine whether such cases shall be handled under this policy (including referral to responsible NSU offices) or by the Student Progress and Advising Committee (SPAC). Disputes over grades are handled by the College's grade appeal policies.

4. Policy's Objectives

This policy and related procedures aim to protect medical students from mistreatment by any faculty (pre-clerkship and clinical) or staff member associated with the College, including clerkship directors, attending physicians, residents, and other medical students by:

- educating all members of the College about student mistreatment
- prohibiting medical student mistreatment by anyone associated with the College
- encouraging the early identification of medical student mistreatment as a preventive measure
- identifying individuals to whom medical students can report mistreatment
- requiring those who receive complaints regarding student mistreatment to report the complaint to the appropriate administrator
- providing a confidential system for reporting mistreatment
- prohibiting retaliation against those who report mistreatment
- assuring confidentiality to the fullest extent possible

- assuring that all reports of mistreatment will be thoroughly and promptly addressed
- providing an avenue for corrective action

5. Actions if Any Students Believe They Have Been Abused or Mistreated

The student should, first, carefully examine the circumstances of the incident or incidents which occurred. The student may discuss the event with someone else who witnessed it, or with another student or individual whose judgment the student trusts. Did the event come under the behaviors listed in Section 3 above? If so, there are four processes available for addressing the incident—informal resolution, consultation, and formal complaint. Often, concerns can be resolved informally or through consultation. If the matter is not satisfactorily resolved through the informal resolution or consultation process, then the person who made the allegation of mistreatment (whether a medical student or otherwise) or the person against whom the allegation was made may initiate a formal complaint. The goal of these processes is to foster the student's educational experience by minimizing behaviors which detract from it.

Informal Resolution—Students may do this by directly approaching the person whom they feel mistreated them and expressing their concern.

Consultation—Meet with the student's block/course/clerkship director and describe what happened. If the block/course/clerkship director takes action to settle the complaint, he or she will submit a written report of these actions to the Assistant Dean for Admissions and Student Affairs (ADASA). If the student is not satisfied with his or her interaction with the block/course/clerkship director, or does not feel comfortable approaching him or her, or the abuser is the block/course/clerkship director, the student may meet with the Executive Associate Dean for Academic and Student Affairs to discuss possible avenues for resolution.

Formal Complaint—Students can make a formal complaint in writing to the Executive Associate Dean for Academic and Student Affairs. They can also make a formal complaint in writing to a Learning Community Mentor or any other staff or faculty member at NSU MD. However, it is important that the Executive Associate Dean for Academic and Student Affairs be made aware so that the complaint can be properly addressed and remediated according to the procedures below.

Anonymous Reporting—Students may make a complaint confidentially (and anonymously, if desired) through the NSU MD electronic Professional Accolade and Incident Reporting System (PAIRS), available on-line at <https://www.nova.edu/webforms/md/professionalism-incident/>

6. Procedure for Handling Complaints of Student Abuse

The ADASA will be responsible for hearing complaints of student abuse or mistreatment which are not settled through the informal resolution or consultation process. He or she will be responsible for reviewing the complaint and obtaining additional information. If the initial review discloses that the complaint warrants further review, he or she will convene an ad hoc committee to hold a hearing. The person against whom the complaint is made will be notified in writing of the complaint and the policy for handling such complaints, and both parties will be invited to attend and participate in the hearing. A copy of the notification will be sent to such person's Department Chair, or, if the accused is the Chair, to the responsible dean (for faculty), supervisor (for employees), training program director (for residents) or Learning Community Mentor (for students).

If, however, the initial review discloses that the complaint has no merit, the ADASA will dismiss it. The student will be notified and may appeal to the Executive Associate Dean for Academic and Student

Affairs (EADASA). The EADASA may uphold the decision of the ADASA, or he or she may determine that the complaint warrants further review and convene an ad hoc committee as described above.

The ad hoc committee will meet to review the facts of the complaint and may receive written or oral testimony from both complainant and accused. All materials will be held confidential by the committee. The person against whom the complaint is made may attend the hearing and will be provided the opportunity to rebut the complaint. The chair of the ad hoc committee will submit a written report of the committee's findings to the EADASA. The EADASA will notify in writing the person against whom the complaint is made and the student of the findings. The Department Chair, supervisor, program director or Learning Community Mentor and SPAC will also be notified (see above) and will be responsible for determining disciplinary or corrective actions. The EADASA will be notified in writing of any disciplinary or corrective action taken. Records of the proceedings will be kept by the EADASA. All complaints of student abuse or mistreatment brought to the EADASA will be cross-checked to determine if the person against whom the complaint is made has been cited previously.

If an allegation of abuse or mistreatment is made against an individual at an affiliated clinical site, the EADASA will meet directly with the student and applicable officials at such site to address and remediate the situation. In the interim, provisions will be made to reassign or remove the student from interaction with the person against whom the complaint is made.

7. Appeals Process

If either the student or the person against whom the complaint is made wants to appeal the decision of the ad hoc committee, the Executive Associate Dean for Academic and Student Affairs, or the ADASA, a written appeal must be submitted to the Dean of the College within five days of notification of the decision. The Dean or her/his designee will conduct an appeal review by examining the facts gathered during the process as well as any new facts offered by either party for consideration. The Dean or designee will notify the parties in writing of his or her final decision.

8. Confidentiality

Unless legally required (e.g., there appears to be imminent risk of serious harm, a criminal investigation, mandatory Title IX reporting, mandatory disability discrimination reporting, court order, or as otherwise required by law), all officials involved in the investigation of mistreatment will hold all communications with those seeking assistance in confidence, and not disclose confidential communications unless given permission to do so. Substance of matters discussed in the office will remain confidential, but the ADASA will report general, de-identified trends of issues to provide feedback to the Dean and designees and to advocate systems change when appropriate. The ADASA and other investigators and decision-makers will strive to maintain confidentiality to the full extent appropriate, consistent with the need to resolve the matter effectively and fairly. The parties, persons interviewed in the investigation, persons notified of the investigation, and persons involved in the proceedings will be advised of the need for discretion and confidentiality. Inappropriate breaches of confidentiality may result in corrective or disciplinary action.

9. Retaliation

The College strictly prohibits retaliation against anyone reporting, complaining of, or providing information in a mistreatment investigation or proceeding. Examples of retaliation include, but are not limited to, assigning a lower grade, describing the reporting individual as a “snitch,” or making comments that the reporting individual is not to be trusted. Alleged retaliation will be subject to investigation and may result in corrective or disciplinary action up to and including termination or expulsion.

10. False Claims

A person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, will be subject to disciplinary or academic corrective action and, in the case of students, may involve a referral to SPAC.

Policy on Recusal from Academic Evaluation of Students by Faculty Members

It is the policy of NSU MD that faculty members who provide health, medical, or psychiatric/psychological services to a medical student or who have a close personal or familial relationship with a medical student will not be involved in the academic assessment of or in decisions about the promotion of that student.

Preface: Assessments in and promotions through the academic program of NSU MD are expected to be made fairly, impartially, and without bias. On occasion, a student may have a close personal relationship with or will have been provided medical or mental health services by a faculty member, either before or after the student has enrolled in the NSU MD program. Because such a faculty member has access to sensitive and confidential information that might have the tendency to influence the faculty member's judgment about the student's academic performance, such faculty members are not permitted to participate in the academic assessment of or decisions about the promotion of the student. The assessment and promotion process should consider only academic and humanistic considerations when assessing student performance. To accomplish that goal, both faculty and students have an obligation to alert the Office for Medical Education so that such situations may be avoided. In addition, SPAC members must identify as early as possible any situation that could reasonably call into question the judgment of the member.

Policy: As soon as a conflict of interest or the appearance of a conflict of interest is recognized, faculty members participating in the College student assessment process shall recuse themselves from both assessment of the student in blocks, courses, or clerkships and any discussion of and voting on the student. A conflict of interest is present if the faculty member has or has had a treatment relationship with the student or has or has had a close personal or familial relationship with the student. Faculty members shall bring any conflict to the attention of the Director of Student Affairs as soon as they become aware of the situation. Generally, any conflict is considered resolved by 1) recusal of the affected faculty member from an academic assessment role or proceedings involving the student before SPAC, or 2) if the faculty member is in a position to mentor or assess the student in other NSU MD educational activities, the replacement of the faculty member with an unconflicted faculty member or reassigning the student to an appropriate alternative experience. The Executive Associate Dean for Academic and Student Affairs will determine whether additional steps should be taken to manage the potential conflict.

Procedure for medical students with a prior or ongoing relationship with a faculty member or resident physician

In the case that a medical student is assigned to work with a faculty member or resident physician with whom they have had a prior or ongoing professional care provider relationship or close personal relationship, either party must request that the student be granted an immediate change of assignment without fear of reprisal for this request. The medical student should contact the Director of Student Affairs, who will facilitate an immediate reassignment for the student. The faculty member should contact the Director of Student Affairs, who will alert the course/clerkship director immediately about the need to change the assignments and to ensure that the faculty member will have no influence on the assessment or

determination of the grade of the medical student. The resident physician should contact the Director of Student Affairs, who will contact the residency program directly to inform them of the relationship. The Director shall also alert the course/clerkship director immediately about the need to change the assignments to ensure that the resident will have no influence on the assessment or determination of the grade of the medical student.

Reporting potential or actual conflict of interest and academic scheduling

At the beginning of each course, rotation, or clerkship at NSU MD, the Office for Medical Education provides students and faculty members with a small group facilitator, preceptor, attending, and/or clinical site assignments as a routine part of the scheduling process. Students and faculty members must report any potential and/or actual conflicts of interest with one another that might necessitate a change in assignments.

Regarding the psychiatry clerkship, information about potential teacher/physician dual relationship will be provided to the medical students on the first day. Students are told that if they have seen a clinician at the facility as a patient, they should notify the curriculum coordinator who will modify the schedule to avoid activities with the clinician in question, without alerting the site director as to the purpose of the schedule change. If a change in assignment needs to be made because of any of the aforementioned conflicts, the type of conflict will generally not be disclosed to the individuals involved, in the interest of privacy. The course administrator(s) will be instructed to facilitate such requests without inquiring as to the nature of the conflict of interest. Students have the obligation to avoid small groups, preceptor assignments, clinical sites, as well as specific clerkship and elective rotations where evaluating faculty members have a close or personal relationship with the student. Final schedules and assignments remain at the discretion of NSU MD.

Confidentiality of Student Education Records (FERPA)

Federal law protects student records privacy review and disclosure rights. Student educational records are confidential and may not be released without signed consent from the student. NSU faculty and staff have a legitimate educational interest in having access to these records, but they have a responsibility to protect and keep records confidential. Details are available at <http://www.nova.edu/registrar/services.html> . Policies and procedures pertaining directly to students in NSU MD are detailed in the NSU MD Student Handbook.

What If You Can't Find (Or Found But Want To Change) a Policy?

Questions about the existence or scope and substance of any NSU MD policy can be addressed by discussion with the ADESQ (954) 262-1081. Anyone wishing to modify a policy should bring their suggestion/request to the ADESQ. If the faculty member feels strongly that an exemption to a policy should be granted, he/she should discuss the matter with the EADASA.

Contact Information for Accrediting and Governing Agencies

Anyone wishing to file a complaint with NSU's accrediting agencies may contact:

- Southern Association for Colleges and Schools Commission on Colleges—sacscoc.org
- Liaison Committee for Medical Education (LCME) www.lcme.org

Any person concerned about the quality of an undergraduate medical education program accredited by the LCME may contact the Secretariat to discuss lodging a complaint. Only those complaints will be investigated that, if substantiated, may constitute noncompliance with accreditation standards. The LCME will not intervene on behalf of an individual complainant regarding, for example, matters of admission, appointment, promotion, or dismissal of faculty or students.