

Personal and Professional Development Course Information

AY 2026-2027

M2: MEDMD 250





Table of Contents

Medical Education Program Objectives..... 4

Course Description & Goals 6

 Course Learning Objectives 7

Course Contact Information 9

Content Directors..... 10

Course Improvement and Feedback..... 10

 Recent Changes to the Course..... 10

 Curricular Committee Representatives 10

 Student Advisory Committee (SAC)..... 10

 Diversity, Equity, and Inclusion Initiatives 11

Instructional Design 11

Assessment 13

 Course Year 2 13

 Course Grading Policy 13

 Course Blocks 14

Course Roles and Responsibilities: 15

 Co-Course Directors 15

 Course Manager..... 15

 Content Directors..... 15

 Students 16

Instructional Tools 16

 Blackboard 16

 MedHub 16

 Note Taking and Studying Tools 17

 Echo360/Technology 17

Student Support Services..... 17

 Academic Enhancement Office 17

 Tutoring..... 18

 Disability & Access Services 18

General Student Policies	18
Artificial Intelligence Use Policy.....	18
Attendance & Time off Policy	19
Work Hours Policy.....	19
Medical Student Disciplinary Code of Academic and Professional Conduct	19
Policies and Procedures for Evaluation, Grading and Promotion of MD Students	19
Student Evaluation Completion Policy.....	20
Copyright Policy on the Use of Course Materials	21
Chobanian & Avedisian School of Medicine Policies	21
Learning Environment Expectations	21
Appropriate Treatment in Medicine (ATM).....	22
Procedures for Reporting Mistreatment	22
Learning Environment Oversight (LEO)	22
Boston University Sexual Misconduct/Title IX Policy	23
Boston University Social Media Guidelines	23

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Medical Education Program Objectives

A Chobanian & Avedisian School of Medicine graduate will be able to:		
INSTITUTIONAL LEARNING OBJECTIVES	MEDICAL EDUCATION PROGRAM OBJECTIVES	
Establish and maintain medical knowledge necessary for the care of patients (MK)	MK.1	Demonstrate knowledge of basic, clinical, pathophysiologic, biopsychosocial, health systems sciences, and humanities, needed for clinical practice.
	MK.2	Apply foundational knowledge for clinical problem-solving, diagnostic reasoning, and decision-making to clinical scenarios.
	MK.3	Demonstrate knowledge of research design, interpretation, and application of research outcomes to clinical questions.
Demonstrate clinical skills and diagnostic reasoning needed for patient care (CSDR)	CSDR.1	Gather complete and hypothesis driven histories from patients, families, and electronic health records in an organized manner.
	CSDR.2	Conduct complete and hypothesis-driven physical exams interpreting abnormalities while maintaining patient comfort.
	CSDR.3	Develop and justify the differential diagnosis for clinical presentations by using disease and/or condition prevalence, pathophysiology, and pertinent positive and negative clinical findings.
	CSDR.4	Develop a management plan and provide an appropriate rationale.
	CSDR.5	Deliver an organized, clear, and focused oral presentation
	CSDR.6	Document patient encounters accurately, efficiently, and promptly including independent authorship for reporting of information, assessment, and plan.
	CSDR.7	Perform common procedures safely and correctly, including participating in informed consent, following universal precautions, and sterile technique while attending to patient comfort.
	CSDR.8	Identify common cognitive biases and implement mitigation strategies to reduce the impact of cognitive biases on decision making and patient care.
Effectively communicate with patients, families, colleagues and interprofessional team members (C)	C.1	Demonstrate the use of effective communication skills and patient-centered frameworks in history taking and physical examination
	C.2	Explain common diagnostic and therapeutic interventions, assessment, plan, and underlying rationale to patients, families and caregivers and provides counseling and education with attention to patient centered language and health literacy.
	C.3	Communicate clearly and effectively with colleagues within one's profession and team, consultants, and other members of the interprofessional team.
	C.4	Communicate effectively using digital technology, including EMR and telehealth, to optimize decision making and treatment of individuals and across the health care system.
Practice relationship centered care to build therapeutic alliances with patients and caregivers (PCC)	PCC.1	Demonstrate humanism, integrity, respect, honesty, compassion, accountability, cultural humility, and responsiveness
	PCC.2	Demonstrate a commitment to ethical principles pertaining to autonomy, confidentiality, justice, equity, and informed consent.
	PCC.3	Explore patient and family understanding of well-being, illness, concerns, values, and goals in order to develop goal-concordant treatment plans across settings of care.

A Chobanian & Avedisian School of Medicine graduate will be able to:

INSTITUTIONAL LEARNING OBJECTIVES	MEDICAL EDUCATION PROGRAM OBJECTIVES	
Exhibit skills necessary for personal and professional development needed for the practice of medicine (PPD)	PPD.1	Demonstrate trustworthiness and responsible behavior needed for the care of patients, including completing duties and tasks in a timely, thorough, and reliable way.
	PPD.2	Demonstrate awareness of one's own limitations, seek additional help when needed, display professionalism and flexibility needed to manage the uncertainty inherent to the practice of medicine.
	PPD.3	Identify opportunities for growth in one's performance through informed self-assessment and reflective practice, goal setting and actively seeking and incorporating feedback to improve.
	PPD.4	Locate, critically appraise, and synthesize information to support evidence-informed, patient-centered clinical decisions while implementing new knowledge, guidelines, and technologies demonstrated to improve patient outcomes.
Demonstrate knowledge of health care delivery and systems needed to provide optimal care to patients and populations (HS)	HS.1	Work with the interprofessional team, demonstrating respect for the unique cultures, values, roles/responsibilities, and expertise of team members to address the needs of patients and coordinate patient care across healthcare systems.
	HS.2	Describe patient safety interventions and continuous quality improvement methods that enhance care for patients and populations
	HS.3	Explain how the healthcare system, health policy, economic fsimulateds, prevention efforts, health programs, and community organizations influence the health of individuals and communities.
Exhibit commitment to promoting and advancing health equity for all patients (HE)	HE.1	Demonstrate understanding of the historical and current drivers of structural inequities, their impact on healthcare, research, medical decision making and disparities in health outcomes.
	HE.2	Explain how one's own identity, lived experiences, privileges, and biases influence their perspectives of colleagues, patients, and clinical decision making.
	HE.3	Identify and explain potential strategies to reduce health disparities in patients and communities at the individual, local, community, and systems-based levels.

Course Description & Goals

The PPD course focuses on the following four major curricular content areas:

1. *Learning, metacognition and coaching:* This includes learning about evidence-based strategies for long term retention, learning in a deep and meaningful way, goal setting, self-regulated learning skills, working with a coach and developing a continuous improvement process.
2. *Teams and Teamwork:* Medicine is practiced in teams, so deliberately training students in team skills and teamwork is now an essential part of medical education. This includes communication skills, negotiating and resolving conflict or differences of opinion, skills of giving and receiving feedback, and training students to identify and address implicit biases in themselves and others.
3. *Personal and Professional Growth and Wellness:* The course will also address skill imperative to both being a medical student as well as a practicing physician including skills to promote professionalism, wellbeing, resilience, self-care, and emotional regulation while facing new challenges and situations with patients, as well as skills of identifying burnout and developing healthy coping strategies.
4. *Career Development and Leadership Skills:* Finally, for successful future careers, students need to both engage in career exploration and also be advised along the way. Further, developing leadership skills for future work is an important part of the development for a budding physician.

Course Learning Objectives

By the end of the course, the student will be able to:

1. Conduct structured self-assessment and synthesize diverse informational resources (advising, clinical experiences, mentorship) to iteratively refine and prioritize specialty and career options (PCC.3).
2. Develop, update, and utilize career advancement materials (e.g., CV, career timeline, exploration plan) to support informed decision making and engagement with institutional and external opportunities (PCC.3).
3. Explain and apply core leadership concepts and styles in medicine and demonstrate adaptive leadership behaviors in learning teams and clinical practice (MK.1, MK.2, HS.1).
4. Reflect on and articulate a personalized definition of professional success, integrating values, identity and career goals into a personalized vision (PCC.1, HE.2).
5. Create, implement, and revise an individualized career and leadership development plan that includes measurable short-term goals, timelines, and strategies to manage uncertainty and evolving interests (PPD.3).
6. Analyze and reflect on the impact of personal wellbeing (mental, physical, social) on professional identity formation and specialty decision making, including common stressors and identity tensions in medical training (PCC.1, PPD.2).
7. Develop and implement at least one sustainable wellbeing strategy (e.g. boundary setting, peer support, mindfulness, restorative practices) and evaluate its impact on resilience and career decision making over time (PPD.3).
8. Demonstrate readiness for transition to residency by articulating career goals, preparing application materials, and identifying supports for continued professional growth (PPD.3).
9. Apply values and principles of team science (e.g., effective communication, active listening) to perform effectively in a variety of team settings in the learning and clinical environments (C.3, HS.1).
10. Explain the core characteristics and developmental stages of high-performing teams (including Tuckman's stages), reflect on own team stage and distinguish behaviors that support versus undermine team effectiveness (MK.1, HS.1).
11. Demonstrate the ability to build inclusive peer relationships and create shared values, identity, trust and a collaborative team culture by co-creating and applying a team charter, roles, and shared norms (MK.2, HS.1).
12. Critically assess self, peer and team performance in relation to goals and outcome measures and identify strengths and areas for personal, professional and clinical growth in performance through reflective practice and goal setting and create IISMART targeted action plans. (PPD.3, HS.1)
13. Provide and incorporate constructive, actionable, specific and respectful feedback to foster a supportive learning environment, reflection and professional growth (C.3, PPD.3).
14. Assess individual strengths and areas for growth to improve collaborative performance in diverse team settings (PPD.3, HS.1).
15. Facilitate key team processes, including decision making, conflict management, and inclusion of diverse perspectives, and identify common challenges to teamwork and strategies for addressing them. (MK.2, HS.1)
16. Identify common sources of conflict that may impact team performance and utilize conflict mitigation and resolution strategies such as constructive dialogue to emphasize professionalism and preservation of relationships (MK.1, MK.2, C.3).

17. Describe complex learning and the best available evidence on strategies (e.g. spaced retrieval, interleaving, retrieval practice) for meaningful learning for long term retention and demonstrate those strategies in learning activities. (MK.1, MK.2)
18. Demonstrate the metacognitive skills to identify current knowledge gaps through monitoring and interpreting performance data (practice question results, assessments, narrative feedback), and developing strategies to create, revise and implement learning plans based on that data to improve performance (PPD.3).
19. Describe behaviors that lead to lifelong learning skills such as growth mindset and reflective practice and demonstrate the ability to individually reflect on the learning cycle and engage in planning, deliberate practice, assessing and adjusting learning. (MK.1, PPD.3)
20. Demonstrate the ability to work effectively with a clinical coach to explore learning needs and develop strategies for improvement. (C.3, PPD.2, PPD.3)
21. Implement strategies to aid with focus and prioritization of tasks including the Eisenhower Matrix and the Pomodoro technique (MK.2, PPD.3).
22. Demonstrate an ability to utilize Mental Contrasting and Appreciative Inquiry to navigate obstacles and sustain long-term behavior change (C.1, PPD.3).
23. Apply narrative medicine to reflect on clinical experiences including the role of the medical student, patient-centered care, patient autonomy, integrating one's own values into clinical care, burnout and resiliency (PCC.1, PCC.2, PPD.1, PPD.2).

Course Contact Information

Course Directors



Heather Miselis, MD, MPH

Assistant Professor, Department of Family Medicine

Email: hemiseli@bu.edu

Office Hours: Email for an appointment

Pronouns: She/her/hers



Karen Symes, PhD

Assistant Dean, Students Affairs

Email: symes@bu.edu

Office: Student Affairs Office, Building A, 2nd Floor

Pronouns: She/her/hers

Course Administrators



Helen Luong

Phone: (617) 358-7664

Email: hluong1@bu.edu

Office: Medical Education Office, A-303

Pronouns: She/her/hers



Abigail Zielinski

Phone: (617) 358-7485

Email: aziel@bu.edu

Office: Medical Education Office, A-309

Pronouns: She/her/hers



Ylva Duke

Phone: (617) 358-7465

Email: ylvaduke@bu.edu

Office: Student Affairs Office, Building A, 2nd Floor, A208

Pronouns: She/her/hers

Content Directors

Curriculum Content	Director	Email
Metacognition, Learning, & Coaching	Priya Garg (MEO), Molly Cohen-Osher (MEO), Heather Miselis (MEO), Paige Curran (SAO)	prgarg@bu.edu mcohen@bu.edu hemiseli@bu.edu pkcurran@bu.edu
Teams and Team Building	Heather Miselis (MEO)	hemiseli@bu.edu
Personal and Professional Growth and Wellbeing	Angela Jackson (SAO), Karen Symes (SAO), Dan Chen (SAO), Ricky Cruz (SAO), Bob Vinci (SAO)	symes@bu.edu
Career Development and Leadership Skills	Angela Jackson (SAO), Karen Symes (SAO), Dan Chen (SAO), Ricky Cruz (SAO), Bob Vinci (SAO), Vivian Sanchez (SAO)	symes@bu.edu

Course Improvement and Feedback

Recent Changes to the Course

PPD was a new course in the 2025-2026 academic year. Based on feedback, we have changed the curriculum from group to individual goal setting sessions and have changed the timing of certain sessions to better fit the curriculum as a whole.

Curricular Committee Representatives

The Medical Education Committee (MEC), Pre-clerkship Curriculum Subcommittee (PCS), Clerkship Curriculum Subcommittee (CCS), and Electives Curriculum Subcommittee (ECS) each include two student representatives from each academic year, one voting member, and one alternative member, for a total of eight student representatives on each committee. Information about current membership is available on the website at: <https://www.bumc.bu.edu/camed/education/medical-education/medical-education-committees/>

Student Advisory Committee (SAC)

In order to respond to medical students' concerns in a timely fashion and to allow for student-faculty dialogue about the course, a Student Advisory Committee will be selected at the start of the year and convene at least twice in the second-year course. We expect students and faculty to demonstrate openness to each other's ideas and to have a solution-oriented focus. Details will be posted on Blackboard. All students are encouraged to bring any concerns (whether about the course, lectures, online materials) to one of their SAC representatives or curriculum committee representatives. A group of students who are curriculum committee representatives will serve as longitudinal members of all SACs to ensure recurrent themes across all modules are shared with the course directors.

Diversity, Equity, and Inclusion Initiatives

Diversity, Equity and Inclusion is of utmost importance at Chobanian & Avedisian School of Medicine. Below are the multiple initiatives and groups we have at the school. Our pre-clerkship faculty and students created the following website last year and continue to work on faculty development related to inclusive language.

- Education Resources and Initiatives for Inclusivity: <https://www.bumc.bu.edu/dei-classroom-resources/>
- Racism in Medicine Vertical Integration Group: <https://www.bumc.bu.edu/camed/education/medical-education/medical-education-committees/working-groups/#rimvig>
- General & Sexual Diversity Vertical Integration Group: <https://www.bumc.bu.edu/camed/education/medical-education/medical-education-committees/working-groups/#gsd>

Course Schedule

The Academic Calendar is located on the Medical Education Office's website at:

<https://www.bumc.bu.edu/camed/education/md/curriculum-overview/academic-calendars/>

PPD is a longitudinal course that is integrated into the curriculum through the four years of medical school. Students should add the PPD google calendar to their personal calendar through the link provided there. Please pay close attention to the [Blackboard schedule](#) and the noted content area being covered (see below) as well as the google calendar for up-to-date information on class schedules and locations.

Each class year has a PPD Blackboard site. The PPD Blackboard site is organized chronologically by session date and time. Sessions incorporate content from 4 domains: 1) Learning, Metacognitive and Coaching; 2) Teams and Teamwork; 3) Career Development and Leadership Skills; 4) Personal and Professional Growth and Wellbeing. Content areas 1 and 2 are directed by the Medical Education Office (Course director Dr. Miselis) and Content areas 3 and 4 are directed by the Office of Student Affairs (Course director Dr. Symes).

- The PPD [Blackboard schedule](#) is color-coded to reflect the content area that will be covered in each educational session.
- The Blackboard folders for each of the 4 content areas will list required pre-work and the assignments that must be completed.

Instructional Design

The longitudinal PPD course is designed to support learners' growth and development in self-awareness, team-based and interprofessional competencies, leadership skills, career planning and lifelong learning. Spanning over the 4 years, the course integrates team-based active learning, reflective practice, workshops and coaching to foster continuous growth.

INSTRUCTIONAL METHODS DEFINITIONS

1. Guided Self-Learning

- a. Definition: Educational materials (self-learning guides, lectures, videos etc.) that give students the foundational knowledge needed for application sessions. These materials are given to students on Blackboard in advance of the application sessions (Small group application sessions, Team-Based Learning, Large group application exercises);

knowledge self-assessment questions will be given to students to check their understanding of the content provided. Due dates for these are posted on Blackboard and are before the application sessions. These will be posted no later than 1-week before any application sessions relevant for that content.

- b. When this typically happens: Day 1 and 2 of the week of the application session.
- c. Materials: Self-learning guide.

2. Self-Study

- d. Definition: students direct their own studying outside the classroom; no specific materials or new content provided.
- e. When this typically happens: In the afternoons when students do not have doctoring small groups or patient care.
- f. Materials: None.

3. Small Group Applied Learning

- g. Definition: An **application session** in which students work in small groups (either with or without faculty facilitation) to apply concepts learned in guided self-learning.
- h. Attendance: Required
- i. When this typically happens: After guided self-learning
- j. Materials: Handouts for students (post to Blackboard) and presentations posted after session.

4. Large Group Applied Learning

- k. Definition: An **application session** when the whole class works together to apply concepts learned in guided self-learning. Examples are faculty facilitated large group case-based learning that included pauses for students to work through cases and solve problems.
- l. Attendance: Required.
- m. When this typically happens: After guided self-learning
- n. Materials: Slides with cases or case handouts for students (post to Blackboard).

5. Large Group Lecture

- o. Definition: Core content delivered from one or many faculty members. These sessions are focused on content delivery. New material not previously delivered in guided self-learning are taught. There will be knowledge self-assessment questions required after these sessions. These sessions may include active student engagement through clicker questions, think pair share, muddiest point.
- p. Attendance: Not required, sessions will be recorded.
- q. When this typically happens: Depends on the modules. Should be before application sessions for the material discussed.
- r. Materials: Slides for students (post to Blackboard).

6. Live Panel Session

- s. Definition: Peers, faculty or outside speakers come to the class to share their experiences with the class
- t. Attendance: Required.
- u. When this typically happens: Depends on the module.

- v. Materials: None.

Assessment

Course Year 2

The PPD course continues over the four years of the medical student curriculum. This course document reviews the components of the second-year module and has required assessments for learning and for professionalism that are due during the course. Students are expected to participate in all activities and complete all assignments and reflections. Additionally, assessments of PISCES and Doctoring team performance and peer performance are a requirement for assessment of professionalism for each of these courses, respectively.

Course Grading Policy

PPD **course grades** are based on the following assessment components and the weight of each of those components is listed in the general information section on the Blackboard page.

Students are assessed in two ways: assessment for learning and professionalism expectations.

Assessment for learning includes the following:

1. Assessment of peer and team performance through peer and team evaluations
2. Self-assessment of own performance through completion of self-assessments and reflective practice and identification and creation of personal and professional learning goals.
3. Analysis of personal and professional values and alignment with medical practice.
4. Knowledge and skills including effective communication, creation of team goals and roles, provision of peer feedback, identification and mitigation of conflict.

Topic	Due Date	Assessment for Learning									Assessment of Professionalism	
		KSA	Reflection	Team Charter	Goal Submission	Doctoring Peer Assessment	PISCES Peer Assessment	Doctoring TPS	PISCES TPS	Career Exploration Surveys	Course Evaluations	Attendance
Doctoring Team Charter	7/17/2026			3								
PISCES Team Charter	7/24/2026			3								
Individual Goal Setting Action Plan 1	7/31/2026				3							
KSA Addressing & Managing Conflict	9/17/2026	2										
PISCES & Doctoring TPS Completion	9/28/2026							5	5			
Doctoring TPS Team Goal Action Plan	10/9/2026				3							
PISCES TPS Team Goal Action Plan	10/23/2026				3							
Peer Feedback Completed for both Doctoring & PISCES teams	11/2/2026					4	4					
Peer Feedback Reflection Assignment	12/1/2026		3									
Preparation for AME session week of 12/8/26	12/4/2026									4		
TPS 2 PISCES completion	12/14/2026								5			
Individual Goal Setting Action Plan 2	1/15/2027				3							
Total Per Column		2	3	6	12	4	4	5	10	4	80% of your required courses	90% of mandatory sessions
Total Points		50										
		PASS: 80% - 40 points										

Course Blocks

Assessment for Learning or Formative Assessments (highlighted in green in figure):

Assessment for learning (formative assessments) are activities intended to help you to learn foundations needed for application. The learning methods used are knowledge self-assessment (KSA) questions, individual and team goal assignments, and reflections.

To **pass** the course students need to get **40 points out of the 50 points (80%)** in this category. This category is graded as **done/not done**- If you complete the assignment you get the full points, if not you get 0 points for that assignment. All course work must be completed by the deadlines provided in Blackboard.

Professional Responsibilities (highlighted yellow in figure):

In addition to assessment for learning, students need to complete their professional responsibilities and expectations. These include course evaluations and attendance.

Attendance: Attendance at all PPD sessions is required. The instructional design of the sessions requires in-person attendance for all components. Please complete the absentee form and contact the Module Director and Course Manager regarding making up any absences.

Course/Module/Faculty Evaluations: Your feedback is extremely important to improving the courses. The school and faculty take these very seriously. An 80% completion rate is required for evaluations you are assigned.

Expectations

1. Signing in classmates for sessions is considered cheating and violations will be referred to Medical Student Disciplinary Committee.
2. If you are aware of any violations of the ethical standards listed above, within the Student Disciplinary Code of Academic and Professional Conduct, or otherwise, report it to the Course Director

Course Roles and Responsibilities:

The PPD Course Directors, Content Directors, and Course Managers are committed to the success of every student in the class.

Co-Course Directors

- Ensure delivery of PPD course objectives and intentional longitudinal progression of learning competencies.
- Oversee curriculum content throughout the course and ensure deliberate spiraling and interleaving.
- Meet with content directors and ensure adherence to MEO policies, instructional design expectations, and MEC recommendations.
- Review Education Quality Improvement data and provide feedback and suggestions for improvement.
- Work with the SAC and review student feedback on an ongoing basis and suggest improvements.
- Meet with students who are having academic difficulty.
- Work with the Academic Enhancement Office to recruit and schedule group tutoring/coaching for the modules.
- During the week of a course activity, should respond to email from students within 24 hours on weekdays and 48 hours on weekends unless students write URGENT in subject line which is reserved for students experiencing a personal emergency.

Course Manager

The Course Manager is responsible for the administrative and organizational support of PPD.

- Assist course directors (CD) with:
 - Creating class schedules
 - Recruiting, contacting, and coordinating personnel (lecturers, tutors, teaching assistants/facilitators, proctors).
- Prepare self-learning guides, content and knowledge self-assessments for Blackboard
- Provide knowledge self-assessment data to module directors in real time.
- Manage all evaluation data for the course.
- Act as a liaison between faculty and students, field questions and concerns.
- Will respond to email from students within 24 hours on weekdays and 48 hours on weekends.

Content Directors

- Content directors are faculty who are responsible for covering the learning objectives in their educational materials and sessions in a way that is focused and consistent with the instructional design of the course.

- Demonstrate inclusive curricular design and language.
- Provide feedback and faculty development to all faculty teaching the content.

Students

As adult learners, students are expected to:

- Use all provided resources to meet the learning objectives of the module.
- Complete all assignments.
- Come prepared to participate in all active learning sessions (AME small group, application sessions)
- Participate actively in all sessions: answer questions posed in class and ask questions when information is unclear or more information is needed.
- Optimize learning strategies by trying the suggested study tips and other suggestions provided by course leadership.
- Recognize gaps in understanding and knowledge and proactively seek help from the course director when needed.
- Notify the course director and coordinator as soon as possible if illness or an emergency prevents attendance at any assessments or required sessions.
- Provide constructive and collegial feedback regarding the course in MedHub and to faculty and peers in person.
- Adhere to all BU and Chobanian & Avedisian School of Medicine policies outlined in the General Student Policies section.
- Adhere to team charter and team expectations.

Instructional Tools

Blackboard

PPD has a Blackboard Ultra site, located at <http://learn.bu.edu>. We will post module specific schedules, learning materials, assignments, along with module specific information on grading.

Students who have questions about the Blackboard site or find that they do not have access to the site should contact the Course Director or Course Managers for assistance.

MedHub

MedHub provides Chobanian & Avedisian School of Medicine students with the ability to evaluate and provide feedback on all courses within the School of Medicine, monitor their own learning progress and achievement of objectives, and view and update their student portfolio.

<https://bu.medhub.com/>

Instructional guides for MedHub can be found at: <https://www.bumc.bu.edu/edtech/medhub-resources/>
Additional help resources are also available within MedHub, under the “Help” tab.

Please see the [Student Evaluation Completion Policy](#) section below for expectations around student-submitted course and faculty evaluations.

Note Taking and Studying Tools

The Alumni Medical Library has compiled some recommended tools for students looking to take notes and study digitally, including resources to help reduce eye strain or fatigue. A list of their recommendations can be found on their website: <https://www.bumc.bu.edu/medlib/portals/camed/pdfutilities/>

Echo360/Technology

Echo 360 recordings need time to be downloaded, edited, and compiled. As a general principle, recordings will be available 24 hours after the learning activity. For Consolidations days, Education Media will make every effort to have recordings available by 6 pm.

Echo360 may only be used for streaming captured lecture videos; the videos may not be downloaded. Taking smartphone or digital pictures or videos of any part of the lecture in class, or at home, is similar to downloading and is not allowed. There are a number of reasons for this, including that students and/or the University may be liable for violations of federal copyright and privacy laws as a result of the use of copied material.

If you experience any technical problems, please report the issue in one of the following ways to generate an IT ticket:

- **Echo360 Related Issues:** Create a ticket on the Ed Media site (<http://www.bumc.bu.edu/bumc-emc/instructional-services/echo360/>): sign in and provide pertinent information that will enable an effective response. Have a link to the problematic video ready to copy/paste into this form.
- **Educational Technology Related Issues:** For assistance with technology supported by BUMC's Educational Media (e.g. ExamSoft), tickets can be created via their website at: <https://www.bumc.bu.edu/bumc-emc/instructional-services/>
- **Other Technology Related Issues:** For assistance with BU-wide technology, such as Blackboard, email an example (e.g. picture or very brief phone video) to ithelp@bu.edu with a descriptive subject line and give as many details as possible on the what, where, how you are using the service and what type of computer, browser, etc. along with type of student (i.e. M3). Always include link(s) to or screen shots of where the issue is occurring.
- **Policy on Classroom Recordings:** <https://www.bumc.bu.edu/camed/education/medical-education/policies/classroom-recordings/>

Student Support Services

Academic Enhancement Office

The Academic Enhancement Office (AEO) supports the academic and personal success of all medical students. Recognizing that individual students have different needs in order to be successful in medical school, various programs and services are available to all current Chobanian & Avedisian School of Medicine medical students. Programs are designed to help students adjust to the rigors of medical school and strive to learn balance, with more effective study habits that promote and sustain lifelong learning. Through small group sessions and individual meetings, we work with students to leverage the necessary skills to balance academic and personal growth.

<https://www.bumc.bu.edu/camed/student-affairs/office-of-academic-enhancement/>

Tutoring

Peer tutors may be requested via the Academic Enhancement Office's Peer Tutoring Program at:

<https://www.bumc.bu.edu/camed/student-affairs/office-of-academic-enhancement/peer-tutoring-program/>

Disability & Access Services

Students who wish to request accommodations for learning at Chobanian & Avedisian School of Medicine can do so through Disability & Access Services. Information about the process is available on the Academic Enhancement Office's page: <https://www.bumc.bu.edu/camed/student-affairs/office-of-academic-enhancement/accommodations-for-learning/>.

Disability & Access Services' goal is to provide services and support to ensure that students are able to access and participate in the opportunities available at Boston University. In keeping with this objective, students are expected and encouraged to utilize the resources of Disability & Access Services to the degree they determine necessary. Although a significant degree of independence is expected of students, Disability & Access Services is available to assist should the need arise.

<https://www.bu.edu/disability/accommodations/>

General Student Policies

Artificial Intelligence Use Policy

We believe that developing expertise as a physician is a developmental process that requires deep and meaningful learning. The journey to becoming a competent and compassionate physician involves not only the acquisition of knowledge but also the cultivation of critical thinking, ethical reasoning, and interpersonal skills. As advancements in technology, especially artificial intelligence (AI), reshape medical education and practice, it is vital for students to understand how and when to responsibly integrate these tools into their learning processes. As physicians, you will need to clinically reason in a time sensitive manner to respond to both routine and emergent clinical scenarios. Learning to navigate patient questions, concerns/questions and those of team members in real time is essential as a physician.

We believe that AI can be used as an adjunct to help foster deep and meaningful learning, assisting students in their ability to develop critical thinking and clinical reasoning skills. However, it is not a tool intended to simplify or accelerate the learning process at the expense of these essential competencies. Furthermore, AI should not impede the development of collaborative skills that are vital for effective teamwork in future medical practice. We encourage students to engage thoughtfully with AI, ensuring it supports their educational journey rather than detracting from the rigorous, reflective learning experiences necessary for their growth as physicians.

Additionally, we would like to acknowledge the environmental impact of AI, particularly in terms of resource consumption and energy usage associated with its development and deployment. Moreover, while AI holds the potential to improve healthcare outcomes, it can also perpetuate existing health inequities if not applied thoughtfully. Issues such as algorithmic bias and accessibility to technology may disproportionately affect marginalized communities, further widening the gap in healthcare equity. Therefore, as we embrace AI as a

tool for learning and practice, we must remain vigilant in addressing these ethical concerns and strive to use AI in a manner that promotes equity and sustainability in healthcare.

For suggested Health Profession Student Uses for AI and when Medical Students Should Avoid AI see the full policy located at: <https://www.bumc.bu.edu/camed/offices-services/md-program-offices/medical-education/policies/artificial-intelligence-use-policy-for-the-md-program/>

Attendance & Time off Policy

This policy addresses the expectations for student attendance and the procedures for requesting time off. The attendance & time off policy is located at: <https://www.bumc.bu.edu/camed/education/medical-education/policies/attendance-time-off-policy/>.

All students who will be absent from a mandatory session, must complete the excused absence form, linked in Blackboard, in advance of the session they will be missing. Any student who is out for more than 3 days will need to discuss this with the Associate Dean of Medical Education.

Work Hours Policy

Chobanian and Avedisian School of Medicine and its curriculum committees have developed and implemented policies regarding the amount of time students spend in required activities during the first two years of medical school and the total required hours spent in clinical and educational activities during clinical clerkships. <https://www.bumc.bu.edu/camed/education/medical-education/policies/work-hours/>

Medical Student Disciplinary Code of Academic and Professional Conduct

The School of Medicine expects all students to adhere to the high standards of behavior expected of physicians during all professional and patient care activities at the school and all of its academic affiliates. All students must uphold the standards of the medical profession. This includes, but is not limited to, being respectful of patients, staff, members of the faculty, their peers, and the community, being aware of the ways in which their conduct may affect others, and conducting themselves with honesty and integrity in all interactions.

Students are also required to adhere to the highest standards of academic honesty and professional conduct in relation to their coursework.

<https://www.bumc.bu.edu/camed/student-affairs/md/student-resources/medical-student-disciplinary-code/>

Policies and Procedures for Evaluation, Grading and Promotion of MD Students

This is a school-wide policy and can be located at: <https://www.bumc.bu.edu/camed/faculty/evaluation-grading-and-promotion-of-students/> Assessment Policies

A student who is unable to take a scheduled assessment due to medical or family emergency must immediately notify the course manager, course director(s) and the Associate Dean of Medical Education at prgarg@bu.edu. Students should arrange directly with the course manager and course director to take make-up Doctoring assessments. Student Affairs will be notified if student needs additional support.

- LPAs or exams/OSCEs are not to be postponed or taken early, unless for a compelling reason, e.g., personal illness or family emergency, or if approved by the Associate Dean of Medical Education
- Students must meet with the Associate Dean of Medical Education for any late or missed LPAs or exams/OSCEs that were not previously excused.

- Students who arrive late may take the LPA or exam/OSCE with remaining time, at the discretion of the course director(s)
- Students who miss an LPA or exam/OSCE, unexcused, will receive a zero for that LPA or exam/OSCE

The full policies can be found here:

- LPA or exam Policies for Medical Students: <https://www.bumc.bu.edu/camed/education/medical-education/policies/exam-policies-for-medical-students/>
- L-11 Testing Center Policies: <https://www.bumc.bu.edu/camed/education/medical-education/policies/l-11-testing-center/>

Student Evaluation Completion Policy

The school considers the completion of course and clerkship evaluation to be part of a student's professional responsibilities and essential feedback for the ongoing monitoring of the learning environment. To obtain adequate feedback, all students must complete at least 80% of the evaluations assigned to them in each academic year. This includes all types of evaluations including course, module, clerkship, site, individual faculty, and peer.

Process

All evaluations are sent to students in the MedHub evaluation system. Students will be oriented to MedHub at multiple points during the four years.

Preclerkship Phase

The Medical Education Office will randomly **assign each student into a cohort of approximately 1/3 of the class at the beginning of the year**. Each cohort will only be assigned a subset of total evaluations for the course and faculty evaluations in all courses where there are greater than 20 students participating.

Evaluations will be **assigned to students twice a year** so students have access to all evaluations and can complete them on time. Individual faculty evaluations are best done directly after a session and saved for submission.

Deadlines are posted on Blackboard for all students. Evaluations not completed within the assigned time frame will expire and are no longer available for completion by the student.

All students, regardless of cohort assignments **will be required to complete evaluations for:**

- Groups or class less than 30 students- Peer, faculty, and course evaluations with smaller groups (i.e., Doctoring groups and LEADS tracks)
- End of Year 1 and End of Year 2 overall experience evaluations
- Annual Learning Environment Surveys

If there are errors or concerns about MedHub, please submit a MedHub Support ticket via:

<https://www.bumc.bu.edu/bumc-emc/medhub-general-support/>

Completion Expectations

The Medical Education Office monitors compliance rates multiple times a year and formally notifies students of their compliance rate twice a year. Students who have completed less than 80% of their assigned evaluations at the half year will receive a notification email from the Associate Dean of Medical Education. If

the compliance rate is less than 80% at mid or end of year, students will be discussed at a Student Early Intervention Committee meeting and may receive a professionalism warning letter if there are multiple concerns regarding lapses in professionalism.

Any student who received a warning letter at the end of year one and continues to have lapses in professionalism may be referred to the Student Evaluation & Promotions Committee.

This policy is also available on the school's webpage: <https://www.bumc.bu.edu/camed/education/medical-education/policies/student-evaluation-of-courses-completion-policy/>

Copyright Policy on the Use of Course Materials

The course's Blackboard site contains educational materials to be used only by students and faculty in conjunction with the course, or by non-course faculty and staff for other approved purposes. None of the posted materials are to be used or distributed without explicit permission from the author of the materials, e.g., lecture notes, PowerPoint presentations, practice LPA or exam questions, case-based exercises, problem sets, etc.

Course materials are protected by copyright and may not be uploaded or copied to other sites for any purpose, regardless of whether the materials are made accessible publicly or on a private account. When content is uploaded to a site, the user is representing and warranting that they have rights to distribute the content, which requires explicit permission from the author of the materials.

Students who distribute materials without permission may be in violation of copyright laws, as well as required to go before the Medical Student Disciplinary Committee.

If you have any questions, contact the Course Director.

For additional information:

- Intellectual Property Protection: <https://www.bu.edu/academics/policies/intellectual-property-policy/>

Chobanian & Avedisian School of Medicine Policies

Policies are located at: <https://www.bumc.bu.edu/camed/education/medical-education/policies/> Learning Environment Expectations

Learning more about the school's efforts to maintain and improve the learning environment at: <https://www.bumc.bu.edu/camed/education/medical-education/learning-environment/>

Learning Environment Expectations

Chobanian & Avedisian School of Medicine has a **ZERO** tolerance policy for medical student mistreatment. We expect students to be aware of the policy for appropriate treatment in medicine, including procedures for reporting mistreatment.

Learning more about the school's efforts to maintain and improve the learning environment at: <https://www.bumc.bu.edu/camed/education/md/learning-environment/>

Cultivating Attention to Foster Community

We believe that learning should take place in an environment that fosters collaboration and engagement, where students are encouraged to learn from the course content and from one another. We strive to intentionally design our classes to support sustained attention, where students can step away from the noise and distractions of the outside world and engage in meaningful, focused interaction. In any learning environment, sustained attention to others—through listening, dialogue, and presence—builds trust and empathy. Thus, attention is a foundational act of community-building, countering the isolating effects of digital distraction and helping individuals feel anchored in a collective purpose.

Our expectations with technology use are that they should support learning and connection, not fragment attention. Devices are expected to be used purposefully—such as for note-taking, research, or collaboration—rather than for multitasking, shopping or entertainment during classroom sessions and shared activities. Students are encouraged to silence notifications and close unrelated apps to foster deeper engagement with your team and faculty. Students should use their peers as a resource for learning rather than digital tools.

We also expect our educators to model thoughtful technology use, demonstrating how digital tools can enhance rather than erode attention and community. We will be using digital and AI tools and will share how these tools are intended to complement learning, not supplement it.

Appropriate Treatment in Medicine (ATM)

Chobanian & Avedisian School of Medicine is committed to providing a work and educational environment that is conducive to teaching and learning, research, the practice of medicine and patient care. This includes a shared commitment among all members of the community to respect each person's worth and dignity, and to contribute to a positive learning environment where medical students are enabled and encouraged to excel.

Procedures for Reporting Mistreatment

Students who have experienced or witnessed mistreatment are encouraged to report it using one of the following methods:

- Contact the chair of the Appropriate Treatment in Medicine Committee (ATM), Dr. Vincent Smith, MD, directly by email (vincent.smith@bmc.org)
- Submit an online Incident Report Form through the online reporting system https://bostonu.qualtrics.com/jfe/form/SV_6ofDaE2NYsemv1b

These reports are sent to the ATM chair directly. Complaints will be kept confidential and addressed quickly.

Appropriate Treatment in Medicine website: <https://www.bumc.bu.edu/camed/student-affairs/atm/>

Policy on the Appropriate Treatment in Medicine: [Appropriate-Treatment-in-Medicine-ATM-Policy_11-29-2017-3.pdf](#)

Learning Environment Oversight (LEO)

The Learning Environment Oversight group was established in June 2022 and serves as a mechanism to monitor all aspects of the learning environment and report back to the school community on a regular basis. The group is comprised of representation from the Medical Education Office, Student Affairs Office, Appropriate Treatment in Medicine Committee, and students from all curricular years.

Boston University Sexual Misconduct/Title IX Policy

The BU Sexual Misconduct/Title IX Policy is located at: <https://www.bu.edu/policies/sexual-misconduct-title-ix-hr/>

Boston University Social Media Guidelines

<http://www.bu.edu/policies/information-security-home/social-media-guidelines/>