



INDIANA UNIVERSITY

SCHOOL OF MEDICINE

**EVERYTHING YOU NEED
TO SURVIVE AND SUCCEED AS
A FIRST YEAR MEDICAL STUDENT**



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Welcome to Indiana University School of Medicine

Welcome to the Indiana University School of Medicine! We are proud to welcome you to the largest medical school in the United States. We hope you will take advantage of the many opportunities available to you throughout your time here, including student leadership positions, service projects, research opportunities, and many more. Please review this survival guide to acquaint yourself with the services and activities available to you on your journey to complete your MD. Congratulations, and we wish you a successful time at Indiana University School of Medicine!

Academic Survival at IUSM

The transition from being an undergraduate student to a medical student can be difficult. The following section outlines some tips for your first year, information about the classes you will take, the best places to study, how to use Outlook, and the Mentoring and Advising Program.

Tips for Your First Year

Ruth Lilly Medical Library

The library has a number of resources available to students. Many textbooks or study books are on reserve at the library and may be checked out by students, often for a 24-hour loan period at a time but it varies by the book. Printing is also available in the library by sending documents to a wireless printer and using your ID and printing balance. Directions for printing can be found here:

<http://library.medicine.iu.edu/services/printing>

Some useful site links are found below with a description of available resources.

- <http://iupui.campusguides.com/ms1textbooks>: A list of print copies available and links to e-books for courses MS1 students are taking.
- <http://iupui.campusguides.com/medstudents>: Links to useful websites such as AccessMedicine, which includes a large number of textbooks available electronically to students, and Lexi-comp, a drug database.

National Board of Medical Examiners

The National Board of Medical Examiners exams are shelf exams at the end of all or the majority of courses. The professor determines what percentage of your grade this exam is worth and will announce whether or not the exam has been customized. If the exam has been customized, the professor picked which questions will be given so that all material has been covered in the course. All of these exams are cumulative and can be studied for by using course notes as well as outside resources if you wish. Often outside resources are used as a quick review of material. Example questions can be found on the NBME website:

http://www.nbme.org/pdf/SubjectExams/SE_ContentOutlineandSampleItems.pdf.

Blocks

A majority of the first year courses follow the block exam schedule. Each block is around 4-5 weeks followed by 1 week of exams for all courses (2 weeks for the final block). There are three exam blocks per semester. The last exam block includes both Exam 3 as well as the NBME shelf exam.

Grades

Currently the grading system at IUSM is Pass/Fail with additional grades of High Pass and Honors. The syllabus for each course outlines the requirements for each grade. Introduction to Clinical Medicine and Clinical Problem Solving are Pass/Fail only.

Old Exams/Quizzes

Exams and quizzes from previous years are available for purchase as a study tool from the Peer Advisory Program Committee. Watch for an email about this.

Anatomy

This course is made up of a lecture and lab portion. The lecture is held three times per week and lab as well. 6 students are assigned per cadaver and in the past have been split in an A and B group, which take turns dissecting and then teaching the material. When it is not your dissection day, prosection cadavers are available to study that have been dissected by teaching assistants. Models and bones are also available to study. Students have access to the lab 24/7 with their ID card for studying outside of scheduled dissection time. The NBME for this course is not customized, meaning the professors have not seen the questions before and some of the material might not necessarily have been covered specifically. Outside resources such as *BRS Anatomy* can be used to study for this exam as well as class notes.

Class

An anatomy atlas is used by a majority of students to study for both the lecture and lab portion of the course. *Netter's Atlas of Human Anatomy* is a popular choice but there are many other atlases available so it is a matter of student preference. An electronic copy of *Netter's* is available on the library website as well as a print copy on reserve. Check the course page for additional study resources uploaded by the professors including practice questions, videos, charts, and diagrams.

Lab

Previously, the course fee has covered the cost of printed class notes, 1 Thieme Dissector per group plus an electronic version, and dissection tools provided to the student. Gloves are not provided and students should buy and bring their own. Scrubs are worn by many students but are optional—any clothes can be worn but note that they will smell strongly afterwards.

http://www.med.umich.edu/lrc/coursepages/m1/anatomy2010/html/courseinfo/labs_systemic.html: Website used by many students to study for lab. Dissection images are used to quiz students on structures.

- Dissection videos are available on the course page to watch in advance to see an example of a completed dissection.
- A practice practical is held before each exam block and contains tagged structures in a setup similar to the actual lab exam

Genetics

This course has not followed the block exam schedule in the past. Rather, there is a mid-term and a final. This class is only 2 credits, and does not have as many lectures as other courses. Often a textbook is listed as required for this course, but many students opt to use the course notes or online resources. The library has a different textbook available electronically.

Cell and Molecular Biology

No textbook is required for this course. Some students use the *Board Review Series (BRS) Cell Biology* book to study for the NBME exam for this course. The NBME is customized though so class notes should cover all material.

Biochemistry

Exams for this course include both a multiple choice and a written portion. Old exams are posted online by the professor from the past several years for practice. No textbook is required for this course, but the library has three textbooks available for reference. The library also has a study aid available for checkout called *High Yield Biochemistry* for the NBME exam, which is customized.

Introduction to Clinical Medicine I

This is a small group class rather than a large lecture. Groups meet weekly with their preceptor and discuss topics relating to the doctor-patient relationship. Attendance is mandatory. There will be several practice, as well as graded, patient interviews with both real and standardized patients. This course and your preceptors teach you how to conduct a full medical history. On the course page, a History and Physical card is provided, and you can print this off to use for the first couple of interviews. It must be memorized eventually, as you will not be able to use it for reference during interviews after that point. You can use it as is or type up your own version with slight changes such as order, to make it easier to memorize. Students often ask the Review of System portion of the interview from “head to toe” order, rather than the order it is printed in, so as to make it easier to catch all systems. All readings are posted on the course website, but if the link does not work, the book is available electronically on the library website. This is a full year course and you stay with the same group and preceptor the entire year. At the end of the year, students will have their Objective Structured Clinical Examination, a graded interview with a standardized patient at the Fairbanks simulation center. This evaluation must be passed in order to pass the course.

Clinical Problem Solving

This is a small group class with assigned professors. Attendance is mandatory at all small group and case wrap-up sessions. This course runs the entire year and is made up of eight cases (4 per semester). Students are given case information piece by piece, in order to solve the case. Questions

are assigned at the end of the first two sessions. Resources may be used, and the library website has many excellent options. AccessMedicine can be used for textbooks or PubMed for articles that may be needed for class assignments.

Microbiology

Students seem to use the most outside resources for this course, potentially due to the higher amount of memorization of material required by this course. The library offers a number of textbooks electronically or in print. AMWA sells a “bug chart” which gives quick information on each pathogen as well as “buzz words” to look for to recognize an infection by that pathogen. Some students purchase *Microbiology Made Ridiculously Simple*, a book that includes many summary charts and mnemonics to help students learn. Some students purchase access to Sketchy Micro (sketchymedical.com), a visual learning tool which includes videos to help students learn. *Review of Medical Microbiology* by Murray is a book full of microbiology questions to be used for quizzing before exams. Students also used *BRS Microbiology and Immunology* to study for the NBME, which is customized. Check the course page for resources uploaded by the course director. In previous years, the course director uploaded many resources including charts, practice questions, cases, and answers.

Physiology

This course is made up of lectures, as well as Team Based Learning sessions. There is not a single particular textbook suggested for this course, as each professor teaching different sections has a preferential textbook for that topic. The library does have several physiology textbooks available in print or electronically, including ones used by professors in the course. Practice questions are posted online by the course director, and are useful for studying. The NBME for this course is not customized, so review books may be helpful. *BRS Physiology* is popular among students for studying for the NBME.

Histology

This course has both a lecture and lab portion. The lab portion includes looking at slides through a microscope for identification and structures. Professors are present during lab sessions to assist students, but the lab is also accessible 24/7 with your ID card. The suggested textbook, as well as atlas, are available electronically through the library website. “Troyer Notes” are available on the MS resource box, as well as for purchase printed, and are a resource used by many students. Exams for this class include both a traditional multiple-choice portion, as well as a laboratory image portion with questions on identification, structures, and knowledge about the histology shown. Additional microscope slides are available online through websites for practice. List of some available: <http://www.med-ed.virginia.edu/courses/cell/links.cfm>. Before each exam block, the course director holds a practice exam session in which slides are shown and questions are asked similar to the actual exam. This session is not recorded so you must attend in order to see the practice exam slides.

Immunology

This class includes both lectures as well as Team Based Learning sessions. The suggested textbook is on reserve at the library, and available for checkout. The library also has an electronic version of a different textbook. A book some students used for an overview of topics is *How the Immune System Works*. The NBME is customized for this course with class notes as the most used resource.

Mediasite

This site is used to watch recorded versions of the lectures. The recordings can be sped up or slowed down when viewed on a computer (not a mobile device). The previous year's lectures are available for viewing if a student wishes to watch a lecture before the class session is held if the lecture material has not been changed by the professor. Recordings of the class lectures are available on Mediasite usually within 10 minutes following the session. Mediasite can be accessed at: <https://medaudio.medicine.iu.edu/Mediasite/Login>

MS Resource Box

All IUSM students have access to Box for storage of their documents and study materials (box.iu.edu). They also have access to the MS Resource Box where folders of resources are available for courses and sorted by year. Check out the MS1 folder for additional resources. iu.app.box.com/msresources/

Medical Student Education Website:

Visit this website for answers to Frequently Asked Questions as well as other information: <http://msa.medicine.iu.edu/class-years/newstudentfaq/classes/>.

Visit this website for an online survival guide complete with information on Indianapolis such as where to shop for groceries, get your hair cut, attend worship, and more.

<http://msa.medicine.iu.edu/campuses/survivalguide/indianapolis>

Student Curriculum Liaison Committee

Representatives for each course will be chosen before Block 1 exams. This representative will meet with the course director once before each exam block, and serves to bring student feedback to the course directors as well as help provide communication for the director to students about exam and study information. This resource can be used to make suggestions on course format, and will improve overall communication between professors and students.

Places to Study

Ruth Lilly Medical Library: three floors and 24-hour access. For afterhours access, go to the second floor and swipe your ID card to get in. You can check out textbooks, study resources, and even skulls to study for anatomy. Group study rooms are available on the second floor. There is a Keurig and microwave available for student use, also located on the second floor.

Daly Student Center: Rooms can be used for studying when not reserved for meetings or events. Check the schedule outside the door. This is the central location for first and second year medical students. Each MS1 is assigned a locker, kept through second year, and a mailbox kept for all four years. There are microwaves, a Keurig, and refrigerator space available for student use in Daly as well as tables to eat at. There is a small workout space in Daly, which you can access with your student ID card. A shower is available in the bathroom.

Indianapolis Public Library: several branches throughout the city. For the downtown location, parking is free on Sundays.

IUPUI Campus Center: Barnes and Noble, study rooms.

Academic Advisors

IUSM is dedicated to ensuring that every student has access to the resources they need to be successful in their medical career. The Academic Advising and Career Mentoring program is designed to offer all students the resources they need from their first day of classes, to the day of their successful match into a residency program, and graduation from medical school.

You will be notified of your advisor during the summer, prior to Orientation in August. You and your advisor will be given access to CANVAS, and will need to complete the online introductory survey. You will be asked to provide your email and phone number and preferred method of communication with your advisor. You will receive contact cards with your advisor's contact information at the Meet and Greet during orientation. You will also be asked to answer questions that will allow your advisor to get to know you better.

There are Four Goals in regards to Academic Advising:

1. To enhance the academic support for students throughout their medical school career
2. To facilitate professional development related to career selection
3. To optimize each medical student's well being
4. To improve each medical student's connection to IUSM

Schedule of Classes

Course	Total Credit Hours	Target Contact Hours
Biochemistry (3) & Molecular Biology (3)	6	99.0
Evidence-Based Medicine & Biostatistics	1	16.5
Gross Anatomy	7	115.5
Histology	5	82.5
Introduction to Clinical Medicine I	3	49.5
Introduction to Clinical Medicine II	21	346.5
Medical Genetics	2	33.0
Microbiology (4) & Immunology (2)	6	99.0

Neuroscience	5	82.5
Pathology, General (6) & Systemic (5)	11	181.5
Pharmacology	6	99.0
<u>Physiology</u>	<u>7</u>	<u>115.5</u>
Total	80	1320

Outlook

The MS1 and MS2 calendars for the Indianapolis campus are posted in Outlook. See instructions below for adding the Indianapolis MS1 and/or MS2 Calendars to your shared calendars in Outlook or for copying the Indianapolis MS1 and/or MS2 calendar to your calendar in Outlook. If you are at a Center campus, please look for guidance on Outlook calendars from Center administration.

Instructions for Adding the Indianapolis MS1 and/or MS2 Calendars to Your Shared Calendars in Outlook

- Using the Desktop or IUanyWare version of Outlook
- Select Calendar on the left side menu
- Select Open Calendar, then Open Shared Calendar on the top menu
- In the Name field, enter “ms1indy” for the MS1 calendar or “ms2indy” for the MS2 calendar
- Select OK

The calendar will show up in your list of Shared Calendars (aka People’s Calendars in the Outlook web app)

-OR-

Using the Outlook web app

- Login with your IU username and passphrase
- Select Calendar on the left side menu
- Select Share then Add Calendar on the top menu
- In the field that reads Calendar from your organization [pre-selected], enter “ms1indy” for the MS1 calendar or “ms2indy” for the MS2 calendar
- Select OK

The calendar will show up in your list of People’s Calendars (aka Shared Calendars in the Desktop version)

Instructions for Copying the Indianapolis MS1 and/or MS2 Calendar to Your Calendar in Outlook

Open the Desktop or IUanyWare version of Outlook and, if you have not already added the MS1 or MS2 calendar to your shared calendars, do that before following the steps below.

- Select Calendar on the left side menu
- Select Folder from the top menu
- Select Open Calendar then Create New Blank Calendar

- A window will pop up with three fields.
 - Under “Name” enter a name for your calendar (e.g. Course Schedule)
 - Under “Folder Contains” make sure Calendar Items is selected
 - Under “Select where to place the folder” select Calendar
- Select OK and your calendar will show up under My Calendars
- Open the IUSM Indianapolis MS1 or the IUSM Indianapolis MS2 calendar from your list of shared calendars and make sure it is the only calendar in the window (deselect all other calendars)
- Select View from the top menu
- Select Change View then Active (this will turn the calendar into a list)
- Click anywhere in the list then Select All using CTRL-A (PC) or command-A (Mac) - all of the items should be highlighted
- Copy the list using CTRL-C (PC) or command-C (Mac)
- Select the calendar you created above and make sure it is the only calendar in the window (deselect the MS1 or MS2 calendar)
- Select View from the top menu
- Select Change View then Active
- Click anywhere in the window then Paste using CTRL-V (PC) or command-V (Mac) - all of the calendar items you copied should now be listed
- Change the View again, this time to Calendar

BE ADVISED: The copy you have created is NOT linked to the main calendar and thus will NOT reflect any changes made after you complete the above procedure. It is therefore your responsibility to maintain your calendar.

MAP- Mentoring and Advising Program

Medical education is a fascinating and rewarding path, yet the path is long and can test the endurance and strength of even the most talented and committed students.

The Mentorship and Advising Program of Indiana University School of Medicine was designed by students and faculty to smooth that path for learners. Through holistic support, undergraduate medical students have access to career planning, self-assessment, advising, mentoring and insights into the many career options in health care. While IUSM has long offered mentoring and advising support for MS 4 students, the program is newly expanded with additional resources and a robust plan throughout the academic career under the leadership of Abigail Klemsz, M.D., associate professor of clinical pediatrics, and Michael McKenna, M.D., assistant professor, department of pediatrics, as part of their roles in Medical Student Education.

As a complement to MAP, student-designed houses and colleges – which provide a community-based approach to medical education -- will be designated with the goal of developing vertical

mentorship, wellness, humanism, friendly competition, and a statewide sense of belonging. The houses and colleges will utilize the structure and advising assignments associated with MAP.

Enhanced resources

IUSM has demonstrated an ongoing commitment to developing positive mentor relationships for students to support their academic and career success by providing MAP with:

- A leadership cabinet designed to support advisors and mentors
- Streamlined roles for advisors and mentors that emphasize learner time and minimize administrative matters
- Tools and resources to support mentors and advisors

Why mentoring and advising?

Students with mentors perform better as students and in their careers. Studies show that those enrolled in mentor programs:

- Were more satisfied with access to career mentoring, elective advice for scheduling and the residency application process
- Valued the ongoing contact with faculty members and experienced better research opportunities
- Enjoyed improved medical school performances, increased interest in research and aspired to a better medical career
- Felt more support at a personal level and rated their overall well-being as higher

Personal Survival at IUSM

While academics are a huge part of your time at medical school, there is also so much more! This section will offer you ways to get involved on campus, a wellness guide to help you take care of yourself, an introduction to the Peer Advisory Program's Mentorship, and College and House.

How to Get Involved

There are several ways to get involved during your four years at medical school. You can join one of the over forty Student Interest Groups; if you are interested in service, you can join the Medical Student Service Group; if you are looking for leadership opportunities, you can get involved with the Medical Student Council, or become a Class Officer. No matter what campus you are on, there are never-ending possibilities to make your time in medical school count!

Medical Student Council and Committees

The purpose of the Medical Student Council (MSC) is to discuss issues of interest to the students of the Indiana University School of Medicine, and to implement constructive courses of action arising from those discussions. The MSC is also responsible for appointing committee leadership to MSC committees as well as recommending students to sit on faculty and school committees. The MSC serves as student leadership for the student body and is given a prominent role in all faculty and school affairs. The Medical Student Council is composed of the class officers from all four medical classes and members of committees or organizations as defined in the MSC Constitution and Bylaws. The MSC functions through class committees as well as through school committees, and represents students in academic and other concerns. The Medical Student Council office is located in the Daly Student Center, room 188.

There are also Committees, which can be Dean-Appointed, MSC-Appointed, or Medical Student Education-Appointed. Dean-Appointed committee members serve an important role in the School of Medicine. The positions to which the Deans appoint students have been created over many years to fulfill a variety of needs, including the incorporation of a student perspective in administrative, curricular, and student life decisions. Students are selected to serve in Dean-Appointed positions after an application process, which includes an interview with existing members of the committee. Students are required to be in good academic standing. MSE and MSC-Appointed committee members have the responsibility and opportunity to host and lead various activities for students, and applicants must have a passion for the mission of each committee. Students are selected to serve in MSC-appointed positions after an application process, which includes an interview with existing members of the committee.

Class Officers

Each class elects class officers to conduct its affairs and to represent it in the Medical Student Council. Elections of officers for the third- and fourth-years are usually held during the preceding year. First- and second-year class elections are generally held within the first few weeks after the

beginning of fall classes to allow students time to become acquainted. During the period prior to first-year elections, the MSC will assist the first-year class.

Medical Student Service-Learning Group

IUSM defines Service Learning as a structured learning experience that actively engages student, faculty, and community members in a dynamic partnership that intentionally connects community-identified concerns with institutional learning objectives. If you are interested in getting involved in Service Learning projects and activities, visit <http://omsl.medicine.iu.edu/>

Student Interest Groups

Student Interest Groups (SIGs) are organizations that are founded and led by students at IUSM. Individuals may develop and found a SIG based on any theme of interest to members of the medical student population. Our SIGs are divided into groups based on their topic, such as Medical Specialty SIGs, National Medical Association SIGs, and Special Topics SIGs. There are over forty SIGs registered with IUSM. Some examples include Cardiology, American Medical Women's Association, and Children and Adults with Disabilities. You can view the entire SIG listing at www.indiana.edu/~msc/sig-listing/

Student Orgs Calendar

To keep up-to-date on all the events happening at IUSM, get the Student Orgs Calendar. First, you must own a Google Account. Then go to iupui.edu/~mscstaff/?q=node/91 and click +google calendar on the bottom right.

For Apple users:

1. settings → mail/calendars → gmail → sync calendars
2. google.com/calendar/syncselect check Orgs IUSM

For Android users:

1. settings → accounts & sync → Google → check sync calendar
2. calendar app → menu → check Orgs IUSM

Wellness Guide

Wellness is a way of life. Just like we eat and breathe daily, we need to care for ourselves daily for optimal performance. This wellness model is a useful tool to think about managing your well-being for maximum life-long health and performance.

To function optimally requires 3 things:

1. Observe yourself, check in and ask, "How am I doing in each of these dimensions?"
2. Assess your level of functioning or wellness
3. Determine your intervention and necessary dosing time to optimize your functioning

Overall wellness encompasses six dimensions. These dimensions may be used as a tool to focus on stress relief throughout the upcoming years. They support better balance in your life. Remember to assess and attend to each dimension, alternating between them. The six dimensions are: Physical, Social, Intellectual, Spiritual, Emotional, and Professional.

Physical

The physical dimension recognizes the need for regular physical activity. It encourages cardiovascular fitness, flexibility, and strength training along with other activities that contribute to a high level of wellness. The physical dimension also encourages knowledge about food and nutrition and discourages use of tobacco, drugs, and excessive alcohol.

Exercise doesn't have to mean spending an hour at the gym. You can do anything that gets your heart beating and your body moving. Our bodies are designed to move! While studying, stop every couple of hours to do a few minutes of movement. This can include jogging in place, elbow to knee crunches, jumping jacks, push-ups, squats, etc. This will increase blood flow, increase endorphins, and will help you feel refreshed and ready to return to studying. Take the stairs every opportunity you have. It may not seem like much, but the steps add up. Stretch! When stressed out, you hold tension in your neck and back. Lay in child's pose or 5 minutes and breath deep to relieve the tightness.

Tips from the Wellness Committee:

"You are always one workout away from a good mood. Working out is a priority, something to look forward to in-between the long hours of studying, and it's a great way to diversify your social circle."

"Take a 15 minute dance break! Turn on some music, get away from the books, and just dance! You will be surprised how much you smile and laugh after."

In regards to nutrition, meal prepping is your best friend!

Prepare meals on Sunday for the whole week. This saves time throughout the week and ensures you have healthy meals whenever hunger calls. Prepare meals in bulk and freeze extras to eat during test blocks. The Internet has hundreds of healthy recipes. Remember your deep leafy greens for high nutritional density. Add them to your smoothies too! Protein helps your brain stay focused during study marathons and decreases the temptation of vending machine junk or fast food.

Dr. Kunkle's Advice: Exercise fights stress, depression, anxiety, and promotes stress tolerance and cleanses the body of the stress hormones. Try to exercise 3-4 times per week for 30 to 45 minutes.

Social

The social dimension encourages contributing to one's environment and community. It emphasizes the interdependence between others and nature, and includes the pursuit of harmony within one's family and circle of friends. Seek and maintain your relationships. Not only does it help to have a solid support system around you to help you succeed in school and life, but it reminds you to keep in mind the human component of medicine. Have a STRONG support system of other students (classmates, upper classmen, physician mentors) surrounding you throughout the school year... there is nothing as great as having someone around who knows exactly what you are going through at any

Tips from the Wellness Committee:

"Make sure to keep some strong friendships outside of your med school classmates. I would call a good friend from college to chat and get advice when I needed it. This helped me to relieve stress and when I had problems; it helped me see things in a different way."

"Don't keep people around who bring you down. You will have enough on your plate, there is no room for drama."

given moment. Attend class events at the end of semesters! These nights are planned to burn off steam and create memories with your classmates. When it is not exam block time, be sure to take a day to have fun! Schedule fun events in advance so you have something to look forward to.

Dr. Kunkle's Advice: Practice connecting in small ways throughout the day with texts: "I love you," "thanks for your support," etc. Schedule date nights, family nights.

Intellectual

The intellectual dimension recognizes one's creative side. It encompasses stimulating mental activities. A well person expands their knowledge and skills while discovering the potential for sharing their gifts with others.

There are as many ways to study, as there are students in your class. Learn what studying style works best for you and stick to it. You may learn best by writing outlines, drawing diagrams, making flashcards or even teaching an invisible class. Find out early if you study better alone in a quiet place or with a group of students. Neither is better or the right way; just figure out what works for you. Even though you have to memorize to do well, focus more on learning and understanding, as it is crucial for the boards as well as being a doctor. Ask for help when you need it and before it is too late. Many great students find it difficult to keep up with the amount of material in medical school, be sure to ask professors and peers for help. If you think you need help, contact Student2Student (S2S) for a peer student guide at S2S@iupui.edu to answer adjusting and mastering medical education and life as a med student.

Tips from the Wellness Committee:

"Don't compare yourself to your classmates. Everyone has a different way of studying and will be at a different point in their studying. Comparison will just stress you out and make you feel behind, when what they are doing may not even work for you."

Dr. Kunkle's Advice: Eliminate automatic negative thoughts. Ask yourself: what would I tell a classmate or loved one in the same situation? Then say that to yourself! You will feel better and have more motivation.

Spiritual

The spiritual dimension recognizes our search for meaning and purpose in human existence. It includes the development of a deep appreciation for the depth and expanse of life, and natural forces that exist in the universe.

Tips from the Wellness Committee:

"Meditate, spend time outside, go to church, synagogue, mosque, or wherever you find spiritual sustenance. Carving out time to nourish your spirit and soul will help you be more resilient and remind you of the humanistic components of medicine."

If you are having difficulties, try to remember why you came to medical school. Reread your personal statement or think about the day you got accepted. Practice savoring the experience: art, music, writing, poetry, reading, exercising, meditation, family time, prayer, organized religion, singing, crafts, volunteering, or get a massage. Listen to yourself and you will know what you need. Give yourself a mini-break; this prevents you from feeling overwhelmed. A mini-

break is a great way to take a step back, breath and center yourself. Other activities that can help include: volunteering, spending some time away from your phone, and deep-breathing.

Dr. Kunkle's Advice: Learn and practice mindfulness, noticing the moment without judgment. Describe rather than judge yourself and others for optimal wellness. For example: "I'm noticing that my thoughts are wandering from what I'm studying. I'll consider how to bring my mind back to my studies.." Versus judging: "I'm such a loser, I can't keep up with the material. I'll never pass this exam." Notice the difference?

Emotional

The emotional dimension recognizes awareness and acceptance of one's feelings, the capacity to manage feelings and how to effectively cope with stress. Optimal performance requires emotional wellness, including the degree to which one feels positive and enthusiastic about oneself and life.

Medical school is an opportunity to do a lot more of something you enjoy and are very good at doing. Think positively, you will release the happy hormones of dopamine and serotonin rather than stress hormones adrenaline and cortisol. Your body and mind will thank you; and your brain will take in the information more easily, as well as retain it more efficiently. Find someone to talk to: peers, upper level students, professors, a center director, parents/family/significant other, or Dr. Kunkle. Whoever you feel most comfortable talking to doesn't matter, but find someone. Others can help put things in perspective if you're just freaking out, or if something is truly going wrong, they can help you make a plan or seek out appropriate resources. You can also try to write down three things you're happy about each day: it will keep your mind from wandering too often into the regrets of the past and worries of the future.

Tips from the Wellness Committee:

"Emotional Wellness can be challenging with the stresses of medical school. It's important to continue checking in with yourself and your emotional well-being. Be honest with yourself; rest when you need rest, and seek help when you need it. Become an advocate for your own mental and emotional health."

Dr. Kunkle's Advice: Talk about your feelings - give yourself 20 minutes to vent. What are you feeling? Are there alternative thoughts? What would you tell a friend?

Professional

The professional dimension recognizes personal satisfaction and enrichment in one's life through work. At the center of occupational wellness is the premise that occupational development is related to one's attitude about one's work.

Tips from the Wellness Committee:

"Don't look at your classmates as competition, instead realize they will all be your colleagues someday."

"Find a mentor who can help you through medical school and give you advice on your future career."

Think about your career goals. Write down what kind of a doctor you want to be someday. Reflect on this idea often when you need a boost. Keep your mind open to many specialties and be willing to change plans. Many medical students enter medical school thinking about only one specialty and in the end choose a specialty they never considered. It is better to choose a career that is consistent

with your personal values, interests and beliefs, than to select one that is unrewarding or compromising to you. Career success requires staying passionate about your work. Focus on what you want rather than what you want to avoid to keep your passion alive. That means adjusting your focus over time to further enliven the meaning of your work. At some point, everyone feels inadequate, like they're the impostor in class, like they got one of the lowest grades, etc. It is normal. Everyone else is working just as hard to hide the feeling as you are. This is called the Imposter Syndrome, a psychological phenomenon in which people are unable to internalize their real accomplishments. At the end of the day write five things that you are grateful for because it helps us to harmonize the brain and remind ourselves of all that we did and have. Most important: remember you are a human being not a human doing! Find a way to enjoy something about every day of your work life! You are giving your time and energy to it.

Dr. Kunkle's Advice: If you are concerned about your academic standing, ask for help. If you are having any thoughts about cheating, ask for help. Cheating can cost you your career! Ask for help! We are here to help!

Peer Advisory Program Mentoring

The Peer Advisory Program (PAP) exists at IUSM to oversee the vertical mentoring program between first and second-year students. There are four members of the PAP committee, each of whom serves within a College as the liaison for all things mentoring. The PAP committee has established goals with the central mission of enhancing the IUSM experience for incoming medical students through mentorship. Following are the PAP goals and how they will be achieved:

1. Eliminate or ease the confusing transition period for incoming students by sharing resources and information effectively
 - Gather student concerns and address them over the summer if possible
 - Help make orientation higher-yield for incoming students
 - Provide mentors with training and information to help mentees obtain resources
2. Provide incoming students with an enthusiastic, approachable mentor who is committed to making their mentee's first year a success

- Select mentors from a pool of applicants rather than requiring every MS2 to be a mentor to help ensure the mentors are dedicated and really want to help
 - Support the building of trust and camaraderie amongst current and incoming students to create a network of friendly support
 - Require bimonthly structured interactions between mentors and mentees so the relationships persist during times of greatest need
3. Prevent students from getting left behind in any way, shape, or form
 - Train mentors to identify burnout and distress, while giving them tools to address these issues with their mentees
 - Encourage mentors to inquire about these issues frequently and in a supportive manner
 4. Support and strengthen the new College & House system
 - The relationships that come out of mentoring will help develop and provide strength and support to the system
 5. Provide a leadership and growth opportunity for second-year students
 - Mentoring is a great way to share your successes and failures of medical school, and pass on your passions to the incoming class
 - Communication is an integral skill of medicine that mentoring can help improve
 - Give mentors leadership tools and resources through the mentor orientation workshop and mentor handbook
 6. In years to come, bring a structured, standardized mentoring program to all nine IUSM campuses
 - Establish mentor liaisons this year at each campus to serve as a contact person
 - Provide support and resources to all campuses to enhance their existing mentoring structures
 - Examine mentoring at each campus and think critically about how to improve mentoring state-wide
 7. In years to come, expand the vertical mentoring through all class years at IUSM so everyone can have the benefit of knowing someone who has “been there.”

College and House

The College and House system is designed to support IUSM students during their education by encouraging interaction between the schools’ nine campuses. It divides IUSM into four Colleges- North, South, East, and West- based on the locations of the eight satellite centers. Each College contains three Houses, two of which represent an entire satellite campus, and one that represents a quarter of the IUSM-Indianapolis student body. This structure links nearby satellite campuses and ensure that all campuses have a connection to Indianapolis.

The twelve Houses are distributed among the four Colleges as follows:

- North: IUSM- Northwest, IUSM- South Bend, and one-fourth of IUSM- Indianapolis
 - Cobalt House- Northwest

- Sapphire House- South Bend
- Indigo House- Indianapolis
- South: IUSM- Bloomington, IUSM- Evansville, and one-fourth of IUSM- Indianapolis
 - Sage House- Bloomington
 - Emerald House- Evansville
 - Jade House- Indianapolis
- East: IUSM- Fort Wayne, IUSM- Muncie, and one-fourth of IUSM- Indianapolis
 - Cardinal House- Fort Wayne
 - Maroon House- Muncie
 - Scarlet House- Indianapolis
- West: IUSM- West Lafayette, IUSM- Terre Haute, and one-fourth of IUSM- Indianapolis
 - Gold House- West Lafayette
 - Topaz House- Terre Haute
 - Amber House- Indianapolis

Dean's Cup

Each academic year, 1 winning College will be announced. Houses will earn points toward their College. Points will be tallied by the House Reps and the College Leaders and a running tally will be displayed on our website throughout the year.

There are five categories of events, including Wellness (30% of the total), Advising/Mentoring (30% of total), Service (20% of total), Alumni (10% of total), and Social (10% of total). House participation also results in points as follows: if >10% of a house participates, that House earns 1 point.; if an event has limited participation, less than 10% participation may be allowed to earn points; and for each House that competes, the College receives one point.

Some events will be of a competitive nature. In that case, there will be both participation points and competition points added together. First place winner receives five points, second place receives three points, third place receives two points, and fourth place receives one point.

After the Dean's Cup, there will be a trophy displaced in Medical Science/Daly hallway designating the winning college each year. Each of the regional campuses will get a banner to designate which years their college has been a champion.

Handbook: Abridged

The following material is just a small fraction of the full IUSM Handbook, chosen specifically for first year students. As a student, it is your responsibility to review the Handbook in full.

Mission and Professionalism

In May 1999, members of Indiana University School of Medicine (IUSM) initiated a strategic directions process for the Year 2000 and beyond. Articulated in that process were the IUSM Mission and Vision as follows:

Mission: It is the mission of the Indiana University School of Medicine to advance health in the State of Indiana and beyond by promoting innovation and excellence in education, research, and patient care.

Vision: The Indiana University School of Medicine will be one of the premier medical schools in the nation based on our education, scientific investigation, and health care delivery.

The fulfillment of our mission and vision requires an environment that enables the members of our academic community to be successful. The free and ongoing exchange of ideas is central to all academic communities, and the care and attention to the welfare of others is central to the academic medical community. An environment that incorporates all of these characteristics is grounded in professionalism. Professionalism embodies the attitudes and behaviors consistent with high standards of excellence required in achieving success in one's work.

The history of medicine and science is replete with calls for professional conduct. Increasing attention is being focused on professionalism as the health care system adapts to a number of societal, scientific and financial stresses. Many professional groups are renewing their emphasis on and measurement of professionalism. The American Board of Internal Medicine, the Accreditation Council for Graduate Medical Education and IUSM Curriculum Council with identification of professionalism as one of the nine competencies are among the groups that have published statements on professionalism. In *Academic Medicine*, Swick identifies desirable behaviors to include conduct that demonstrates an individual:

- Subordinates their own interests to the interests of others.
- Adheres to high ethical and moral standards.
- Responds to societal needs, and their behaviors reflect a social contract with the communities served.
- Evinces core humanistic values, including honesty and integrity, caring and compassion, altruism and empathy, respect for others, and trustworthiness.
- Exercises accountability for themselves and for their colleagues.
- Demonstrates a lifelong commitment to excellence.
- Exhibits a commitment to scholarship and to advancing their field.

- Deals with high levels of complexity and uncertainty.
- Reflects upon their actions and decisions.

Swick also states that professionalism must be grounded in what individuals actually do and how they act, both individually and collectively. He asserts that professionalism consists of "those behaviors by which we demonstrate that we are worthy of the trust bestowed upon us by our patients and the public, because we are working for the patients' and the public's good." Members of the IUSM community echo and affirm these principles.

To be recognized as a premiere medical school requires exceptional and committed individuals. A working and learning culture that is based upon our articulated core values and guiding principles is a key element in realizing our mission and vision. Moreover, it is critical to attracting, retaining, and nurturing the members of the IUSM community. For this reason, and to warrant the trust bestowed upon us by patients, families and society at large, all members of the IUSM community are committed to fostering and embodying professionalism as engendered by adherence to our core values and guiding principles.

Professional Dress Code

As a representative of Indiana University School of Medicine, every student is responsible for creating a favorable impression to support a positive image for our patients, families, and guests. An individual's appearance should create a feeling of confidence and respect through grooming and attire that is tasteful, neat, clean, and of appropriate size and length.

Policy Statement:

1. **Identification Badges:** All students are required to wear their identification badge at all times while on duty, except those students restricted from wearing the badge while working in sterile environments. This ID badge must be worn above the waist so it can be easily read. This will help patients, family members, physicians, visitors, and other employees identify the student. Only stickers, emblems, and/or pins related to hospital sponsored or supported affiliations and professional affiliations may be attached to the ID badge as long as pertinent information is not covered.
2. **Personal Hygiene:** All students are required to be clean and maintain appropriate personal hygiene with regard to their body, hair, and nails. Hair and nails need to be clean, neat, and of a reasonable length so as to not interfere with the student's and/or patient's safety or ability to perform their duties. Artificial fingernails of any type are forbidden. Sensitivity and moderation should be exercised in the use of fragrance products. Health related issues associated with fragrance products may lead to the establishment of control parameters and may be addressed on a case-by-case basis.
3. **Clothing and Accessories:** Students should dress and accessorize in a manner that projects a professional image. Clothes and work shoes need to be clean, neat, and in good repair. Jewelry must not interfere with the student's and/or patient's safety or ability to

perform their duties. Clothing, jewelry, and accessories must also follow department-specific dress code guidelines, if applicable.

4. Items considered inappropriate for a healthcare environment include, but are not limited to:
 - a. Bare back tops, halter tops, midriff tops, spandex tops, or other form-fitting materials
 - b. Clothing or accessories bearing pictures or writing that states or implies non-professional, illegal, distasteful, or suggestive language or activities
 - c. Sunglasses (without medical reason)
 - d. Head coverings except when associated with professional, medical, or religious rationale or are required for reasons related to practice or Board of Health regulations
 - e. Visible tattooing that might be considered inappropriate or offensive
 - f. Facial piercing exemplified by eyebrows, lip, or tongue, or three or more earrings on one ear
 - g. Slippers and/or open-toe shoes (flip flops, sandals, etc.)
 - h. Shorts (including walking shorts)
 - i. T-shirts, sweatshirts and pants, mini-skirts (skirts being more than six (6) inches above the knee), spaghetti strap dresses
 - j. Any color of any denim apparel including skirts, dresses, jumpers, shirts, pants, vests, and jackets
 - k. Painter/carpenter overalls and pants and bib overalls
 - l. Excessively worn, frayed, or wrinkled items
 - m. Reflective clothing (i.e., shiny garments with a liquid appearance)
 - n. Any attire which would be worn for sports activity except when athletic shoes are worn by students involved in providing patient care services
 - o. Clothing which advertises a service, business, non-health-related association, or other enterprise. Designer logos are allowed.
5. Appropriateness to the type of duties being performed is the applicable standard if there is a question about the appropriateness of a student's appearance or dress that is not specifically mentioned in this policy. Scrubs are only to be worn in clinical settings.
6. Students are to also adhere to the dress code policies at the affiliate sites in which they are assigned.
7. Students who violate policy will be directed to leave the premises to change their attire. Breaches of dress code may be reported as a Professionalism & Role Recognition competency deficiency. Repeated violations of this policy will be addressed by the Clerkship Director and may lead to discipline up to, and including, failure of the clerkship.

Disabilities Accommodations

Information on the guidelines for evaluation of students with disabilities, requests for accommodations, disabilities documentation, and relevant forms can be found [here](#), or on Indiana University School of Medicine Handbook's website.

Class Attendance

During medical school, certain lessons are experiential and require attendance. Each faculty member has responsibility and authority for matters pertaining to the attendance and classroom/clinic conduct of students. During the clinical years, time off is given at the discretion of the course director and may or may not be granted. Time off from course work in a fourth-year elective for any reason (except national examinations and commencement day) may not exceed three days. Duty hours for medical students while on clinical rotations will conform to the same restrictions mandated by the ACGME for residents and fellows. Medical students cannot be assigned clinical duty of more than 80 hours per week.

Students at Indianapolis should notify the Dean's Office for Medical Student Education, (317) 274-1965, of illness, deaths in the immediate family, or other unusual circumstances that may necessitate extended absence from regularly scheduled classes, laboratory work, or clinical duty. Students at other sites should notify their respective Assistant Deans in the event they are unable to attend classes.

Requesting Examination Postponement

Occasionally, circumstances may interfere with students' ability to complete an examination at the scheduled time. Students may request an extension or delay when health or life circumstances would preclude effective performance on an examination. Such circumstances might include death in the immediate family, serious illness, or trauma. Students are required to talk with course directors if they believe circumstances might justify a postponement. The course director will have discretion to reschedule the examination or to deny the student's request.

Grading and Appeals

Grade and evaluation reports are made available to each student as soon as practical after the completion of each basic science course and after each clinical rotation. The Indiana University School of Medicine evaluation system is based on Honors, High Pass, Pass, Isolated Deficiency, Incomplete, Withdraw, and Fail. The assignment and distribution of grades in a particular course will depend on the performance of each individual student in meeting the stated objectives of the course as determined by course faculty.

- *Honors* signifies exceptional and superior performance.
- *High Pass* signifies above average performance.
- *Pass* signifies satisfactory performance.
- *Incomplete* signifies that extenuating circumstances have prevented the student from completing the course requirements. The Incomplete must be removed before the student may proceed into the next year of study.
- *Withdrawal* signifies that the student withdrew before completing course objectives, and
- *Fail* signifies that the student has not performed satisfactorily.

The *Isolated Deficiency* is used only for the clinical rotations and signifies that a student has performed adequately, except for a particular area of weakness in one of the six competencies. The student must complete remedial work in the designated competency to pass the rotation.

If a student wishes to appeal a grade, he or she must notify the course/clerkship director via email no later than one week after the grade has been posted. The email must include: the Course/Clerkship title, dates of the Course/Clerkship, and the rationale for the grade appeal. Within one week of receiving the email, the Course/Clerkship director and the student will discuss the concerns either in person or by phone. The Student and the Associate Dean for Medical Student Education will then be notified in writing within one week of the Course/Clerkship director's decision.

If the student does not agree with the Course/Clerkship director's decision and wishes to file a second level appeal, the student must email the Chair of the Academic Standards Committee, and if appropriate, the Center Director within one week of receiving the Course/Clerkship director's decision. The ASC will have 2 weeks to review the grading procedures followed in assigning the Course/Clerkship grade and decide to either uphold the Course/Clerkship director's decision or if grading procedures have not been followed, to grant the student's appeal. The decision of the ASC will be sent to the ADMSA who will notify the student, the Associate Dean for Undergraduate Medical Education (ADUME), the Registrar, Course/Clerkship director, and if appropriate the Center Director of the decision.

A third and final appeal can be made, in writing, within 1 week of the notification of the ASC's decision to the Executive Associate Dean for Educational Affairs (EAD). The EAD will review the appeal and notify all involved parties of the final decision within 2 weeks of the notification.

***For all appeals, students must also include the [Indiana University School of Medicine Formal Grade Appeal Process-Check List](http://msa.medicine.iu.edu/files/4713/9042/3864/GradeAppealSchematics.pdf), which can also be found online at <http://msa.medicine.iu.edu/files/4713/9042/3864/GradeAppealSchematics.pdf>.

Financial Aid and Academic Fees

Students are expected to pay the annual rate charged for the academic year regardless of the beginning and ending dates. School of Medicine fees, as approved by the Indiana University Board of Trustees, will be billed by the IUPUI Office of the Bursar, and payment will be due on the following approximate schedule:

First- and Second-Year Students

- One-half annual rate for fall (typically due in August)
- One-half annual rate for spring (typically due in December)

Third- and Fourth-Year Students

- One-third annual rate for summer (typically due in May)
- One-third annual rate for fall (typically due in August)
- One-third annual rate for spring (typically due in December)

Late payment of University obligations may result in the assessment of late charges and restriction of certain University services. Effective July 1, 2008 the late payment fee will increase to \$25 assessed on a monthly basis.

Fees for a student not taking all of the standard medical school courses during the academic year will be assessed at the current School of Medicine professional credit-hour rate, not to exceed the full-time annual rate for the number of hours to be taken. Students who are required to repeat any academic work previously attempted will be assessed at the appropriate rate for the repeat work. This may be the full annual rate or the credit-hour rate, depending on the extent of the work repeated.

First- and second-year students participating in an approved combined degree program will be assessed for medical school course work at the School of Medicine's professional credit-hour rate. Regular medical school coursework that will also be used to satisfy degree requirements for the student's graduate degree will be assessed at the graduate credit-hour rate if such dual credit is noted on the student's approved plan of study. Graduate course work taken solely to satisfy graduate degree requirements will be assessed at the graduate credit-hour rate.

Other Fees

The University and the School of Medicine assess other, non-academic fees. Fee bills for both fall and spring registrations will each include an assessment for one-half the annual premium for the required health insurance. Graduating seniors will have a pro-rated amount shown on their spring semester bill. All Indianapolis-based medical students are assessed a student activity fee and an athletic development fee.

The microscope rental charge (if applicable) will be included with the fee statement. If a student wishes to provide his/her own microscope, the microscope must meet rigid standards and be approved by the Microscope Committee of the School of Medicine. Storage space for personal instruments is not provided in the teaching laboratories.

Students entering the Indiana University School of Medicine are required to own and use computers. To support the use of technology in the curriculum, a technology fee is assessed on both the fall and spring bill. Third- and fourth-year students will also be assessed a technology fee in the summer term.

These fees are subject to change based on University administrative action. Bills are ELECTRONIC. A notification is sent to the student's IUPUI email address letting them know a bill is ready for pick up. The balance of the student account, their current bill, plus their electronic bill history can be viewed by the student or their designated third party via the OneStart portal.

Refund Policy

Refunds to first- and second-year students will be made in accordance with the term attendance schedule. Refund dates will be governed by the official starting date of classes for each term based on the following schedule.

For Withdrawal During:

- 1st week of classes: 100%
- 2nd week of classes: 75%
- 3rd week of classes: 50%
- 4th week of classes: 25%
- 5th week of classes and after: No refund

Refunds to third- and fourth-year students will be prorated according to the number of units taken prior to withdrawal. Refunds will be applied toward any outstanding account charges. Remaining credit balances may be refunded to the student.

Financial Services

Student Financial Services for Medical Student Affairs offers financial aid services that include short-term loans, information on summer employment opportunities between first and second-year, apartment and mortgage letters, and other services related to the student's financial well-being. The office is located in Fesler Hall, Room 224. Students can contact the office by calling (317) 274-1967 or by e-mailing José Espada at jespada@iupui.edu. Financial aid information, including school and non-school sources of scholarships, can be found on the Dean's Office for Medical Student Education Web site [Financial Aid](#) pages. Free scholarship searches are available on the IUPUI Financial Aid Web site at <http://www.iupui.edu/~scentral>.

Malpractice Insurance

Indiana University is insured by the Old Crescent Insurance Company, a single-parent captive insurance company of Indiana University. School of Medicine students participate in the Indiana Patient Compensation Fund with statutory limits of \$250,000/\$750,000. Students in School-approved electives at out-of-state institutions have coverage of \$1,000,000 per incident and \$3,000,000 aggregate, unless coverage is provided by the out-of-state institution through an affiliation agreement.

The School's malpractice insurance coverage is limited to registered students enrolled in approved clinical coursework required for degree completion. Because of the lack of malpractice insurance coverage, non-registration with the University for the appropriate term due to unpaid prior academic term fees or any other reason is grounds for removal of the student from clinical coursework. Guest students from other medical schools pursuing one or more clinical rotations at Indiana University cannot be covered under Indiana University's malpractice insurance and must carry appropriate malpractice coverage through their home institution or through their own purchase.

Required Immunizations

For the protection of students and the patients with whom they will come in contact during training, all entering medical students must meet immunization requirements for the following:

-Mumps	-Rubella	-Polio
-Rubeola	-Diphtheria	-Pertussis
-Tetanus	-Varicella (chicken pox)	-Hepatitis B

Additionally, students are required to obtain hepatitis B surface antibody testing at their own expense six weeks after completing the hepatitis B series. (Students who choose not to complete the hepatitis B series must contact Student Health Services on the Indianapolis campus to sign a declination and to be informed of the rights waived in case of infection.)

Prior to the beginning of each year of medical school, documentation of tuberculosis status and immunization reviews are required of all medical students. All students at all Campuses must file documentation of completion of these requirements with Student Health Services in Indianapolis. It is the student's responsibility to ensure that mailed or faxed documentation is received in Student Health Services. (Students are encouraged to keep photocopies of all documentation for their own records.) Advancing to the next year of medical school is contingent upon compliance with these requirements. In addition students who receive training in hospitals that have mandatory flu vaccine policies must be in compliance with such policies.

Transportation Policy

Indiana University School of Medicine requires learners to have access to reliable transportation across training sites. Medical students are responsible for understanding all site transportation requirements and making appropriate plans before the beginning of an educational experience. Learners are responsible for all travel-related expenses unless otherwise noted by the clerkship site.

Teacher Learner Advocacy Committee (TLAC)

TLAC's mission is to foster and ensure a professional learning environment by assisting in conflict resolution and sponsoring programs to enhance communication and professionalism in all learning environments. Even great institutions have challenges and occasional lapses in professionalism. Indiana University School of Medicine is always searching for new ideas to improve our learning environment and cultivate professionalism. If you have any questions, need advice, or have ideas for improving our learning environment, communication, or professionalism, please contact TLCA at TLAC@iupui.edu.

Personal Counseling

Suzanne Kunkle, PhD. licensed psychologist, is available to assist IUSM students and house staff at the IUPUI Campus Health, Coleman Hall, Suite 100, 1140 West Michigan Street. For those at center campuses, you may also schedule a phone or televideo appointment with Dr. Kunkle. Appointments

can be made by calling 317-274-8214. Appointments are usually available within the week and often the same day if needed. Please let the scheduler know the urgency of your needs.

For afterhours emergency go to your nearest emergency room or call 911.

If you need assistance with any referrals you may contact Dr. Kunkle at sukunkle@iu.edu.

In addition, CAPS - Counseling & Psychological Services is also available to see students.

Same day crisis appointments will be arranged for students experiencing:

- Suicidal thoughts;
- Having difficulty completing typical daily tasks; and/or
- Facing an acute stressor that threatens the safety of self or others.

Additional Contacts for Counseling Resources:

- ❖ Bloomington-Counseling and Psychological Services, 812-855-5711
- ❖ Evansville- USI Counseling Center, 812-464-1867
- ❖ Fort Wayne- IPFW Community Counseling Center, 260-481-5405
- ❖ Indianapolis- Counseling and Psychological Services, 317-274-8214
- ❖ Lafayette- Counseling and Psychological Services, 765-494-6995
- ❖ Muncie- BSU Counseling Center, 765-285-1736
- ❖ Northwest- IUN Student Counseling Center, 219-981-4235
- ❖ South Bend- Epworth Center, 574-234-0061
- ❖ Terre Haute- ISU Student Counseling Center, 812-237-3939

Resources

Bradley Allen, M.D., Ph.D. Senior Associate Dean for Medical Student Education	317-278-2891	MS 164	bradalle@iu.edu
Antwione Haywood, Ph.D. Assistant Dean for Medical Student Education	317-278-2891	MS 164	haywooda@iu.edu
Marti Reeser, Ed. D. Assistant Dean, Academic Records and Promotion	317-274-2208	MS 203	dreeser@iu.edu
Abigail Klemsz, M.D., Ph.D. Assistant Dean for Academic Advising	317-274-1963	MS 119	aklemsz@iu.edu
Michael McKenna, M.D. Assistant Dean for Career Mentoring	317-278-2850	MS 119	mpmckenn@iu.edu
Aloysius (Butch) Humbert, M.D. Assistant Dean for Curriculum in the Clinical Sciences	317-274-4514	LO 417	ahumbert@iu.edu
Mark Seifert, Ph.D. Assistant Dean for Curriculum in the Foundational Sciences	317-274-3353	LO 417	mseifert@iupui.edu
Tony Ribera, Ph.D. Director of Program Evaluation	317-278-9629	LO 417	aribera@iu.edu
Melissa Alexander, Ed. D. Director of Student Assessment	317-278-7224	LO 417	melalexa@iu.edu
Lorie Shuck Director of Learning Technology	317-278-1506	LO 417	lshuck@iu.edu
Jose Espada Director of Financial Aid	317-274-1967	FH 224	jespada@iu.edu
Justin Zieman Assistant Director of Financial Aid	317-278-7311	FH 224	jnzeiman@iu.edu
Amanda Croy Director of Registrar	317-274-1971	MS 162	ajcroy@iu.edu
Kristen Lively Learning Specialist	317-274-1578	MS 119	klivelys@iupui.edu
Lisa Christy Medical Student Service Learning	317-278-2820	MS 166	christyl@iu.edu
Suzanne Kunkle, Ph. D. Licensed Psychologist	317-278-4751	Coleman Hall, Suite 100	sukunkle@iu.edu
IUPUI Campus Health	317-274-8214	Coleman Hall	healthsv@iupui.edu
Counseling and Psychological Services	317-274-2548	Walker Plaza, Suite 220	capsindy@iupui.edu

Center Resources

Bloomington Center

John Watkins III, Ph.D. Associate Dean and Director	812-855-8118	watkins@indiana.edu
Shelley Burns Assistant to the Associate Dean	812-855-8118	sheburns@indiana.edu

Evansville Center

Steven Becker, M. D. Associate Dean and Director	812-464-1831	sgbecker@iupui.edu
Sara Rager Assistant to the Associate Dean	812-464-1831	slrager@iupui.edu

Fort Wayne Center

Fen-Lei Chang, M.D., Ph. D. Associate Dean and Director	260-481-6730	changf@ipfw.edu
Joanne Summer Assistant to the Associate Dean	260-481-6730	summerjm@ipfw.edu

Muncie Center

Derron Bishop, Ph. D. Associate Dean and Director	765-751-5103	dbishop@bsu.edu
Ila Vernman Assistant to the Associate Dean	765-751-5103	iverneman@bsu.edu

Northwest Center

Patrick Bankston, Ph. D. Associate Dean and Director	219-980-6562	pbanks@iun.edu
Dawn Ilgenfritz Assistant to the Associate Dean	219-980-6551	dilgenfr@iun.edu

South Bend Center

Mark Fox, M.D., Ph. D. Associate Dean and Director	574-631-5574	markfox@iu.edu
Elizabeth Walton Assistant to the Associate Dean	574-631-5574	eawalton@iu.edu

Terre Haute Center

Taihung (Peter) Duong, Ph. D. Associate Dean and Director	812-237-2776	tduong@iupui.edu
Elizabeth Nesius Assistant to the Associate Dean	812-237-2776	beth.nesius@indstate.edu

West Lafayette Center

Regina Kreisle, M.D., Ph.D. Associate Dean and Director (Interim)	765-496-6129	rkreisle@purdue.edu
Jill Comer Assistant to the Associate Dean	765-496-6129	jillc@purdue.edu

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We would like to extend a special thanks to the 2015-2016 MS1 Orientation Committee, the 2015-2016 Wellness Committee, and the 2015-2016 Peer Advisory Program Committee for all contributions to the Indiana University School of Medicine Survival Guide. We appreciate all of your hard work and dedication to your peers.