

**GEISINGER
COMMONWEALTH
SCHOOL OF MEDICINE**

STUDENT BULLETIN

2022-2023

Table of Contents:**Page Number**

Welcome from the President and Dean	4
Welcome from Student Affairs	5
Geisinger Commonwealth School of Medicine Mission Statement	5
Geisinger Commonwealth School of Medicine Vision Statement	5
Academic Advising	6
Academic Records	6
Accreditation	7
Administrative Leadership	7
Admissions Office	10
Application for Conference Attendance/Publication	10
Board of Directors	12
Bursar's Office	12
Care Team	16
Center for Career Development	16
Center for Learning Excellence	18
Clinical Skills and Simulation Center	19
Clubs and Organizations	23
Disability Services	26
Facilities	26
Faculty	27
Financial Aid	28
Geisinger Commonwealth Diversity Statement	33
History	33
Housing (Student)	34
Library	35
Medical Doctor (MD Course Descriptions)	36
MD1	37
MD2	38
MD3	39
MD4	42

Office of the President/Dean	44
Policy on Criminal Background Check and Drug Screening (Student	46
Printing and Copying	46
Procedures Regarding Remediation of Classwork	46
Regional Campus Organization	47
Regional Campuses	50
Regional Education Academy for Careers in Health-Higher Education Initiative (<i>REACH-HEI</i>)	54
Research Opportunities and Summer Internships	55
Safety/Security	58
Student Health and Welfare	66
Student Health Insurance	66
Student Health Services	67
Counseling	67
Student Identification	72
Student Policies	72
Student Space and Room Reservations	73
Student Transcripts	74
Student Life and Wellness	75
Technical Standards	76
Technology	82
Title IX	83

Welcome from the President and Dean

Dear Geisinger Commonwealth student,

Welcome! We are so glad to have you as part of our school's community. I am happy you have chosen to take this next step on your career journey here with us at Geisinger. One of the most rewarding things I get to do as president and dean is interact with our students and envision the future contributions they will make to health, health care, and science. I look forward to meeting you personally – I am eager to hear your story and support your aspirations.

As you progress in your studies here, you will find a community invested in your success. This community includes our dedicated faculty, student-centered staff, and your fellow students. Most remarkably, you will find the wider community – civic leaders, philanthropists, community members, service agencies, and others – actively engaged in the success of the medical school and our students.

Our engagement with the community is a core theme of learning at Geisinger Commonwealth. Community immersion is not a suggestion – it's a requirement. You will discover the joys of making a difference in the health and wellbeing of your neighbors.

Lifelong learning is a cornerstone to our values. For this reason, we encourage and value your feedback and new ideas on advancing the educational process and learning at Geisinger. We want you to take charge of your education. In addition to ensuring a strong foundation of basic, clinical, and health system science, you will find our Total Health Curriculum places great emphasis on active learning, advancing health, and preparing to challenge the status quo in health care.

There are many advantages to being part of a health system known for innovation, excellence and commitment to patients and community. Here you will find a wealth of mentors, an array of high-tech tools in the clinic and at the bedside, as well as rich and diverse research opportunities in areas from genomics to population health.

In short, Geisinger learning is unique.

On behalf of everyone at Geisinger Commonwealth, we look forward to working with you. Welcome!

Sincerely,

Julie Byerley, MD, MPH
President and Dean, Geisinger Commonwealth School of Medicine
Executive Vice President and Chief Academic Officer, Geisinger

Welcome from Student Affairs

Dear Geisinger Commonwealth students,

On behalf of the entire Student Affairs team, it is with warmest regards that I welcome you to Geisinger Commonwealth School of Medicine. Together we will grow, learn and enjoy each other's company as we create a future for you, for us and for the institution. The Office of Student Affairs is committed to providing you with an exceptional educational experience. As partners with the faculty, we are here to provide you with valuable experiences outside the classroom. By providing meaningful service opportunities, exciting leisure activities, career exploration and academic and personal support, we will assist you in developing the intellectual and professional skills that will enable you to be leaders in your profession and community.

As you begin your graduate education, we offer you this Student Bulletin and encourage you to become familiar with the information it contains. The bulletin contains essential information about the services available to you, as well as the rights and responsibilities of the members of our community. As we strive to reflect a community that is respectful and inclusive, and one that is engaged in a "community based, patient-centered, interprofessional and evidence-based model of education," we value your active participation and collaboration. Your success is important to us, as is the general welfare of our community.

The school has developed a set of policies that are included in this Student Bulletin that have been developed to create a safe, engaging, and stimulating learning environment. As we embark on this journey together, we hope you will visit us often and share your ideas and concerns. We are in the process of creating a culture that will continue to welcome and support future generations of students. We look forward to you joining our community and being part of this wonderful Geisinger Commonwealth experience!

Dr. Tanja Adonizio
Associate Dean of Student Affairs

Geisinger Commonwealth School of Medicine mission statement

The Geisinger Commonwealth School of Medicine educates aspiring physicians and scientists to serve society using a community-based, patient-centered, interprofessional and evidence-based model of education that is committed to inclusion, promotes discovery and utilizes innovative techniques.

Geisinger Commonwealth School of Medicine vision statement

Geisinger Commonwealth School of Medicine will educate the healthcare workforce of the future, leveraging our unique strengths to be regionally engaged and nationally relevant.

Academic Advising

The Office of Student Affairs (OSA), through the Center for Career Development (CCD) has established a learning community model to support student personal and professional growth with a longitudinal connection to a community of learning. This model supports learners through a developmental and proactive approach to maximize their individual and collective potential by providing differential assistance and a community of faculty, interprofessional staff and peers to engage students in their personal and professional development.

Advising is delivered through the students' learning communities by the Center for Learning Excellence (CLE) during the pre-clinical years and by the Regional Education Specialist (RES) in the clinical years. CLE and RES advisors meet with students minimally twice per semester and more often depending on need or request.

In addition to these regularly scheduled advising meetings, the CLE and the RES's oversee student progress through the Early Alert and Progress Monitoring system. The advising teams review interim and final grades, clinical assessments and preceptor evaluations. Advisors reach out to students as indicated by this feedback to develop learning plans to promote academic success. This structured and consistent approach supports students as they interface with Career Coaches and the Career Pathway Program offered through the Professional Development Theme within the full educational program.

This model affords students a holistic experience through the efforts of learning community teams and individual meetings to monitor students' progress and support their achievement of professional competencies.

Academic records

Student academic records are confidential and are maintained in the school registrar's office. Records will be available to students for review in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). FERPA allows disclosure of student information without consent to school officials with legitimate educational interests, i.e., if the official needs to review an education record in order to fulfill his or her professional responsibility.

A student may request that official copies of his/her academic transcripts be sent to designated individuals or organizations by providing a signed transcript-request form and the established fee to the registrar's office. Unofficial transcripts are available at any time upon request. If a student or former student has any outstanding obligations to Geisinger Commonwealth, financial or otherwise, release of the official records will be withheld until the obligations are satisfied.

The student may request, in writing, an amendment to the education record that he or she believes is inaccurate or misleading. The request should be directed to the vice dean/vice president for academic affairs. The vice dean/vice president for academic affairs, or a designee, will consult the school official or faculty member responsible for the record. The vice dean/vice president for academic affairs will notify the student of the decision. The student may appeal the decision in writing to the dean. The dean will make the final determination and notify the student of the decision.

Accreditation

Accreditation is a process of peer review that the educational community has adopted for its self-regulation since early in the 20th century. It is a voluntary process intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence. Institutions choose to apply for accredited status, and once accredited, they agree to abide by the standards of their accrediting organization and to regulate themselves by taking responsibility for their own improvement.

Geisinger Commonwealth School of Medicine is accredited by the Middle States Commission on Higher Education (MSCHE) to award master's and doctor's degrees. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Inquiries can be referred to Middle States Commission on Higher Education, 3624 Market St., 2nd Fl. West, Philadelphia, PA 19104-2680 or by phone to:

267-284-5000. Additional information is available online at www.msche.org/institution/9199/

Doctor of Medicine program:

The Doctor of Medicine (MD) program is accredited by the Liaison Committee on Medical Education (LCME). In July 2019, Geisinger Commonwealth received a continuation of full accreditation by LCME, which certifies that the MD program meets national standards for structure and function.

President's Cabinet

Julie Byerley, MD, MPH, *Executive Vice President and Chief Academic Officer of Geisinger and President and Dean of Geisinger Commonwealth School of Medicine*

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Anna M. Arvay, CPA, MBA, *Vice President for Finance & Administration and Chief Financial Officer*

Jennifer Boardman, PhD, *Associate Dean for Graduate Education*

James Franceschelli, *Associate Dean for Educational Information Technology*

William B. Jeffries, PhD, *Vice Dean for Medical Education and Vice President for Academic Affairs*

Gerald Maloney, DO, *Chief Medical Officer for Geisinger Hospitals and Associate Dean for Clinical Affairs for Geisinger Commonwealth School of Medicine*

Christa L. Martin, PhD, Chief Scientific Officer

Rebecca S. Slangan, MBA, Administrative Director

Rebecca S. Stoudt, DNP, PhD, CRNA, *Associate Dean for Nursing Student Education*

Michelle Thompson, MD, *Associate Chief Academic Officer for Graduate Medical Education (GME), Associate Dean for GME and Designated Institutional Officer*

Janet M. Townsend, MD, Senior Associate Dean for Faculty Affairs

Nicole Woll, PhD, *Associate Chief Academic Officer for Interprofessional Education and Associate Dean for Faculty Development*

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Christa L. Martin, PhD, *Chief Scientific Officer*

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Lawrence Sampson, MD, *Regional Associate Dean of the Guthrie Campus*

Michelle Schmude, EdD, MBA, *Associate Dean for Admissions, Enrollment Management and Financial Aid*

Shubhra Shetty, MD, *Regional Associate Dean of the North Campus*

Rebecca S. Slangan, MBA, *Administrative Director*

Rebecca S. Stoudt, DNP, PhD, CRNA, *Associate Dean for Nursing Student Education*

Michelle Thompson, MD, *Associate Chief Academic Officer for Graduate Medical Education (GME), Associate Dean for GME and Designated Institutional Official*

Janet M. Townsend, MD, *Senior Associate Dean for Faculty Affairs*

Nicole Woll, PhD, *Associate Chief Academic Officer for Interprofessional Education and Associate Dean for Faculty Development*

Julie Xanthopolous, MD, *Regional Associate Dean of the West Campus*

Dominick J. Zampino, DO, *Regional Associate Dean of the AtlantiCare Campus*

Admissions Office

Geisinger Commonwealth School of Medicine (Geisinger Commonwealth) Office of Admissions is responsible for recruitment, admission and enrollment of students who exemplify our mission to address the healthcare needs in our regionally preferred areas in Pennsylvania and share our core values of academic excellence, experiential diversity and service for the medical and graduate school programs.

Students admitted to Geisinger Commonwealth create a legacy of physicians and healthcare professionals who are dedicated to improving the quality and delivery of healthcare for all. The Office of Admissions works with prospective students year-round.

MD application process

The Doctor of Medicine (MD) application cycle begins in June and can continue until the following August. All candidates must complete an application online via the American Medical College Application Service (AMCAS). Applicants need to submit all requested documentation to AMCAS, along with the necessary application fee or, where appropriate, fee waiver documentation. All completed and verified AMCAS applications are downloaded into Geisinger Commonwealth's application system.

Upon receipt of the verified AMCAS application, candidates are invited to complete the Geisinger Commonwealth secondary application and submit the required \$100 application fee. Students who have received a waiver via the AMCAS Fee Assistance Program (FAP) will also receive a waiver for the secondary application. The secondary application is designed to evaluate a candidate's match with Geisinger Commonwealth's unique mission, values and educational philosophy.

All applicants are required to submit one pre-professional/pre-health/committee letter or three evaluation/recommendation letters from faculty who are familiar with the applicant's career goals and academic coursework. Geisinger Commonwealth participates in the AMCAS letter service and letters should be submitted through the candidate's AMCAS application.

To further enhance our holistic review process during the 2023 admission cycle, applicants are strongly encouraged to complete the online PREview exam administered by the Association of American Medical Colleges (AAMC). AAMC's PREview exam assesses the pre-professional competencies that our Admissions Committee believes are essential for success at our medical school.

Candidates are notified via email when their application status changes. Students may also monitor their application status by logging into the student portal provided by Geisinger Commonwealth.

MD application review

Applications that contain a verified AMCAS application, a completed secondary application, MCAT scores and letters of recommendation are considered complete and are sent to be screened and reviewed holistically by the Admissions Committee. The PREview exam is not an application requirement and therefore will not prevent a student's application from being marked complete. The Admissions Committee considers the candidate's metrics, attributes, experiences, and overall "fit" with Geisinger Commonwealth's mission and values when evaluating candidates.

MD interview day

Applicants who appear to be a match for Geisinger Commonwealth and who, after screening by the Admissions Committee, are deemed as meeting the screening criteria, are offered an interview. The interview day is structured to provide applicants with the greatest exposure to Geisinger Commonwealth's people, facilities and curriculum.

Interviews are conducted from September through March or until all selected candidates have completed an interview. Interviews are held on Mondays and Fridays and some select Wednesdays and Saturdays.

GCSOM implemented the Multiple Mini Interview (MMI) process with the 2021-2022 application cycle. The MMI consists of a series of short, structured interview stations used to assess non-cognitive qualities.

MD selection process

Upon completion of the interview, interviewers will complete and electronically submit the interview evaluation form. Upon receipt of the evaluations, the candidate's file becomes complete and is sent to the Admissions Committee for review.

Each member of the Admissions Committee independently reviews each candidate's file and submits a score. When all members of the committee have scored the file, it is ready to be discussed by committee members. The Admissions Committee meets regularly each month to discuss application files and to render admissions decisions.

When a student is offered a place in Geisinger Commonwealth's MD class, they are notified via email and paper mail. Students can expect to receive an admissions decision six to eight weeks after their interview date.

Students placed on the waitlist can be offered admission until the first day of orientation.

Application for Conference or Publication: [Link to application proces](#)

Board of Directors

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Pedro J. Greer, Jr., MD

V. Chris Holcombe, PE

David B. Nash, MD, MBA

Jaewon Ryu, MD, JD Julie

Byerley, MD, MPH

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Geisinger Executive Vice President, Chief Academic Officer

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Geisinger Executive Vice President, Chief Financial Officer

Secretary: Steven B. Bender, Esq.
Geisinger Executive Vice President, Chief Legal Officer

Assistant Secretary: Lori R. Gramley, Esq.
Geisinger Associate Chief Legal Officer

Bursar's office

Geisinger Commonwealth School of Medicine Bursar's office is located in the east wing of the Medical Sciences Building on the third floor. Office hours are Monday through Friday, 8 a.m. to 4:30 p.m. The office will be closed on college holidays. Individual appointments may be made by calling the office at 570-504-9075 or by email at Bursar@som.geisinger.edu. The Bursar's Office is the sole source of official information concerning tuition/fee rates and policies. All inquiries regarding tuition/fee charges and account payment responsibilities should be addressed to this office.

Main duties and responsibilities:

Billing and Collection:

Students receive electronic bills (Estimated Tuition Worksheet) 30 days before the start of class. **Full payment of all charges, less applicable financial aid, is due on or before the first day of class.** Estimated Tuition Worksheets are available to students through the Empower student portal.

- Geisinger Commonwealth does not accept credit card payments or offer payment plans.
- Payments can be made via cash or check either in person at the Bursar's Office or by mailing checks to the Bursar at 525 Pine Street, Scranton, PA 18509.
- Bank wires and electronic checks are also accepted. Please contact Bursar@som.geisinger.edu for further information.

Geisinger Commonwealth reserves the right to cancel the registration of a student with an unmet financial obligation that results for any reason. Furthermore, Geisinger Commonwealth reserves the right to withhold a diploma, transcript, letters of recommendation or other official documents for a student with an outstanding financial obligation to the school.

Student refunds – credit balances

If a credit balance occurs on a student's account after billed tuition and fees are fully paid, the resulting credit balance will be refunded to the student so the funds may be used for other cost of attendance expenses. Refunds of credit balances are made within 14 days after a credit balance occurs. Students will be responsible for the immediate payment of any charges that are added to his or her student account after a refund occurs. Refunds related to withdrawal, dismissal or leaves of absence are addressed under the Geisinger Commonwealth Tuition Refund/Cancellation Policy. Please note that financial aid will not be posted to student accounts until the first day of class. Direct deposits are available to students to allow for faster receipt of funds. Please contact Bursar@som.geisinger.edu for a direct deposit form and further information.

GCSOM Refund/Cancellation Policy

This refund/cancellation policy applies to students who choose to withdraw, take a leave of absence, add/drop a course, or are dismissed for any reason. In order for a student to be eligible for any cancellation or refund, the student must submit his or her notice of withdrawal, in writing or orally, to the Associate Dean for Student Affairs for MD students or the Assistant Dean for Graduate Academic Affairs for graduate students. Written requests are preferred. However, if a student makes a verbal request, the request will be converted to writing by the person making the request or a GCSOM staff member and then reviewed and signed by the person making the request. The

date of the receipt of this notice determines the official date of withdrawal. Exceptions to this refund/cancellation policy will be reviewed on a case-by-case basis.

The Associate Dean for Student Affairs (or Assistant Dean of Students) will submit a request for MD students and the Assistant Dean for Graduate Academic Affairs will submit a request for Graduate students. All requests will be sent to the VP for Finance & Administration/CFO and after collaboration with the Associate Dean for Admissions, Enrollment Management and Financial Aid, if needed, will make a final decision.

Refunds will be made according to the following for all **MD students**:

- On or before the first day of classes 100%
- Up to the end of the second week of classes 75%
- Up to the end of the fourth week of classes 50%
- Up to the end of the sixth week of classes 25%
- Beyond the sixth week of classes **0%**

Refunds will be made according to the following for all **Graduate School students**:

Full Fall, Spring and Summer Semesters:

- Before the first day of classes to and including the 5th calendar day of the semester 100%
- Through and including the 12th calendar day of the semester 75%
- Through and including the 19th calendar day of the semester 50%
- Through and including the 26th calendar day of the semester 25%
- Beyond the 26th calendar day of the semester **0%**

Quarters:

- Before the first day of classes to and including the 5th calendar day of the quarter 100%
- Through and including the 12th calendar day of the quarter 75%
- Through and including the 19th calendar day of the quarter 50%
- Beyond the 19th calendar day of the quarter **0%**

Condensed Sessions (8 weeks):

- Before the first day of classes to and including the 5th calendar day of the session 100%
- Through and including the 10th calendar day of the session 50%
- Beyond the 10th calendar day of the session 0%

**Refund/Cancellation percentage refers to the percentage of a student's tuition charges that will be cancelled upon withdrawal.*

Ordinarily, fees are non-refundable, except for the Technology Fee, the Student Health Insurance Fee, and the Disability Insurance Fee, under certain conditions. The Student Health Insurance Fee may be prorated as described in the Student Health Insurance Policy. The Disability Insurance Fee is refundable for withdrawals that occur before the first day of classes. Any changes to this refund policy will be reflected on the Bursar's page of the student portal.

If a student going on a LOA wishes to maintain their technology package, they will be charged half of the current technology fee per semester/quarter/session of leave. The student is financially responsible for any outstanding funds to the institution, and these must be paid at the time of the start of the leave. A student will not be allowed to return to their program of study if they have an outstanding balance due. This includes returning from a LOA.

For purposes of this policy, one week equals five class days. The first day of classes for each semester/quarter/session is the date published in the Academic Calendar.

The student invoices will be available 30 days before the first day of classes on Empower Web (bills are located by choosing the appropriate semester/quarter/session, then clicking the Financials tab and the Estimated Tuition Worksheet). *Payment in full, less applicable financial aid is due prior to the first day of class.* Instructions for submitting payment are located under the Bursar section of the student portal.

The death of a student shall cancel charges for tuition as of the date of death and the tuition will be adjusted on a pro rata basis.

The Higher Education Amendments of 1998 require that when a recipient of Title IV funding withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution must determine the amount of Title IV funding that the student earned as of the student's withdrawal date. A refund according to the College policy may be due to the student, but for students who are recipients of federal Title IV funds, the money may, based upon date of withdrawal, be returned to the aid program from which the funds were disbursed. Students are encouraged to contact the GCSOM Financial Aid Office or can refer to the policy on Return of Title IV funding listed on the school's website for additional information or questions regarding this policy. Refunds will be processed and sent to the student within fourteen days after notification to GCSOM of withdrawal.

All refund policies, return of Title IV funds policy, and the procedures students must follow to officially withdraw from the college can be found on the GCSOM website and portal.

Federal Regulations Concerning Privacy & Confidentiality

Due to very strict federal regulations concerning privacy and confidentiality, the Bursar's Office will not be able to discuss or release information regarding a student's account without the student's written approval. This includes phone calls related to the payment of bills. Students who desire to have the Bursar's Office discuss their bills with appropriate people (such as parents, who wish to make payments, spouses, etc.), should visit the office and complete a FERPA Permission Form, giving the Bursar's

Office this permission. This form will also be available through the GCSOM portal.

CARE Team

GCSOM is committed to providing a safe learning environment. As part of this commitment, GCSOM has established a CARE Team to support members of the community experiencing levels of distress by providing appropriate referral to community and college services and assisting in the development of strategies for effectively meeting personal, academic, and professional goals.

The CARE Team is a multi-disciplinary group whose purpose is to support students and the GCSOM community through an established protocol designed to help identify and support students experiencing stress and to detect early indicators of the potential for disruptive conduct, self-harm, and the risk of violence to others.

It is the responsibility of faculty, staff, and students to make a report to the CARE Team when they have an ongoing concern for a student. In addition, they are required to immediately report any situation that could possibly result in harm to anyone at the school to Security. For more information on the CARE Team and to make a referral, please visit the CARE Team page on the portal. The link to the referral form is:

https://forms.office.com/Pages/ResponsePage.aspx?id=eZRlwKyFgku7rVTAP8IWeDG4ZkIO_FNKvf7_cwBH0kPVURDBTVURXSjBaWEJPNVROOE9PTU9SRVNFV4u

Center for Career Development

Doctor of Medicine students

The Center for Career Development supports Geisinger Commonwealth School of Medicine's Office of Student Affairs' goals and values by fostering student's academic, professional and personal growth. Grounded in the American Medical Association Group on Student Affairs' best practices and developmental framework, the Center for Career Development provides students with resources and a supportive learning community through career coaching and mentoring to promote their professional identity formation.

The Career Pathways Program is a four year- longitudinal curriculum that embodies Geisinger Commonwealth's mission and values. It is a required program that is part of the promotion process each year and is a graduation requirement. It lives within the Personal and Professional Development theme but also is integrated within many of the courses.

It relies on current career development theories and models to assist students in their professional identity formation, using the "Careers in Medicine" (CiM) model to support all phases of the career decision-making process for students. It uses diverse instructional methodologies and includes a

combination of self-assessments, interactive lectures, problem and case-based small group learning, panel discussions, residency application components and mock interviews. These activities support lifelong learning in the professional development process.

The Center for Career Development ensures that students have the knowledge, support and resources necessary to make informed decisions using a career coaching model. Carolyn Corcoran, MS, Julia Kolcharno, MA and Linda Learn, MSW, MBA, serve as career coaches and provide executive professional

coaching to assist students in academic/professional/career self-reflection, goal setting and life-long learning.

The combination of centrally provided content and individual processing opportunities allows for multiple touch points with students throughout their medical careers. The Center for Career Development utilizes the following critical benchmarks to support students in their career planning process:

- Assist students in understanding the important steps necessary toward their journey of self-authorship and engagement in continual self-assessment and reflection to identify their skills, abilities and interests in the selection of a medical specialty.
- Support students in the development of a self-directed career and resource identification plan using national and institutional data to make informed and proactive decisions critical to achieving their professional and career goals.
- Provide resources to effectively coach students in the enhancement of their interpersonal communication skills through the development of a competitive curriculum vitae, personal statement and participation in mock interviews.

For more information on career planning, please contact Julia Kolcharno, MA, director of student development, academic advising and career engagement, via email jkolcharno@som.geisinger.edu or by phone at 570-504-9635.

Mentoring

Given the significant impact mentoring can have on student success and the intention of creating shared experiences, the Center for Career Development is committed to providing physician mentors and role models for students to engage in reflection in a longitudinal and meaningful way.

Christin Spatz, MD, FASN, serves as the director of clinical advising. She coordinates the Abigail Scholars Mentor and Specialty Mentor Program for students. Physician specialty mentors assist students in clarifying personal and professional development/goals related to their desired specialty. Mentors will also provide insight on patient profiles, workload, setting, administrative requirements, interprofessional teams, training and residency tracks, competitiveness, professional affiliations and lifestyle.

The Center for Career Development also works closely with program directors and faculty within each regional campus to provide residency planning and support for all students.

For more information on mentoring, please contact Christin Spatz, MD, FASN, director of director of clinical advising, via email cspatz@som.geisinger.edu or by phone at 570-504-9635.

Learning Communities

The Office of Student Affairs (OSA), through the Center for Career Development (CCD) has established a learning community model to support student personal and professional growth with a longitudinal connection to a community of learning at Geisinger Commonwealth School of Medicine. This model aims to support learners through a developmental and proactive approach to maximize their individual and collective potential by providing differential assistance and a community of faculty, interprofessional staff and peers to engage students in their personal and professional development.

Learning Community Outcomes

- Students will engage in interactive learning community team activities/touchpoints through the year
- Students will participate in a virtual communication platform to promote and encourage interactions in real time with their peers, regional campus team and their learning community
- Students will engage in a positive learning environment that supports the formal and hidden curriculum

For more information on learning communities, please contact Julia Kolcharno, MA, director of student development, academic advising and career engagement, via email jkolcharno@som.geisinger.edu or by phone at 570-504-9635.

Center for Learning Excellence

Individual academic support, peer group review sessions, tutorials and group workshops are provided to students who wish to enhance their learning experiences. The staff of The Center for Learning Excellence (CLE) assists students with issues related to time management, stress management, test-taking strategies, memory techniques, higher-level study skills, organization, presentation skills and reading efficiency. In addition, workshops are offered to help students prepare for Step 1 of the United States Medical Licensing Examination (USMLE). Tutorial services are available for all MD students through a peer-tutoring program. Upper-class students (M2, M3 and M4) are recruited to assist their peers in coursework where they have demonstrated success. All peer tutors are trained in effective learning and referral techniques. Tutorial services are administered through the CLE and are offered at no cost to students through small group and individual formats. Students may request tutoring on their own or they may be referred to tutoring by faculty or following a review by the Committee on Academic and Professional Standards.

Clinical Skills and Simulation Center

Geisinger Commonwealth's Clinical Skills and Simulation Center (CSSC) is an educational venue for teaching clinical skills in a safe environment. The CSSC utilizes simulation as the primary method replacing or amplifying real patient encounters with scenarios designed to replicate health care situations, using lifelike mannequins, task trainers, standardized or simulated patients, virtual patients, or computers.

Simulations allow learners working in preassigned teams to engage in caring for a patient. The simulated patient can be any of the resource types mentioned above or a combination of them (e.g., mannequin and a standardized/simulation patient). Learners are challenged to integrate their medical knowledge and clinical skills when engaging with the patient. Most of these sessions are formative, which allows learners to practice clinical problem solving in a safe environment. Faculty facilitators are present to help assure that learners achieve the objectives of the session and to lead the debriefing. Learners are encouraged to work through these scenarios with their peers. Facilitators and students debrief after the experience to help the learners understand what they did well and what they need to work on to improve. In some cases, learners may receive feedback as part of the computer program or other similar environment they use such as a standardized rubric of their documentation of the clinical scenario.

Standardized patients

A standardized patient (SP) is a person trained to portray a real-life patient in a standardized, scripted clinical scenario.

Geisinger Commonwealth's SP program consists of committed SPs who provide students the opportunity to practice their interviewing, counseling, physical exam, communication and other skills that contribute to their development as professionals in the field of medicine. SPs work year-round and have been trained to portray patients in a wide selection of realistic scenarios. In addition, Geisinger Commonwealth SPs are trained to evaluate history taking, physical exam and communication skills, and to provide students with patient-centered feedback.

The GCSOM standardized patients participate a variety of educational sessions, including instructional clinical skills sessions, assessment of student's foundational clinical skills, formative and summative objective structured clinical examinations (OSCEs), hybrid simulations, faculty trainings and presentations, instructional videos and community outreach education.

The High-Fidelity Human Patient Simulator

The Human Patient Simulator is designed and intended to portray real-life patients in a standardized, scripted way. This technology is used to reproduce aspects of patients and patient care in an effort to meet educational goals and objectives. Simulators provide students the opportunity to practice their interviewing, counseling, physical exam, communication and other skills that contribute to their development as professionals in the field of medicine.

Next Generation Harvey® - The Cardiopulmonary Patient Simulator

The Next Generation Harvey, cardiopulmonary patient simulator realistically simulates nearly any cardiac disease at the touch of a button by varying blood pressure, pulses, heart sounds, murmurs and breath sounds. Harvey is portable and may be used in any environment in which a patient may be examined. Small groups with stethophones may learn without an instructor by using the UMedic system.

Sectra Table

SECTRA Table is a large interactive screen with an image display system that enables interaction with 3D human body images rendered from CT or MR. Detailed studies of virtual bodies from real patient cases provide medical students with a better understanding of anatomy functions and variations between individuals. Users can visualize skeletal tissue, muscles, organs and soft tissue by virtually slicing, segmenting or peeling off layers of tissue. In addition to the real patient cases, an extensive anatomy atlas is also included.

The Sectra Table supports the group discussions and collaboration essential for team-based learning. A teacher and a group of students can gather around the Table and its 65" screen to discuss and interact with the medical images. Control can easily be transferred from one person to another, encouraging group discussions and teamwork. The Sectra Table can also be tilted at different angles to accommodate groups of varying sizes.

Task trainers

The CSSC also has a variety of task trainers, such as a lumbar puncture trainer, a female pelvic trainer and a central line trainer. Task trainers are models that represent a part or region of the human body designed to train in just the key elements of the procedure or skill.

Facilities

The CSSC is a 10,039-square-foot space located on the first floor (West Wing) of the Medical Science Building. It consists of the following student learning spaces:

- 12 exam rooms equipped with an examination table and diagnostic equipment (including: blood pressure cuff, otoscope, ophthalmoscope and stethoscope). Exam rooms have working sinks, temperature control, desktop computers, telephones, audio visual (A/V) equipment for recording student examination and activities, and other specialized equipment used for more invasive physical exams.
- An additional bay houses four Sectra tables. This room also has A/V equipment for recording student examinations and activities.
- Four simulation bays house the high-fidelity human patient simulators (SimMan 3G manikins) and two cardiopulmonary patient simulators (Harvey). These bays have A/V equipment for recording student examination and activities, along with several laptop computers that are used in conjunction with the simulators.

- A 32-seat classroom with fully integrated A/V equipment.
- Control room used for Education Management Solutions (EMS) monitoring system with three full independent-control stations that interface with A/V equipment throughout the CSSC and eight independent viewing stations for real-time observation.
- A 20-person standardized patient seating area located immediately adjacent to the main lobby.

Simulation center equipment and simulators:

- (4) SimMan® 3Gs
- (1) Newborn Hal Simulator
- (1) Sim New-B
- (1) Sim Junior
- (2) Harveys, Cardiopulmonary Patient Simulators
- (12) HeartCode Adult Cardiopulmonary Resuscitation Manikins
- (10) HeartCode Infant Cardiopulmonary Resuscitation Manikins
- (5) Female Pelvic Trainers
- (4) Male Pelvic Trainers
- (4) Testicular Examination Models
- (5) Rectal Examination Trainers
- (2) Male Catheterization Trainers
- (2) Female Catheterization Trainers
- (2) Infant Catheterization Trainers
- (2) Aloka Prosound Ultrasound Machines
- (3) Lumbar Puncture Trainers
- (4) Intubation Trainers
- (3) Advanced Venipuncture Arm Trainers
- (3) Injection Trainers
- (2) Infant Venous Access Trainers
- (6) Breast Examination Trainers
- (4) Eye Examination Trainers
- (4) Ear Examination Trainers
- (4) Abdominal Examination Trainers
- (4) Sectra Tables
- (2) Birthing Model Simulators
- (1) Pediatric Lumbar Puncture Trainer
- (24) Otoscope/Ophthalmoscope Kits
- (50) Suture Practice Kits
- (25) Blood Pressure Cuffs and Stethoscopes
- Various supplies and equipment that complement the use of all the above items.

Education Management Solutions (EMS): A/V monitoring and recording system installed throughout the CSSC is used to record, score, evaluate and debrief student activities, examinations and competencies.

- (2) Cameras in each exam room
- (1) Camera in each team room

- (3) Cameras in each simulation bay
- (4) Cameras in Sectra Tables bay
- (7) Cameras located throughout the hallways
- All spaces have microphones for audio capture.
- (3) Full independent-control stations that interface with A/V equipment throughout the entire CSSC. These stations include a desktop computer, microphones (wired and wireless), monitoring displays, and SimIQ software that allows programming, recording and monitoring of all activity within the CSSC.

Clinical Skills & Simulation Center Hours of Operation:

Staff is available in the CSSC Monday – Friday from 8:00AM –4:30PM

Clinical Skills & Simulation Center Access:

Students are encouraged to access the Clinical Skills & Simulation Center during Hours of Operation. Students can enter the CSSC through the main classroom door or the rear classroom door which will be open while staff is on site (please see Hours of Operation above). Students interested in using CSSC space or equipment outside of the hours of operation should email the CSSC at Simcenter@som.geisinger.edu

Non-Business Hours Access Badges:

Access badges to the CSSC EXAM ROOMS are available at the Main Lobby Security Desk. Badges allow access to the exam rooms outside of the usual hours of operation. Badges must be signed for and returned to the Security Desk same day. **No reservations are necessary to use these badges.**

Room Reservations:

The following rooms are available for reservation:

- Exam Rooms (there are 12 of these rooms available)
- Classroom (this is a 32-person capacity classroom)

Clinical Skills and Simulation Center staff

Mary Lawhon Triano, MSN,CRNP-C
Director of Clinical Skills and Simulation

John L. Szarek, PhD, CHSE
Education Director for Simulation

Kathryn Powell, MA
Associate Director of Simulation

Sara Sohns
Simulation and Operations Specialist

Center for Student Life and Wellness

The Office of Student Affairs collaborates with Student Health Services (SHS), faculty, and staff who work with students throughout their educational program, to provide an environment to foster students' growth, support their educational potential, and actualize their career goals. Wellness is dynamic and exists on a continuum. We understand wellness experiences and needs vary over time and recognize there are multiple wellness domains which influence each other and come together to form a whole. Our aim is to develop "whole physicians" by proactively addressing well-being in GCSOM students' education. While we support our students individually, our offerings go beyond the individual level. GCSOM offers broad resources and partners with students to include resources based on their needs. Our wellness programs and initiatives are designed to normalize awareness and acceptance of challenges, acknowledge emotions, and promote self-compassion.

The Center for Student Life and Wellness is based on eight dimensions of wellness. These dimensions include physical, emotional, social, spiritual, intellectual, occupational, environmental, and financial wellness. This multidimensional model offers a structure which allows integration of curricular and co-curricular activities, and an opportunity to engage students in all aspects of campus life. This multidimensional model also supports students' holistic well-being, as GCSOM resources and offerings are designed to address both needs and opportunities for growth and development within each wellness domain.

Please visit the Wellness Sharepoint page <https://gcsom.sharepoint.com/sites/Wellness> for a comprehensive listing of Wellness Resources.

Campus Specific Behavioral Health & Wellness Resources
<https://www.geisinger.edu/education/student-life/student-health-services>

Each class of students and regional campus has a health and wellness committee representative to the medical student council. Regional information will also be posted on the M3 Academic CANVAS page, as well as within your Regional Offices.

For more information on student wellness initiatives and programs, please contact Halle B. Ellison, MD, FACS, director of student wellness at wellness@som.geisinger.edu.

Clubs & organizations

Geisinger Commonwealth School of Medicine recognizes the contributions of student clubs and organizations that enhance the quality of student life and the college community. Clubs and organizations offer students the opportunity to participate in academic, cultural, social and athletic activities that are consistent with the development of knowledge, skills, values and attitudes expected from healthcare professionals. Numerous standing clubs currently exist; however, the Office of Student Affairs is always interested in meeting student needs and works collaboratively with the Medical Student Council, the governing board, to welcome suggestions for starting new clubs. Activities and functions of student clubs and organizations are considered college

activities and therefore must:

- Be registered with the Medical Student Council and approved by the Office of Student Affairs.
- Function in an organized manner consistent with the values, identity and mission of Geisinger Commonwealth.
- Comply with policies and procedures of the college.
- Be open to all students currently enrolled at Geisinger Commonwealth.
- Complete at least one service project per academic year.
- Have at least 10 enrolled students as members

Listing

Clubs and organizations are an integral part of student life as they reach the diverse interests of both medical students and master's students.

[View listing of clubs & organizations](https://www.geisinger.org/-/media/OneGeisinger/pdfs/ghs/Education-GCSOM/student-life/clubs-and-orgs/policy-recognition-of-student-organizations.pdf?sc_lang=en&hash=0353A0157A9C9D753DE0649B813D93FC) at Geisinger Commonwealth. https://www.geisinger.org/-/media/OneGeisinger/pdfs/ghs/Education-GCSOM/student-life/clubs-and-orgs/policy-recognition-of-student-organizations.pdf?sc_lang=en&hash=0353A0157A9C9D753DE0649B813D93FC

Club resources

- [Funding guidelines & request form](#)
- [Fundraising approval form](#)
- [Recruiting & retaining members](#)
- [Group standards & management](#)
- [Planning & running meetings](#)
- [End of semester report form](#)

Club funding policy & information

Origin of Medical Student Council (MSC) funds

The Medical Student Council (MSC) is responsible to Geisinger Commonwealth and to the student body for the resourceful channeling of its funds.

A. Funding Allocation Procedures

MSC funds are allocated based on the priority of enriching student life through the MSC purposes as set forth in the [MSC constitution](#) . Budget requests may be submitted through each semester (fall/spring) funding requests and through specific event funding requests. The finance committee will review all proposals. All campus clubs and organizations will only be eligible for financial consideration if the following criteria are met:

A. General funding requirements:

1. MSC must approve any event that wishes to utilize MSC funds at least 10 business days prior to its scheduled date.
2. Propose a local service project in which the club or organization's members will actively participate.

B. Acceptable filing standards

Maintenance of complete, accurate and current electronic files in the MSC google drive is required for all clubs and organizations that wish to receive funding from the MSC. The MSC Communication and Finance Chair shall inform the finance committee whether a club or organization's files are acceptable before that club or organization is eligible to receive funds. If the finance committee determines that records are incomplete, the funding request will be denied. Acceptable electronic files must include the following:

1. A constitution
2. End of the year report
3. Participation in a community service project
4. Current list of all officers, members and advisor(s)
5. A financial statement from the previous academic year.

C. Compliance with the financial committee

Clubs/Organizations submitting funding requests must comply with all deadlines and procedures outlined by the finance committee per academic year and the constitution.

D. Substantiation of financial need

Any club or organization that requests MSC funds for a specific event must be able to demonstrate that they have explored other fundraising activities and provide proof that a specific amount of monetary aid is necessary for the successful continuation of the organization. Clubs will be responsible for submitting both a written and oral proposal to the finance committee. After reviewing the submitted materials and questioning a representative of the club that is requesting funds, the treasurer shall present the finance committee's recommendation at the next general assembly meeting.

B. Funding regulations

The following is a list of general funding regulations that must be followed in the allocation of any MSC funds:

1. Funding for specific events should be allocated only in the semester during which the event is to be held.
2. The MSC is unable to honor requests by individuals for funding of personal interests.
3. Conferences will not be funded through the MSC.

For additional general fund guidelines, please view the [funding guidelines and request form](#).

Poster & publicity policy

Posters

All approved internal student run events signs/posters must be reviewed by the Office of Student Affairs prior to posting. Any posters for external use outside of Geisinger must also be approved by Geisinger Marketing and Communications. Posters are not to be hung on painted walls or doors. All posters are to be hung on tile or window surface. The removal of signs is required within 48 hours after the event and is the responsibility of the group/individuals who posted them.

News media

The Marketing & Communications Department maintains an active professional relationship with local, regional and national media outlets including newspapers, television, radio and online sources.

For inquiries on media opportunities, contact the Marketing & Communications Department via [email](#) or phone 570-504-9071.

Disability services

Geisinger Commonwealth School of Medicine is in full compliance with the requirements of Title III of the Americans with Disabilities Act (ADA) and its implementing regulations (34 C.F.R. Part 36) and Section 504 of the Rehabilitation Act and its implementing regulations (34 C.F.R. Part 104). The school does not discriminate against qualified persons with disabilities on the basis of disability in its programs, services, and activities. Students can request special accommodations by contacting the Center for Learning Excellence by completing a Request for Accommodations form. Please see Geisinger Commonwealth School of Medicine Policy for Disability Services that can be found on the portal for additional information. [Link to Guidebook](#)

Facilities

Geisinger Commonwealth School of Medicine is located within the Medical Sciences Building at 525 Pine St., Scranton, PA. This building opened in May of 2011 and provides a state-of-the-art facility conducive to academic and professional development.

Geisinger Commonwealth School of Medicine is committed to creating a cohesive learning and study environment for its students. The school, along with its faculty and administration, has developed a strategic facilities plan to ensure that the students have a truly dedicated learning environment. Geisinger Commonwealth School of Medicine is committed to creating a supportive learning environment for Geisinger Commonwealth's students, complete with dedicated study space, classrooms, study rooms, laboratories and library facilities.

Medical Sciences Building is a 185,000-square-foot facility that will meet student and faculty needs. The Medical Sciences Building was designed around the educational needs of our students and faculty. State-of-the-art technology is in place and classrooms and small group rooms are easily accessible and comfortable. The Medical Science Building has 22 team rooms equipped with smartboards, study and lounge areas, a state-of-the-art Clinical Skills and Simulation Center, a gross anatomy lab that can accommodate six students at each table, a library, interfaith prayer room and a café.

The building houses 25,000 square feet of research space. Core facilities in the new research space include a bioinformatics suite and support space for post-doctorate staff. Personnel in core facilities are supported by the school, as these facilities serve multiple researchers and are institutional resources. As programs develop and these facilities are more heavily utilized, core facilities will be partially supported by research grants.

Below is a listing of regional GCSOM campus sites and potential activities:

South Campus – This campus has expanded into the GSWB (South Wilkes-Barre) location. The new space fully supports regional requirements for the students. A student presence may remain at Geisinger Wyoming Valley (GWV).

Guthrie Campus – This campus is located at Robert Packer Hospital in Sayre, PA and has all the requirements needed for accreditation.

Central Campus – This campus is located at Geisinger Medical Center in Danville and all student needs are being provided by the GMC site. This site also provides the administrative support for our students at Geisinger Jersey Shore Hospital.

Doylestown Campus – This campus is located in the PA Biopark center in Doylestown, PA. This campus supports our graduate student education and also allows students a unique opportunity to be involved in the research work being conducted by the Biopark companies.

AtlantiCare Campus – This Atlantic City, NJ campus accepted its first GCSOM students in July 2019.

Lewistown Hospital Campus - This campus will be located at Geisinger Lewistown Hospital in Lewistown PA. The campus opens in July 2022.

Faculty

At Geisinger Commonwealth School of Medicine (GCSOM), we have full- and part-time faculty that are committed to research and to providing an excellent pre-clinical education for our students. In addition, we have community faculty members whose focus is the clinical education component that occurs longitudinally throughout all four

years of the program. Some of these faculty members have cut back their clinical practices to assume responsibility for development and oversight of the curriculum; delivery of the core medical knowledge component of the M3 year; management of the regional campuses, and oversight of the clerkship experience on the regional campuses.

As a community-based medical school, Geisinger Commonwealth has engaged a large and enthusiastic paid as well as volunteer community faculty base to deliver clinical teaching over the four years. Community faculty members provide patient presentations, facilitate small-group sessions; serve as mentors in the M1 and M2 years and as clinical preceptors in the M3 and M4 years. M4 community faculty members have time commitments and responsibilities for students based on the number of students in rotation. All GCSOM faculty members are encouraged to participate in faculty development sessions that address issues such as best practices for maximizing productivity while continually providing quality education to our students.

An advantage of our clinical education system is that faculty members are directly responsible for the vast majority of student teaching in the clinical settings and each student is responsible to an attending physician. Interactions with resident physicians is also an important part of the students' learning experience. Therefore, all students will work with residents during their M3 and M4 years and the residents who participate in the education of Geisinger Commonwealth students are invited and encouraged to attend all Geisinger Commonwealth faculty development sessions.

Financial aid

The Financial Aid Office at Geisinger Commonwealth School of Medicine helps students identify the financial resources needed to achieve individual educational goals. While the primary responsibility to fund medical education rests with the student and his or her family, the staff at Geisinger Commonwealth is here to help find available resources to bridge potential gaps between the cost of attendance and available financial resources. Individual financial aid meetings are available to students with concerns related to loans, scholarships and debt management. Meeting with the Financial Aid Office early will enable a student to create a financial plan that will be useful throughout their academic career at Geisinger Commonwealth. In addition, it will allow the student to make sound financial decisions as they enter the workplace.

The Financial Aid Office maintains an open-door policy to provide these services and meet the needs of Geisinger Commonwealth students. We encourage students to visit the office whenever questions arise or to obtain financial aid counseling. During busy times, appointments may be necessary. Students may also request virtual meetings to via Microsoft Teams or Zoom. Questions may also be sent via email to financialaid@som.geisinger.edu or by calling the financial aid phone number at 570-504-9641. In addition, below you will find the direct contact information for the members of the Financial Aid team:

- Sue McNamara, Director of Financial Aid, smcnamara@som.geisinger.edu or 570-504-9682

- Roxanne Seymour, Associate Director of Financial Aid, rseymour@som.geisinger.edu or 570-504-7303
- Janice Richardson, Financial Aid Advisor, jrichardson@som.geisinger.edu or 570-504-9611.

Federal Title IV financial aid programs

Geisinger Commonwealth School of Medicine is approved by the U.S. Department of Education to participate in Federal Title IV Financial Aid programs. Our federal school code is G41672. A complete review of financial aid eligibility requirements, frequently asked questions, timelines and more can found in the Financial Aid Guidebook located on our [website](#).

Scholarships at Geisinger Commonwealth

<https://www.geisinger.edu/education/admissions/financial-aid/scholarships-grants>

Geisinger Commonwealth scholarships are based on verified financial information as documented through the [Free Application for Federal Student Aid \(FAFSA\)](#) and information presented in the application materials

Our donor-based scholarships are awarded by the Geisinger Commonwealth Scholarship Committee based on the criteria designated by the donor. A FAFSA with student and parental information must be on file by March 1 in order to be considered for Geisinger Commonwealth scholarships.

GCSOM Scholarships and Awards:

- Our institutionally funded scholarships and awards are available to admitted students.
- Eligibility factors include academic achievement, merit, diversity, interview day scores, and socio-economic background (primarily AMCAS data). A holistic awarding approach is taken, considering many factors.
- The Geisinger Commonwealth School of Medicine Office of Admissions is responsible for choosing and notifying recipients rather than Office of Financial Aid.
- Award amounts vary for each student but generally range from \$10,000 - \$60,000 per year.
- [Scholarships/awards are typically renewable for up to four years if making satisfactory academic progress.](#)
- If offered a scholarship or award, you will be provided with important “Terms & Conditions of Your Scholarship Offer”.

External scholarships and grants

<https://www.geisinger.edu/education/admissions/financial-aid/scholarships-grants/external-private-scholarships>

There are a variety of external funding sources available to Geisinger Commonwealth students. Some scholarships are easily obtained, while others are more competitive. Researching and applying for scholarships can be time consuming but is well worth the effort because the more scholarship or grant monies a student receives, the less he or she will have to borrow.

When considering private sources of scholarships, students may consider:

1. Asking a parent’s employer about scholarship or low-interest loan programs for children of employees.
2. Asking a family doctor to become a mentor and to help in the search for funds.
3. Contacting religious and fraternal organizations, as well as local service clubs like the local Rotary or Lions Club, if the student or student’s parent/spouse is a member.
4. Contacting county or regional medical societies for potential scholarship assistance for medical students.

In addition, private external scholarships are posted on the Geisinger Commonwealth [website](#) and notices are emailed to students as information on private scholarships becomes available. Please note this list is subject to change.

If a student receives any type of aid or benefit from an outside source, the Geisinger Commonwealth Financial Aid Office should be notified promptly. The total amount of financial aid a student may receive from all sources cannot exceed the cost of attendance for the associated degree program.

Federal Loans

Eligibility for loans is based on the maximum amount that can be borrowed through the unsubsidized loan program and is limited by the student’s grade level. The following chart shows the maximum amount that can be borrowed by an independent student enrolled in graduate/professional program:

MD1 Student	\$41,611	(9.5-month academic year)
MD2 Student	\$40,500	(9-month academic year)
MD3 Student	\$44,944	(11-month academic year)
MD4 Student	\$42,722	(10-month academic year)
Aggregate Unsubsidized Loan Limit for Medical Students	\$224,000	

Federal Direct PLUS Loan

The Federal Direct GRAD PLUS loan is an additional unsubsidized loan available to graduate/professional students. This loan can be borrowed in addition to the annual loan limits and can be used to help pay for educational expenses up to the cost of attendance minus all other financial aid. There is currently no aggregate limit on the GRAD PLUS Loan.

GRAD PLUS loan borrowers cannot have an adverse credit history and a credit check is completed at the time of application. If you have an adverse credit history, you may still receive a Direct GRAD PLUS Loan if you obtain an endorser who does not have an adverse credit history. An endorser is someone who agrees to repay the loan if you do not. The GRAD PLUS Loan can be endorsed electronically at www.studentaid.gov.

Interest rates for the Grad PLUS Loan and Unsubsidized Loans are fixed for loans first disbursed on or after 7/1/22 & before 7/01/23. Interest rates for both loans will be made available in June 2022.

Loan Disbursement

Loan funds will be disbursed to Geisinger Commonwealth at the beginning of each semester. In the fall, one-half of the approved amounts less origination fees will be sent to the college and in the spring one-half of the approved amounts will be sent to Geisinger Commonwealth.

You can avoid delays in receiving your loan funds by:

- Completing your Direct Loan MPN electronically at www.studentaid.gov
- Completing your Direct Loan Entrance Counseling at www.studentaid.gov for your Direct Loan.
- Completing your GRAD PLUS Application Request (required credit check) at www.studentaid.gov.
- Completing your GRAD PLUS loan MPN electronically at www.studentaid.gov if you are approved for GRAD PLUS Loan.

Applying for financial aid

To apply for financial aid at Geisinger Commonwealth, students must complete the FAFSA online at www.fafsa.gov and include Geisinger Commonwealth's federal school code which is G41672.

Students must include parental financial information on the FAFSA to be considered for Geisinger Commonwealth institutional aid, even though students are considered independent for federal financial aid purposes. Ideally, students should complete the FAFSA as soon as possible after October 1 of each year. All students who wish to be considered for institutional aid, must apply by **March 1 every year** and include parental financial information (there are no exceptions). Institutional aid is not guaranteed from year to year and is based on student needs and institutional funding.

Please note, an incomplete or late FAFSA will delay the process and will result in ineligibility for institutionally administered financial aid.

Emergency fund

Geisinger Commonwealth has a short-term emergency loan fund for students who are experiencing extreme financial difficulties. Typically, students would be expected to

repay the emergency loan upon receipt of the upcoming semester's loan funds. Please contact the Financial Aid Office for further information and eligibility requirements.

Geisinger Commonwealth cost of attendance worksheet for MD1 for 2022-2023

The institutional charges listed in the Cost of Attendance worksheet represent the amount that will be due to Geisinger Commonwealth for tuition and fees for the 2022-2023 academic year. The "other expenses" are indirect costs and are not billed by the college; however, students do incur these expenses. Indirect costs include items such as room and board, transportation, and personal expenses. Added together, the institutional charges and "other expenses" equal the student's total cost of attendance for the year. This figure is used to determine a student's eligibility for need-based financial aid and to determine the maximum a student may receive in financial aid including all loans.

Living expenses (room and board) will vary depending on the student's housing status. A student living on their own and not in family-owned housing will have higher living expenses than a student who is living with family and commuting from home (a student living with his/her parents/other relatives). Although a student's indirect costs vary considerably according to individual means such as lifestyle choices and budgeting skills, federal aid regulations mandate that financial aid offices develop annual "cost of attendance" budgets that define and limit expenses eligible for funding with financial aid. This cost of attendance budget provides for a modest but feasible student lifestyle in northeast Pennsylvania.

The individual student budget components are described in the Cost of Attendance section of the Financial Aid Guidebook and are outlined on the financial aid website. The Financial Aid Guidebook provides detailed information on tuition and fees and the Cost of Attendance. Living expenses are for independent graduate students not living with their parents.

[Abigail Geisinger Scholar Program](#)

We developed the Abigail Geisinger Scholar Program to address the rising debt of medical students and to repopulate the physician shortage in Geisinger's primary service areas. By offering students an opportunity to graduate from medical school with little to no debt through the Abigail Geisinger Scholar Program, we are building the healthcare teams of the future through a community-based, patient-centered, innovative model of education.

GCSOM Diversity Statement

Diversity is one of the key drivers to the fulfillment of our mission to graduate excellent physicians and professionals prepared to serve diverse patient populations and reduce prevalent health inequities. To ensure GCSOM graduates are culturally competent and

enhance their interest in the elimination of health inequities in the region, GCSOM seeks to add value to the learning experiences of all participants by providing a diverse and inclusive learning environment. To further this goal, GCSOM will continue recruitment and inclusion of qualified women and traditionally underrepresented minorities in medicine and biomedical sciences, specifically African American/Blacks, Latinos/Hispanics and Native Americans. These priorities will apply to our recruitment and retention efforts for our faculty, staff and student body. To address GCSOM's commitment to replenishing the healthcare workforce in our service area, we have expanded our student diversity goals to also include regionally preferred residents, economically disadvantaged and first-generation college students.

GCSOM is committed to advance and sustain an academic and work environment that values differences. GCSOM's leadership, faculty, staff and students share important responsibilities in the achievement and maintenance of an environment that reflects these important goals. The Office of the Chief Diversity Officer, in partnership with GCSOM leadership, will promote/support system-wide initiatives that enhance recruitment of a diverse student body, learning experiences, and promote faculty and staff diversity in accordance with the goals specified herein.

Revised December 4, 2018

History

Geisinger Commonwealth was established through the grassroots efforts of visionary individuals who envisioned what a community-based medical school would bring to the region and worked to make it a reality. Their goal was to provide more physicians and improved healthcare resources for the people of northeast and central Pennsylvania.

The vision was to create a unique medical education experience that focused on caring for people in the context of their lives and in their community.

The roots of Geisinger Commonwealth began in 2004 with the Founding Seven. This group included area physicians Charles Bannon, MD, Gerald Tracy, MD, and Robert Wright, MD; businessmen and community leaders Robert Naismith, PhD, and Gerald Joyce; and attorneys Mark Perry and Michael Costello. The Northeastern Pennsylvania Medical Education Development Consortium was established by 2005. The consortium included business, medical, community and government representatives. After acquiring funding from sources including the Commonwealth of Pennsylvania, Blue Cross of Northeastern Pennsylvania, Scranton-Temple Residency Program, several area hospitals and other state, federal and private philanthropic sources, the Commonwealth Medical Education Corporation was formed.

The Commonwealth Medical College (TCMC) was incorporated in 2008 and welcomed its first class of Doctor of Medicine (MD) degree students and Master of Biomedical Sciences (MBS) degree students in August 2009. The class of MBS students graduated in 2010.

In April 2011, TCMC opened the 185,000-square-foot Medical Sciences Building in Scranton that houses the academic and research programs.

The MD Charter Class graduated in 2013.

The Middle States Commission on Higher Education granted TCMC accreditation on June 27, 2014, and the Liaison Committee for Medical Education granted TCMC accreditation on July 7, 2014.

TCMC integrated with Geisinger on January 1, 2017 and became Geisinger Commonwealth School of Medicine.

Geisinger Commonwealth has administrative and educational space at hospitals in Atlantic City, Danville, Lewistown, Scranton, Wilkes-Barre and Sayre. The school has six regional campuses: Atlantic City, West, North, South, Central and Guthrie, which are integral to the school's community-based education. Community immersion is part of the fiber of Geisinger Commonwealth. Agencies and families throughout the region are generous in allowing students to work with them so they can appreciate the social context and the impact of illness on the lives of patients. Students are required to pursue longitudinal research projects with measurable impact on community health.

Student housing

While Geisinger Commonwealth School of Medicine does not provide housing for incoming students, additional information and resources can be found using the GCSOM website link below:

<https://www.geisinger.edu/education/student-life/student-housing>

The School of Medicine has not inspected or investigated any property listings or property owners and does not endorse any of the properties listed on the website. Because the information contained in the listings was obtained from sources not associated with Geisinger Commonwealth, the institution does not accept or assume responsibility for the accuracy of the material, the condition of the properties for lease, or the terms of the lease agreement.

Library Services

The Geisinger Health Sciences Libraries provide services and collections to meet the information needs of students, faculty, and staff. The School of Medicine (SOM) Library offers specialized collections and services supporting students' academic work and the Health Sciences Library meets the information needs of employees and students working and training at Geisinger clinical sites.

Services

- 24/7 access to electronic resources
 - SOM Library: <https://somgeisinger.ovidds.com> - requires a GCSOM account
 - Health Sciences Library: <https://geisinger.ovidds.com> - requires a Geisinger account and PingID
- Orientation to library services and resources on demand
- Consultations on research strategies and information management tools
- Assistance with finding articles, statistics, multimedia, and other information
- Document delivery and interlibrary loan services to obtain articles and books not in the library's collections

Collections

- Key biomedical reference and textbooks available online
- Online research databases, e-journals and clinical point-of-care tools
- Support for EndNote (installed on laptops) and other reference management tools
- Mobile apps for accessing books and other resources
- Video and other media for studying clinical skills and basic sciences

Print books on the open shelves can be checked out for a 3-week period with renewals. Books and other materials on reserve will have a shorter loan period with some items being restricted to use in the library.

Library Facilities

SOM Library: Located on the 2nd floor of the Medical Sciences Building, the 5,000 square foot library provides carrels and tables for individual study. Most of the library is designated as quiet or very quiet space. The library provides computer workstations, monitors, headphones, anatomical models, light therapy lamps, dry erase markers, laser pointers, and bookstands.

The library is available to students 24/7 when the Medical Sciences Building is open. Students must use their GCSOM badge to access the library on weekday evenings and on weekends.

Health Sciences Library: Located in the basement of the Henry Hood Center for Health Research at Geisinger Medical Center Danville, the library provides carrels and tables for studying, computer workstations (requiring the Geisinger.edu account), and a printer.

The library is open 24/7; a Geisinger system badge with proxy access to the main hospital is required to access the library. Other Geisinger clinical sites may include library-designated facilities as spaces allow. Current information about facilities can be found on the library website.

Policies for use of the library facilities

- Demonstrate professional courtesy to classmates and others by maintaining the quiet atmosphere in designated areas
- Only the ID badge owner may use the card for access. It must not be loaned to another individual.
- Do not prop or hold open the door to allow others to enter the library.
- Carrels and tables are available on a first come, first serve basis. In late spring at the SOM Library only, a portion of library carrels will be offered for reserve use by students studying for the Step 1 Exam.
- Do not leave personal belongings unattended in carrels. Unattended items will be subject to removal.
- Do not move library furniture or equipment.
- Do not use computers or offices belonging to library staff

For Assistance

SOM Library: <https://somgeisinger.ovidds.com>. Use Contact Us tab

Health Sciences Library: <https://geisinger.ovidds.com> Use Contact Us tab

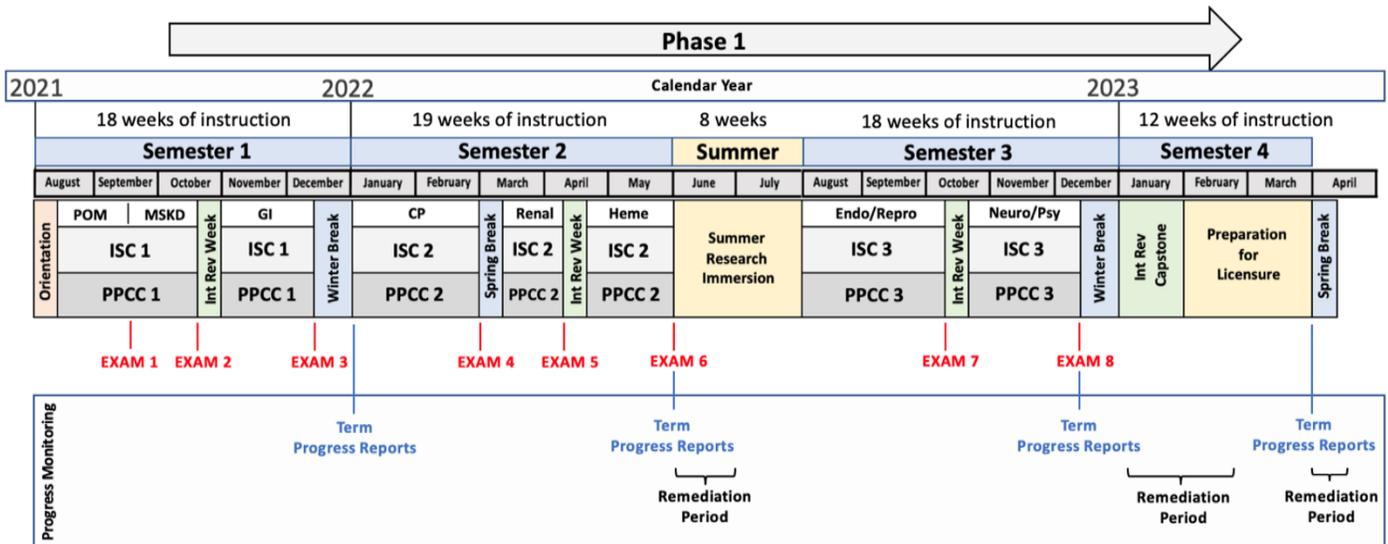
<https://gcsom.libguides.com/home>

Medical Doctor (MD) course descriptions

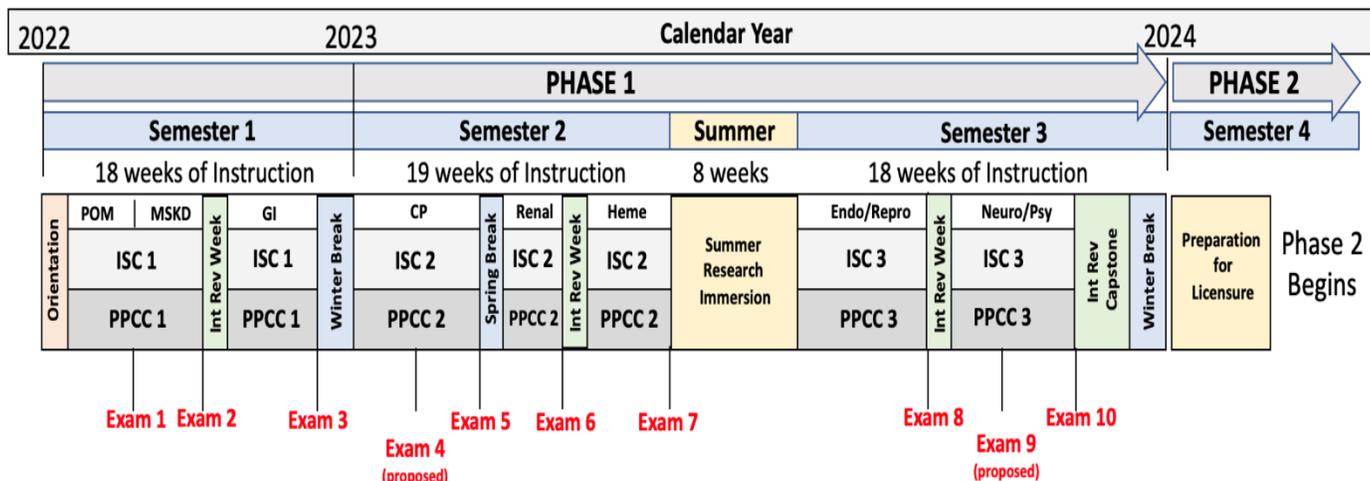
Phase 1 Courses

Class of 2025-2026 Course Descriptions:

Class of 2025 Curriculum Schematic



Class of 2026 Curriculum Schematic



Orientation

This course is designed to increase students' persistence and success in medical school by providing them with the academic and professional management tools needed to function effectively and complete their course of study. The course also explores class and faculty collaboration, teambuilding and community. The course will cover topics that center on: Academic success, academic preparation, and transition to professional school.

Physician and Patient Centered Care (PPCC1-3):

Patient and Physician Centered Care (PPCC) is a series of three courses that build on each other and are developmental. The courses are MD610, Patient and Physician Centered Care 1, MD611, Patient and Physician Centered Care 2, MD710, Physician and Patient Centered Care 3. These are broad vision courses that address physicians' unique relationship to individual patients as well as clinical skills development, personal and professional development, cultural humility, population health, and health science citizenship. The course is intended to foster students' positive attitudes towards engagement with the patient, the community, and the physician's unique role in understanding diversity and advocating for the elimination of health disparities. Students, through clinical reasoning, will learn how medical decision making is influenced and practiced. Students will consider the complexity of ways individuals and families interact with each other and healthcare systems through the Longitudinal Clinical Experience and the Family and Community Centered Experience. This course deliberately seeks to build a bridge from the well-known, controlled environment of classroom performance to the clinical learning environment.

Integrated Science Course 1:

This course is designed to provide instruction in the foundational and clinical science required for examination and treatment of disorders related to fever, skin, muscles, bones, and gastrointestinal system. Emphasis is on the foundational science basis for the differential diagnosis, selection and interpretation of tests and procedures, evaluation of results involving pathophysiology, and selection of

treatment interventions in the management of patients with diseases affecting these systems. The GCSOM theme topics including primary care, personal and professional development, health systems citizenship, community immersion, population health, and social justice and equity will also be incorporated throughout the course, as appropriate. The course is delivered as a flipped classroom centered around Clinical Presentations. Independent learning is the principle means whereby students acquire the content necessary for accomplishing the objectives for each of the Clinical Presentations. A variety of large and small group activities including Workshops and Case-Based Learning are designed to provide students with opportunities to practice applying and integrating basic and clinical science information in a clinical context.

Integrated Science Course 2:

This course is designed to provide instruction in the foundational and clinical science required for examination and treatment of disorders related to the heart, lungs, kidney and blood. Emphasis is on the foundational science basis for the differential diagnosis, selection and interpretation of tests and procedures, evaluation of results involving pathophysiology, and selection of treatment interventions in the management of patients with diseases affecting these systems. The GCSOM theme topics including primary care, personal and professional development, health systems citizenship, community immersion, population health, and social justice and equity will also be incorporated throughout the course, as appropriate. The course is delivered as a flipped classroom centered around Clinical Presentations. Independent learning is the principle means whereby students acquire the content necessary for accomplishing the objectives for each of the Clinical Presentations. A variety of large and small group activities including Workshops and Case-Based Learning are designed to provide students with opportunities to practice applying and integrating basic and clinical science information in a clinical context.

Integrated Science Course 3:

This course is designed to provide instruction in the foundational and clinical science required for examination and treatment of disorders related to the endocrine, reproductive and central nervous systems. Emphasis is on the foundational science basis for the differential diagnosis, selection and interpretation of tests and procedures, evaluation of results involving pathophysiology, and selection of treatment interventions in the management of patients with diseases affecting these systems. The GCSOM theme topics including primary care, personal and professional development, health systems citizenship, community immersion, population health, and social justice and equity will also be incorporated throughout the course, as appropriate. The course is delivered as a flipped classroom centered around Clinical Presentations. Independent learning is the principle means whereby students acquire the content necessary for accomplishing the objectives for each of the Clinical Presentations. A variety of large and small group activities including Workshops and Case-Based Learning are designed to provide students with opportunities to practice applying and integrating basic and clinical science information in a clinical context.

Curriculum Themes

A strength of the GCSOM Total Health Curriculum is the integration of six longitudinal themes that transform socially responsible students into socially accountable leaders in the healthcare system and their communities. These themes foster the development of compassionate and adaptable physicians dedicated to a person-centered approach to improving the health and well-being of the patients and communities they serve.

Themes

- o **Social Justice and Health Equity:** Ensures awareness and recognition of existent historic inequities in medicine to ensure the next generation of physicians act as agents of change. Students will learn to recognize their own biases, and practice cultural humility in their interaction with patients and colleagues. GCSOM is part of a multi-institutional, multi-disciplinary team developing an educational antiracism curriculum funded by the Josiah Macy Foundation that will enhance students' knowledge, skills, attitudes and behaviors regarding social justice, equity and inclusion.
- o **Health System Citizenship:** Prepares future doctors to contribute to quality improvement, early adoption of technology and to function in team-based models of care for improved patient care and healthcare delivery. This theme delves deeply into healthcare delivery science and leverages the strength of Geisinger's value-based care model to focus on system improvement.
- o **Primary Care:** Focuses attention on the most critical health need in the nation and centers the future physician's approach on wellness and disease prevention, regardless of medical specialty.
- o **Personal and Professional Development:** Supplies the tools, skills and knowledge necessary to promote lifelong learning and skill development, personal wellness and career development.
- o **Community Immersion:** Enables students to develop meaningful relationships with the community through partnerships with local patients, families and agencies. Students engage in service learning with mentorship by community leaders and patients.
- o **Population Health:** Leverages Geisinger's signature programs to introduce future physicians to successful models that recognize and mitigate the social determinants of health that affect individual patients, neighborhoods, communities and populations.

M3 Clerkship Academic Year Overview

The clerkship curriculum at the Geisinger Commonwealth School of Medicine (GCSOM) provides comparable, high-quality, foundational clinical experiences through both inpatient and ambulatory block rotations.

Students begin the M3 clerkship year by participating in a 2- week **Transition to Clerkships (TTC)** session. During this foundational experience, students will have the opportunity to hone clinical skills and receive the necessary clerkship overviews and training to enter the clinical space. In all clinical clerkship activities, students are expected to possess the ability to take an accurate history, perform a comprehensive and focused physical exam, and formulate an initial differential diagnosis from their clinical experiences in the preclinical doctoring courses. They are also expected to possess professional attitudes and deportment in a clinical setting, appropriate to a third-year student level.

Students will also have an orientation to their regional campus and the clinical sites they will train. TTC is designed to help students practice those skills, identify areas of development, and receive feedback about their performance prior to beginning the clerkships. The final day of the TTC will include orientation to Block 1 clerkships.

Students then begin their clerkship experiences which are five, 8-week block rotations within our Clinical Departments. Students will be in clinical rotations for seven weeks and then have a bridge week to wrap up the clerkship, complete an assessment of their medical knowledge and skills, and receive an orientation to their next clinical block rotation. As outlined below, students will have the opportunity to rotate in both the inpatient and outpatient clinical environments as they experience our seven core clerkships: Family Medicine, Internal Medicine, OBGYN, Pediatrics, Psychiatry, Neurology, and Surgery.

- **Ambulatory/Family Medicine Block**: The Ambulatory/Family Medicine Block is our primary care focused **ambulatory** experience. During this rotation, students will be paired with/assigned to a Family Medicine Preceptor/Clinic Site for two days per week, a Geriatric Preceptor/Clinical Site for 1 day per week, a Musculoskeletal Preceptor/Clinical Site for 1 day per week and Pediatric Preceptor/Clinical Site for 1 day per week.
- **Internal Medicine Block**: During this rotation, students will complete an inpatient medicine rotation on either a resident or teaching or hospitalist service. Additionally, students will complete an ambulatory experience that can be with a general internist or a subspecialist within the field. Students will have didactic and active learning sessions throughout the block.
- **Women's and Children's Block**: This block includes two core clerkships, OBGYN and Pediatrics.
 - o **OBGYN**: Students will complete a rotation in OBGYN with exposure to labor and delivery, gynecologic surgery, night float, and clinic services. Depending on clinical campus assignment, students may be assigned to an OBGYN preceptor and will follow their clinical schedule for the duration of the rotation. In other campuses, students may be assigned to a structured sub-block schedule with various faculty leads within each core service area.
 - o **Pediatrics**: Students will complete an inpatient block during this rotation consisting of two weeks on the inpatient pediatric floor and one week in the newborn nursery. Students will also have exposure to pediatric subspecialty areas. Please note that for this rotation, students at the AtlantiCare campus will complete the rotation onsite, all other campus students will be assigned to either GWV in our South Campus or GMC in our Central Campus

- **Neurosciences Block:** This block includes two core clerkships, Neurology and Psychiatry. Students will rotate on inpatient services in the Neurology clerkship portion of the block and be assigned to an outpatient neurologist or clinic site. For Psychiatry, students will have experiences that can include rotations in an inpatient psychiatric unit, consult and liaison service, partial hospitalization programs, and emergency and crisis services. Students will also have the opportunity to select a one-week subspecialty experience in a neurosciences subspecialty. Depending on the regional campus, areas can include Child Psychiatry, Neuropsychology, Pain Medicine, Addiction Medicine, ENT, Pediatric Neurology, and Neurosurgery.
- **Surgery Block:** This block includes a general surgery experience and surgery elective opportunities. The electives vary by regional campus and students will work with the Surgery Clerkship Coordinator and their Education Specialist to schedule their elective of interest.

Our **ambulatory** experiences within the clerkship blocks allow students to spend their days much as a physician in office practice traditionally does – seeing ambulatory patients followed longitudinally. To develop a continuity experience, students are EXPECTED and REQUIRED to follow patients through various settings, including outpatient consultations, Emergency Room visits, and inpatient hospitalizations, including the time before or after office hours. This continuity allows students to achieve the best learning outcomes in the clerkship year through a commitment to continuity of care.

During the **inpatient** experiences, it is expected that students will follow a minimum of 2-3 patients actively at any given time, perform history and physical exams, and daily rounds on their assigned patients. Students should make every effort to be closely involved with the care of these patients from admission through the discharge process. Outpatient follow-up with these patients should be arranged if possible. Inpatient patients are also eligible as continuity patients if the requirements described for continuity are met.

At the end of each clerkship block rotation, students will have a Bridge Week where they wrap up the block experience, complete any remaining assignments, sit for their NBME exam(s), and receive orientation for the next clerkship block experience. Students may also use this time to explore subspecialty areas of interest, conduct research, follow up on continuity patients, and/or meet with mentors and advisors.

A final two-week **Capstone** experience culminates at the end of the M3 academic year. Capstone aims for students to reflect on their experiences during the clerkship year, ensure competency of core M3 clerkship skills, and help students prepare for transition into the more advanced clinical experiences within the M4 curriculum. Topics covered in Capstone can include but are not limited to continuity patient reflections, lab and diagnostics, plan of care development, patient hand-offs, communication, and professional identity formation.

M4 Academic Year

The M4 academic year provides students with advanced clinical training through a mix of required clinical rotations and the opportunity for specialty exploration during various elective rotations. The GCSOM M4 curriculum includes the following core required rotations and courses:

MD 900 Medicine Sub I: The Medicine Sub I provides the motivated M4 student the opportunity to prepare themselves for the clinical work of residency in a way that will allow them to perform efficiently and effectively. Students will have advanced clinical experience in Internal Medicine during this Sub I. The Medicine Sub I will take place on a designated Medicine service. During the Medicine Sub I, students will function as first-year residents under the direction of Medicine faculty and residents. Exposure to a broad range of patients in the inpatient setting will prepare students to gather clinical data, synthesize the information, determine acuity and prioritize patients' needs. Most importantly, students should recognize the need to call for help for unstable patients. This means recognizing one's limitations of clinical skill and knowledge but also being aware of the process by which accesses help. The Medicine Sub I develops students' skills to manage time wisely, communicate effectively within healthcare teams, recognize sick vs. non-sick patients, and know when to ask for assistance, which are the four-core skills IM residency program directors expect from new interns.

Organization and time management are critical for the busy intern and resident. During this rotation, you will begin to develop a routine that will organize your daily tasks, learn to prioritize competing demands, and develop insight into your limitations and the need to ask for help.

Communication in healthcare takes many forms, including clinical documentation, oral presentation, handovers, calling consultants, communication with nursing and pharmacy, discharge planning, and more. Complete, concise, and accurate communication is critical for quality of care and patient safety. The sub-internship is the time to practice these communication forms not typically performed by the M3 student.

MD 903 Critical Care Medicine: During this rotation, students will have an advanced clinical experience in Critical Care Medicine. The rotation will take place in a designated Intensive Care Unit. During this rotation students will function as first year residents under the direction of faculty and residents. At the conclusion of this rotation students will demonstrate competence in the learning objectives outlined below.

- Acquire more in-depth knowledge about critically ill patients
- Attain further clinical skills, knowledge and professional behaviors required to evaluate and care for critically ill adult patients
- Achieve a familiarity with the intensive care unit and working with the multidisciplinary team
- Learn 'multitasking' skills to allow the student to care for patients with complex needs simultaneously
- Value the role of palliative care medicine principles in the intensive care unit setting.

MD 911 Emergency Medicine: The Emergency Department provides the safety net of care for the modern American healthcare system. While Emergency Medicine is a specialty built upon the nuanced, timely, and critical care of the acutely ill, the specialty also administers acute unscheduled care when access to other providers or resources is limited. Emergency Medicine is an inclusive and diverse specialty that crosses cultural and socio-economic boundaries on a minute-to-minute basis and is a field that requires a unique set of cognitive skills to manage the dynamic nature of patient and system needs.

Modern Emergency Medicine also requires the clinician to navigate the complex system of care for patients to access their care in the right place, at the right time.

The primary goal of this clerkship is to allow for the development of skills in the assessment and treatment of a broad range of clinical conditions by offering the learner an abundance of patient care experiences through participation in the delivery of emergency medical care in a manner that fulfills learning needs. The faculty recognize that each student will have an independent set of needs and interests and opportunities to participate in delivering emergent, urgent, and unscheduled care. A structured format is provided to assess student progress and set appropriate expectations objectively but should be viewed as a framework for building a successful experience.

MD 9015 Health System Interprofessional Selective: This Health Systems Interprofessional Selective aims to broaden the M4 student experience while gaining exposure to the practical aspects of health care delivery. Through the selective, students will explore core themes such as social determinants of health, population health, high-value care, and an appreciation for similarity over various clinical settings and within health care teams. Students can select the department they intend to complete the Health System Interprofessional Selective from various clinical and disciplinary programs available on each regional campus. During the rotation/course, students will complete a passport of intentional meetings with key health care team members and a reflective essay about their experience. The rotation culminates with a pair and share review and feedback session with a peer.

Transition to Residency: Transition to Residency is a core requirement for M4 students. It will help students develop the knowledge, attitudes, and skills necessary to succeed as interns, then residents, and into their role as practicing physicians. Curricular sessions are designed to prepare students for some of the patient care and team-based challenges they will face during their first year of residency training, regardless of specific residency interests. Additional specialty-specific sessions are tailored to provide student-centered experiential learning activities that focus on teamwork, communication, patient care, clinical reasoning, and procedural skills.

Elective Courses: M4 students can explore their specialty area of interest by completing various patient and nonpatient care elective courses. GCSOM offers a wide variety of patient care rotations in each of our core clinical institutes and part of our GCSOM regional campus footprint. Students may also complete electives as an away rotation at various medical schools and clinical sites, both nationally and internationally.

Students must complete all required M3 clerkships and M4 required courses within the medical school's defined regional campus clinical delivery system. Additionally, students must complete required clerkships and rotations under the supervision of GCSOM faculty who are credentialed by GCSOM and have undergone our faculty development to understand the medical degree-granting program's desired outcomes. GCSOM Regional Campus sites include AtlantiCare- Atlantic City, NJ; Central - Danville, PA; Guthrie - Sayre, PA; North - Scranton, PA; South - Wilkes-Barre; West - Lewiston/State College, PA. Variation in patient volume and practice patterns may necessitate alternative inpatient experiences and/or locations. This is under the discretion of the Undergraduate Medical Education Lead and/or the Regional Clerkship Director for the core clerkship.

If you have any questions in regard to the M3 and M3 clinical curriculum, please contact the Director of Clinical Education Administration, Devon M. Bremer, MS at dbremer@som.geisinger.edu or (570) 504-9655.

The continuum: ready for residency preparation

The Personal and Professional Development Career Pathways Program supports residency planning through its four year- longitudinal curriculum which is part of the promotion process each year and is a graduation requirement. It lives within the Personal and Professional Development theme but also is integrated within many of the courses. The program uses the “[Careers in Medicine](#)” (CiM) model to support all phases of the career decision-making process for students. It uses diverse instructional methodologies and includes a combination of self-assessments, interactive lectures, problem and case-based small group learning, panel discussions, residency application components, mock interviews, and the e-portfolio. These activities support lifelong learning in the professional development process. For more information on the Career Pathways Program contact a member from the Center for Career Development team or access your respective class Career Pathways canvas course.

Institute for Healthy Communities

Recognizing the myriad of health challenges in the region and beyond, Geisinger Commonwealth launched in 2016 its Institute for Healthy Communities (IHC) to address the region’s most pressing needs for reliable, detailed health data, to identify best practices and to engage community and experts to develop innovative approaches to improve health literacy and implement innovative initiatives to improve health indicators in communities. IHC also provides the bridge to connect Geisinger Commonwealth students, faculty and staff to service opportunities meaningful to our communities. IHC also leverages the vast expertise present in Geisinger as well as our Health Services partners to reach the greatest amount of community members in meaningful ways.

Office of the President and Dean

Meet the president and dean

Julie Byerley, MD, MPH joined Geisinger Commonwealth School of Medicine in January 2022 as president and dean, where she also serves as executive vice president and chief academic officer of Geisinger .

As president and dean, Dr. Byerley provides leadership that fosters excellence, innovation and a focus on learners, patients and the promotion of health. Her focus is to maintain the school as an industry leader and model its community service mission.

As chief academic officer, Dr. Byerley oversees the management of educational experiences for learners throughout Geisinger, including graduate medical education, nursing, pharmacy, advanced practitioners and other health professions.

She also oversees Geisinger’s world-renowned research environment that includes more than 50 full-time research faculty and more than 30 clinician investigators responsible for groundbreaking medical advancements such as the MyCode Community Health Initiative. Geisinger’s research expertise spans precision health, genomics, informatics, data science, implementation science, outcomes research, health services research, bioethics and participation in hundreds of clinical trials each year.

Dr. Byerley previously served as vice dean for academic affairs at UNC School of Medicine, where she oversaw the school's educational enterprise and the Office of Faculty Affairs and Leadership Development.

Dr. Byerley earned her bachelor's degree in physics and a teaching certificate from Rhodes College and attended medical school at Duke University. She completed her pediatrics residency and chief residency at UNC-Chapel Hill, where she also earned a master's degree in public health with a focus on maternal and child health.

Role of the president

The president is the leader responsible for the successful management of the school, achieving accreditation and providing leadership for the school's missions of medical education, service, and research. The president is also responsible for supporting the governance structure, raising funds, and creating a constituency of support for the school. In addition to her administrative duties, the president is responsible for successful consensus building throughout the region. The president is the key representative of the school to donors, national organizations, potential research partners, clinical affiliates, and governmental agencies. The president of Geisinger Commonwealth:

- Provides leadership to the school, the faculty, and staff in developing the vision and strategic plan for the school.
- Is responsible for matters relating to the design and effective administration of the school, including facilities, resources, budgets, fundraising and relationships with the community and external stakeholders.
- Assures alignment of the school's strategy and activities with those of Geisinger.
- Develops and leads an aggressive, long-term funding plan designed to ensure its viability in the decades to come.
- Builds a culture of excellence in the school that incorporates fairness, integrity, respect, creativity, initiative, and community service.
- Ensures compliance with all legal and regulatory requirements.
- Ensures that the school follows all policies and procedures.
- Serves as chief executive of the Geisinger Commonwealth School of Medicine 501(c)3 corporation.

Role of the dean

The dean is the school's chief academic officer and is responsible for creating successful academic programs and relationships with regional schools and universities, hospitals, clinics and physicians, businesses, industries, and individuals to create opportunities for academics, scholarship, and research. The dean is responsible for curriculum development and execution, the student experience, faculty recruitment and development and the execution of the research agenda. Since the dean also serves as president, she has delegated some of these responsibilities to the vice dean. The dean is specifically responsible for:

- Building and ensuring the highest possible quality in medical, graduate and postgraduate education.
- Managing and advancing the school's partnerships with clinical sites and providers.
- Recruiting a first-class senior leadership team to whom the dean can effectively delegate the key strategic and operational aspects of establishing the school.
- Designing an effective administration of the school, including academic programs, faculty, students and staff.
- Building a culture of excellence in the school that incorporates fairness, integrity, respect, creativity, initiative and community service.
- Ensuring compliance with all legal and regulatory requirements.
- Ensuring that the school follows all its policies and procedures.

The dean also serves as executive vice president and chief academic officer of the Geisinger system. In that capacity she oversees all academic programs of Geisinger including medical education, graduate education, nursing education, residency and fellowship programs, and non-degree health professions.

Student - Policy on Criminal Background Check and

[Link](#) to Drug Screening

Summary:

All applicants accepted to the Doctor of Medicine (MD) program at Geisinger Commonwealth School of Medicine must consent to, submit, and satisfactorily complete a criminal background check conducted by a vendor selected by the Association of American Medical Colleges (AAMC) and three additional background checks. Furthermore, accepted MD students must submit and satisfactorily complete a drug screening prior to matriculation and within the timeframe designated by the Office of Admissions. Continuing MD students are required to consent to, submit and satisfactorily complete annual updates as noted in the policy.

Printing and copying

Printing and copying are available for Geisinger Commonwealth students throughout the Medical Sciences Building and at the regional campuses and is accessible with a valid identification badge

Procedures regarding remediation of classwork

MD grading and course remediation

Procedures regarding Grading and Remediation in the Preclinical Years:

Please refer to the [Policy on Grading in the Preclinical Years](#)

Remediation

Remediation is a compact between the course director and the student in which the course director stipulates: 1) the requirements the student must fulfill to achieve the course objectives; and 2) the student agrees to allow the stipulated requirements to substitute for a full version of the course. All course failures must be reviewed by the Committee on Academic and Professional Standards. If a student fails a course and wishes to propose to remediate it, it is their responsibility to seek a remediation plan from the course director/clerkship director before appearing before the Committee on Academic and Professional Standards.

Please refer to the [Policy on Remediation for the MD Program](#):

Regional campus organization

Geisinger Commonwealth School of Medicine leadership at regional campuses

Geisinger Commonwealth regional campuses have the leadership, faculty, staff and infrastructure to support the students and the curriculum.

<u>AtlantiCare Campus</u>	
Regional Associate Dean Dominick Zampino, DO AtlantiCare Regional Medical Center 2015 Pacific Avenue Atlantic City, NJ 08401 Office: 609-441-8074 dominick.zampino@atlanticare.org	Regional Assistant Dean for Student Affairs Alexander Onopchenko, MD AtlantiCare Regional Medical Center 2015 Pacific Avenue Atlantic City, NJ 08401 Office: 609-407-2332 alexander.onopchenko@atlanticare.org
Education Specialist Kelly Herbst, MAeD AtlantiCare Regional Medical Center 2015 Pacific Avenue Atlantic City, NJ 08401 Office: 609-572-8287 kelly.herbst@atlanticare.org	

Central Campus	
<p>Regional Associate Dean Mark Olaf, D.O. Geisinger Medical Center 100 N. Academy Avenue Danville, PA 17822 Office: 570-271-6593 Kolaf@som.geisinger.edu</p>	<p>Regional Assistant Dean for Student Affairs Darrell McBride, DO Geisinger Medical Center 100 N. Academy Avenue Danville, PA 17822 Office: Dmcbride01@som.geisinger.edu</p>
<p>Regional Assistant Dean for Administration Kendra Boell, MD Geisinger Medical Center 100 N. Academy Avenue Danville, PA 17822 Kboell02@som.geisinger.edu</p>	<p>Education Specialist Jada Fasold, MEd Geisinger Medical Center 100 N. Academy Avenue Danville, PA 17822 Office: 570-214-1634 Fax: (570) 504-2814 E-mail: jfasold@som.geisinger.edu</p>

Guthrie Campus	
<p>Regional Associate Dean Lawrence Sampson, MD Guthrie One Guthrie Square Sayre, PA 18840 Office: 570-887-3580 Lawrence.Sampson@guthrie.org</p>	<p>Regional Assistant Dean for Student Affairs James Walsh, M.D. Guthrie One Guthrie Square Sayre, PA 18840 Office: 570-887-2469 James.Walsh@guthrie.org</p>
<p>Education Specialist Breana Losey, Guthrie One Guthrie Square Sayre PA 18840 Office: 570-877-4437 Breana.losey@guthrie.org</p>	

North Campus	
<p>Regional Associate Dean Shubhra Shetty, M.D. 525 Pine St. Scranton, PA 18509 Office: 570-504-9623 Fax: 570-504-9063 sshetty@som.geisinger.edu</p>	<p>Regional Assistant Dean for Student Affairs Lisa Thomas, M.D. 525 Pine St. Scranton, PA 18509 Office: 570-955-1315 Fax: 570-504-9063 lthomas01@som.geisinger.edu</p>
<p>Education Specialist Stephanie Rothrock, MS 525 Pine St. Scranton, PA 18509 Office: 570-504-9624 ext. 1264 Fax: 570-504-2812 srothrock@som.geisinger.edu</p>	

South Campus	
<p>Regional Associate Dean Michael Ferraro, M.D. Geisinger South Wilkes-Barre 25 Church Street 4th Floor Wilkes-Barre, PA 18765 Office: 570-558-4270 Ext: 5360 mferraro@som.geisinger.edu</p>	<p>Regional Assistant Dean for Student Affairs Mary Beth Sokach, D.O Geisinger South Wilkes-Barre 25 Church Street 4th Floor Wilkes-Barre, PA 18765 Office: 570-388-6151 msokach@som.geisinger.edu</p>
<p>Senior Education Specialist Melissa Ide, MS Geisinger South Wilkes-Barre 25 Church Street 4th Floor Wilkes-Barre, PA 18765 Office: (570) 558-3956 Ext 5336 Fax: 570-504-2813 mide@som.geisinger.edu</p>	<p>Curriculum Coordinator Karen Updike Geisinger South Wilkes-Barre 25 Church Street 4th Floor Wilkes-Barre, PA 18765 Office: (570) 558-3956 Ext 5336 Fax: 570-504-2813 kupdike@som.geisinger.edu</p>

West Campus	
<p>Regional Associate Dean Julie Xanthopoulos, MD, PhD Geisinger-Lewistown Hospital 400 Highland Ave, Lewistown jxanthopoulos@geisinger.edu</p>	<p>Regional Assistant Dean for Student Affairs Laura Newhouser, DO 132 Abigail LN, Port Matilda PA lnewhouser@geisinger.edu</p>
<p>Regional Education Specialist Jeremy Penepacker Geisinger-Lewistown Hospital 400 Highland Ave, Lewistown jpenepacker@som.geisinger.edu</p>	

Regional campuses

Geisinger Commonwealth employs a distributive model of medical education with six regional campuses (AtlantiCare, Central, Guthrie, North, South and West) to provide students with experiences in diverse clinical settings and to assure robust and comparable learning environments for all students.

All students will matriculate during Phase 1 at the North Campus. Students will complete studies in Phase 2 and Phase 3 at a regional campus. Various elective rotations in Phase 3 may also be at regional campus. Geisinger Commonwealth's state-of-the-art technology will assist each student in maintaining connectivity to Geisinger Commonwealth resources regardless of geographical location and assure consistency in educational experiences.

These communities and hospitals each sponsor residency programs that are closely affiliated with Geisinger Commonwealth and each provides clinical experiences for medical students and other health professional students that facilitate the development of Geisinger Commonwealth students.

Agreements and clinical partners:

Geisinger Commonwealth has affiliation agreements with multiple hospitals or healthcare facilities that are experienced in medical education and that serve a diverse medical and demographic population. Our major clinical partners include:

- AtlantiCare: AtlantiCare Regional Medical Center City Campus, AtlantiCare Regional Medical Center Mainland Campus, Manahawkin HealthPark
- Central: Geisinger Medical Center, Geisinger Bloomsburg Hospital
- Guthrie: Guthrie Corning Hospital, Guthrie Robert Packer Hospital, Big Flats, Corning Centerway, Corning Steuben, Guthrie practices in Ithaca and Waverly, New York and Wellsboro, Pa
- North: Geisinger Community Medical Center, Allied Health Services, Scranton Counseling Center,
- South: Wilkes-Barre Veterans Administration (VA) Medical Center, Geisinger Wyoming Valley Medical Center, Geisinger South Wilkes-Barre
- West: Geisinger Lewistown Hospital and Geisinger Health Plex in State College

In addition, Geisinger Commonwealth maintains affiliation agreements with many hospitals and health systems around the region and country to enable students to participate in away electives during the fourth year.

The school will focus its efforts over the next decade developing programs across the continuum of education. “Pipeline” programs (aimed at middle and high school students) have been created to encourage students from diverse socioeconomic backgrounds to consider health professional careers. Geisinger Commonwealth continues to work with regional colleges and universities to establish these programs at the middle, high school and the collegiate level for prospective medical students. In addition, Geisinger

Commonwealth is working to expand and establish new graduate medical education programs to provide our students with greater opportunities for advanced training in our region.

Regional campus development

Geisinger Commonwealth continues to meet with regional hospitals and medical staffs to explore interest in regional campus affiliations in order to develop affiliations with clinical partners in other regions. Geisinger Commonwealth maintains an ongoing program in clinical faculty recruitment and development and has instituted all needed student support services at each clinical campus. Students have numerous opportunities for community involvement and service in each region.

Roles and responsibilities:

Vice Dean for Medical Education, Vice President for Academic Affairs

The vice dean is responsible for the oversight and administration of all of Geisinger Commonwealth regional campuses. The vice dean works with the associate deans for regional campuses, educational affairs and community and the regional associate deans to ensure all of the educational goals, objectives and clinical partnerships are maintained.

Regional Associate Deans

The regional associate dean is the academic and administrative leader of the regional campus, directing all regional activities, representing Geisinger Commonwealth to the regional sponsors and to Geisinger Commonwealth bodies, providing input and feedback on the regional learning experience. The regional associate dean is responsible for assuring that the curriculum is implemented in each region in a way that all students meet learning goals, and that appropriate student support and access to extracurricular activities are provided. The regional associate dean leads the regional team which consists of the regional assistant dean, the regional education specialist, the regional manager and the regional education coordinators in six core disciplines.

Clinical Education Leads:

The clinical education leads are ultimately responsible for all content and activities associated with the clerkships and rotations, including establishing the educational goals for the clerkship, organizing clinical and didactic activities, and ensuring that these activities meet stated goals. The clinical education leads work in conjunction with their Institute chair, regional associate deans, regional assistant deans, regional clerkship directors and clinical faculty to develop and deliver the educational content of the clerkship. In addition, the clinical education leads work to ensure comparability for the clerkship at all sites and has responsibility for ongoing review and revision of the clerkship experience. The clinical education lead serves as the chair of his/her respective grading committee and works with the regional clerkship directors in assigning student grades for the clerkship.

For more information on the Institutes please see:

<https://www.geisinger.edu/education/academics/md-program/academic-departments/institutes>

Regional Assistant Dean for Student Affairs:

The regional assistant dean (RADSA) works with the regional associate dean and Assistant Chairs for Specialty Education ensure that all clinical activities in the region are functioning in a coordinated fashion. This individual is responsible for working with the students on the campus to meet their academic goals. The Assistant Dean for Student Affairs serves an advocate for students and mentors and motivates them as they traverse the clinical experience. The Assistant Dean for Student Affairs also assists students requiring remediation or counseling. The Assistant Dean has no role in assigning grades for any clerkship but may intervene in global student performance issues such as in the domain of professionalism.

Regional Clerkship Directors:

The regional clerkship directors are responsible for the coordination of all local educational activities for the discipline at his/her respective clinical regional campus, including the implementation of the curricular goals and ensuring that all activities are fulfilling these goals. The regional clerkship director is responsible for the recruitment and evaluation of faculty in the region for the clerkship. The regional clerkship director serves as a primary regional contact for students in a specific clerkship. All regional clerkship directors serve as members of their respective grading committees.

Education Specialist:

The Education Specialist is the initial and primary point of contact for students during their third year. The Education Specialist will work with students to produce a developmentally appropriate schedule that will ensure the student is achieving program and clerkship objectives and competencies. The Education Specialist is also responsible for providing academic support to all students through continuous progress monitoring as their academic advisor. Education Specialists help students develop learning plans, time management plans, and provides study strategy intervention and development. The Education Specialist also serves as a resource for the regional teams and all clinical faculty in the region by assisting with faculty development, addressing educational issues, and logistical concerns. The Education Specialist will also collaborate with the Regional Assistant Dean and Student Affairs ensuring individual student success.

Clinical Preceptors:

The volunteer clinical faculty for the clerkship will work with the student on a weekly (in person) and daily (through phone and email) basis to collaborate in the care of the students' patients. The faculty is the initial point of contact for the student, and is responsible for reporting, to the regional assistant dean, any issues a student may be having with meeting the learning objectives. The faculty is responsible for providing a welcoming and supportive learning environment for the student, identifying gaps the students may have, and helping to direct the student towards resources for self-directed learning to fill these gaps. He/she is also responsible for setting the highest example of professionalism and life-long learning for Geisinger Commonwealth students.

Student Affairs Staff:

The Student Affairs staff provide academic advising and support, career advising and coaching, USMLE Step 1 preparation, diversity competency training and support, and coordinate clubs and organizations as well as make referrals to Student Health Services and counseling as needed. Student Affairs staff also assist with the implementation of the four-year career curriculum, and coordinate credentialing with clinical affiliates.

Regional Education Academy for Careers in Health-Higher Education Initiative (REACH-HEI) – An Innovative Health Professions Pathway Program

Geisinger Commonwealth created REACH-HEI to provide a seamless pathway from high school through college and post-graduate studies to economically and educationally disadvantaged students in northeast Pennsylvania (NEPA) who are interested in health-related professions.

Launched in 2010, REACH-HEI was successful thanks to generous funding from the Health Careers Opportunity Program (HCOP) of the Health Resources and Services Administration (HRSA) at the U.S. Department of Health and Human Services. Since then, Geisinger Commonwealth, with local foundation funds and medical students' support, has maintained this commitment to our regional youth. REACH-HEI is an out of school time program designed to engage students in health science, guide them through career and college planning, instill involvement in community outreach, support their emotional and academic development, and create awareness in health disparities, while increasing their competitiveness for higher education and beyond. The ultimate goal is to reduce the growing gap of physicians and healthcare professionals' availability and improve overall delivery of healthcare in the region.

In addition, Geisinger Commonwealth received a grant from US Department of Health and Human Services/HRSA to establish a Center for Excellence in Diversity (COE) in 2017. GCSOM's Center of Excellence will further our goal to create a seamless pathway specific to medical school for students underrepresented in medicine (URiM). This program amplifies our REACH-HEI initiative by supporting undergraduate initiatives.

Currently, REACH-HEI programs serve intermediate and high school students in the greater Scranton area as well as Hazleton communities.

REACH-HEI Partners

Geisinger Commonwealth School of Medicine, in partnership with the following educational and community partners, offers an exciting series of pathway programs for area high school students interested in careers in healthcare.

- Hazleton Area School District
- Scranton Area School District
- Geisinger Commonwealth SNMA and LMSA Chapters
- Education Opportunity Centers (EOC)
- Northern Tier Education and Industry Consortium

Research opportunities and summer internships

Summer opportunities: research, teaching and clinical internships & other experiences

Geisinger Commonwealth students have approximately two months of free time between June and August in the preclinical phase. This period is a wonderful opportunity for students to plan for activities that will best suit their personal and professional goals. Some will choose to spend time on vacation with family, loved ones or friends or to travel, in order to refresh and reconnect; others choose internships with opportunities for clinical experiences that may build knowledge, skills or help with later career choice; some choose to spend the summer in a service experience, contributing to communities here and abroad; and others decide to engage in research opportunities available at Geisinger Commonwealth through the Summer Research Immersion Program or at other institutions such as the NIH. The Office of Research and Scholarship, DME faculty, Student Affairs staff collaborate to identify and publicize a variety of summer possibilities for Geisinger Commonwealth students. A listing of available internships and other experiences are distributed by late November and on an ongoing basis by the Office of Research and Scholarship as we receive notice of other opportunities. Applications for various internships are usually due between January and April 15th. Please note that all students conducting research are required to complete the Collaborative Institutional Training Initiative (CITI) training courses to ensure the high ethical standards of educational and research activities at Geisinger Commonwealth. For further guidance, please contact Laura Mayeski, MT(ASCP), MHA, Manager of Research Compliance.

Below is a brief description of the types of opportunities that are available.

Clinical internships and experiences: A number of clinical internships, exposing students to a variety of medical disciplines and practice settings are usually available in the region. Additional internships are sponsored at academic medical centers throughout the country, ranging from two to eight weeks in length, sometimes focusing on specific clinical areas such as substance abuse treatment. Professional and student organizations often list such opportunities on their websites. The Geisinger Musculoskeletal Institute (MSKI) offers two, one-year paid research fellowships for qualified third or fourth year GCSOM medical students interested in gaining additional research experience and pursuing a career in orthopaedic surgery. Interested students should contact Dr. Sonia Lobo in the Office of Research and Scholarship. This and other clinical opportunities will be publicized to the class by the Office of Research and Scholarship as we receive notice.

Summer Research Immersion Program (SRIP): Geisinger Commonwealth sponsors approximately 65 stipend-supported research internships for preclinical students as part of an eight-week Summer Research Immersion Program (SRIP). Throughout the program, students work directly with a faculty mentor and research team on specific projects that include translational scientific research in the laboratory setting or public health, community, and clinical research in the clinical or community setting. Information about the SRIP program is shared with students through a formal presentation in October and also via the SRIP Canvas course. Research mentors are recruited by the Office of Research and Scholarship and DME faculty. Project descriptions are made available to students as part of the formal, competitive application process which begins in December. Students must be in good academic standing at the time of application and program commencement; students who are on probation for academic and/or professionalism issues are ineligible to participate in this program. As part of the SRIP, students are required to submit an abstract and to disseminate their research findings to the community as an oral or poster presentation at the Summer Research Symposium. Students are encouraged to continue their research collaboration with their mentors and to submit their work for publication in GCSOM's *Journal of Scholarly Research in Progress (SCRIP)* and other publication venues. Students participating in the Medical Research Honors Program (MRHP) are also encouraged to apply to the SRIP in order to dedicate this period of time to their long-term research project. For more information on the SRIP, please contact Elizabeth Kuchinski, MPH in the Department of Medical Education or send your inquiry to studentresearch@som.geisinger.edu.

External research internships and experiences:

Additionally, many federal and state agencies, including the NIH and CDC, as well as some academic medical centers, sponsor summer research opportunities for medical students. A formal application process is required with due dates between January and March. Opportunities will be publicized as early as possible via email broadcasts and the Research and Scholarship SharePoint site. Students are advised to meet with their academic advisor or a faculty member in the relevant field to review their applications. Please contact Dr. Sonia Lobo in the Office of Research and Scholarship regarding external research opportunities. Inquiries can also be sent by email to studentresearch@som.geisinger.edu.

Medical Research Honors Program (MRHP): First-year medical students in good academic standing are eligible to apply to this program. Students who meet all requirements, including successful completion of a long-term, hypothesis-driven research project, will graduate with an honors distinction. Program participants must submit a research project proposal, write a thesis, and deliver an oral defense to complete the 4-year program. The research experience is guided by a research mentor, a thesis advisory committee, and the program director. Additionally, students write abstracts, present posters and publish findings while building towards their thesis defense. The research honors program provides students with opportunities to advance fundamental scientific knowledge, refine their scholarly communication, and

foster a mindset of continual growth and learning. For more information visit the Medical Research Honors Program course on Canvas, the Research and Scholarship SharePoint site, or contact the program manager, Adam Blannard, MS, in the Office of Research and Scholarship. Inquiries can also be sent by email to MRHP@som.geisinger.edu.

Community service opportunities: Opportunities to participate in community service activities and to make a significant contribution to the health of northeast Pennsylvania and other communities abound. There are many directories of such opportunities. The Office of Community Engagement and Equity, in collaboration with Student Affairs and the Department of Medical Education have relationships with numerous community partners and can assist you in finding an opportunity to contribute your time and talents.

Global health opportunities: Many opportunities exist for education, service or research projects around the world. Sometimes students choose such experience in order to enhance their skills in another language, such as Spanish, or to learn more about different models of healthcare delivery. The AAMC Visiting Student Learning Opportunities (VSLO) program enables medical students to identify short-term international educational, service, or research opportunities. Often such opportunities require that the student fund their own trip; however, Geisinger Commonwealth offers financial support through the Global Health Enrichment Award for rising MD2's and the Global Health Scholarship Award for rising MD4's. The funds are donated from the Sidari family and dedicated in honor of their daughter Jennifer Sidari who was a 2013 GCSOM graduate. Interested students should contact Dr. Sonia Lobo in the Office of Research and Scholarship to learn more about global health opportunities and how to apply for these awards. Inquiries can also be sent by email to globalhealth@som.geisinger.edu.

Education and scholarship: Occasional opportunities exist to work on curricular projects or to enhance academic skills such as teaching and writing. Students who would like to write up a previous research project; try their hand at publishing narrative pieces such as reflective essays about their experiences; conduct a comprehensive literature or evidence-based review (such as Cochrane Review); work on a Geisinger Commonwealth curriculum project; or apply for a funded opportunity (such as Gold Foundation awards for curricular projects in humanism) are encouraged to contact a faculty member, department chair, or Dr. Sonia Lobo, Associate Dean for Research and Scholarship in the Office of Research and Scholarship. Students are also encouraged to submit their scholarly and creative work to be considered for publication in Geisinger Commonwealth's *Journal for Scholarly Research in Progress (SCRIP)*. The *SCRIP* journal is an interdisciplinary, peer-reviewed publication showcasing the research and scholarly accomplishments of Geisinger Commonwealth students. This journal is published once annually in both print and online mediums and is edited and produced with the assistance of student editors engaged in the editorial process. Students should contact Dr. Lobo for more information about publishing in *SCRIP* or open editorial positions. Inquiries can also be sent by email to SCRIP@som.geisinger.edu.

Finally, students should keep in mind that any of the above activities, carried out with commitment to service and excellence, will enrich your experience and add to your resume for residency selection. We advise students to choose a summer plan that best supports their personal interests and growth.

Safety/security

Geisinger Commonwealth School of Medicine is committed to providing a safe and secure environment for students, faculty, staff and visitors. During student orientation, the director of facilities & public safety and the manager of public safety educate the students on safety and security measures. In addition, the student/faculty population will be encouraged to participate in crime prevention throughout campus. Information on safety and security concerns and precautions will be provided to all students, faculty and staff at various times throughout the school year. The information and guidance will be relayed to the group via, bulletins, broadcasts, crime alerts, posters, brochures, newsletters and any other methods deemed necessary. Geisinger Commonwealth School of Medicine buildings will be properly secured each day to safeguard both individuals and Geisinger Commonwealth School of Medicine property. Only faculty, staff and students who possess valid school identification badges will be admitted to the campus after hours. Each authorized student, faculty/staff member will be issued a photo identification badge which will also control admittance to Geisinger Commonwealth School of Medicine educational spaces. Visitors will receive a temporary ID card which will be required to be surrendered at the end of the visit. The areas of admittance will be limited to the areas necessary to perform job /student functions or visit with a desired party. Video monitoring / recording throughout the building takes place at all times. Security services are provided 24/7.

The Medical Sciences Building is equipped with a card access/entry control system. The building has 24/7 identification card access. Geisinger Commonwealth School of Medicine has contracted with Kraye Security to provide security coverage in the building. Kraye is an established security provider with a demonstrated history of success. Security cameras are in place throughout the building and recorded 24/7.
Public Safety

provides regular patrol of the campus buildings as well as parking areas. In addition, the security personnel will escort students and faculty after hours around the building or to parking areas as needed. Although the Public Safety Department is not a police agency, the department works in conjunction with the Scranton Police Department, and appropriate regional law enforcement agencies in all matters relating to reportable incidents.

Lockers

There are lockers available on the fourth floor, East Wing of the Medical Sciences Building. Students are required to bring their own lock. Inform Facilities & Public Safety of their locker selection by e-mailing Facilities@som.geisinger.edu . Lockers are available on a first-come basis.

Campus safety

This section is produced for the general safety and welfare of Geisinger Commonwealth School of Medicine community.

It is also designed to meet the requirements of:

- The Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 (formerly the Crime Awareness and Campus Security Act of 1990)
- The Higher Education Amendments of 1992
- The Drug-Free Schools and Communities Act (PA Law 101-226)
- Uniform Crime Reporting Act (Act 180 of 2004)
- Jacob Wetterling Crimes Against Children and Sexual Violent Offender Registration Act
- The Campus Sex Crimes Prevention Act of 2000

How to report criminal incidents and other emergencies

Each member of the Geisinger Commonwealth School of Medicine community has the right to be free from victimization and all members are expected and required to comply with all federal, state, and local laws. To report a crime or emergency, contact the Geisinger Commonwealth Public Safety Office at 570-558-2300 or extension 2300 from any on campus phone. The number is staffed 24 hours a day by Public Safety Officers. The Public Safety office will investigate all complaints.

To report a crime/emergency to local or state police, dial 911. The 911 system is available for everyone in the community.

Anonymous reporting

A person may want to consider filing an anonymous report. The purpose of an anonymous report is to take steps to ensure the future safety of the reporting person and others, while protecting her/his identity. The school can use such information to maintain accurate information regarding the number of reported incidents, look for patterns/trends of activity, and alert the GCSOM community to potential danger.

If a person wishes to file an anonymous report, they may contact the GCSOM Director of Facilities/Public Safety, Associate Dean of Student Affairs, or the Chief Diversity Officer. An anonymous third-party report containing information regarding the incident will be completed, however no names or identifying information will be used without consent of the victim. No follow-up or investigation will be conducted without the consent of the victim. The report will be forwarded to the Public Safety office.

Daily crime log

The GCSOM Public Safety Office maintains a daily crime log, which is located on their web page: www.geisinger.edu/education. Go to the web page and type in daily crime log in the search box. The log is a record of all criminal activity reported to the Public Safety Department. The log, which is open for public inspection, lists the nature, date, time, and general location of the criminal activity reported. The crime statistics are also published for a three-year period and are available on the website and through the Public Safety Department.

Emergency notification system

In the event of an emergency situation requiring immediate campus-wide precautions and actions, the GCSOM Public Safety Department is authorized to activate the emergency alert notification system. Immediately prior to activation, Public Safety Officers may be dispatched to the scene and a 911 call will be made to trigger a response from the appropriate first responder. GCSOM will utilize the Blackboard Connect and VOLO systems for emergency notification. To make changes to your Blackboard Connect profile go to <https://gcsom.sharepoint.com/sites/GCSOMIntranet> and log in to the portal. Then find emergency notification and make the required changes. For VOLO use workday / Empower to make any changes to your personal contact information.

Enter your information under the emergency notification system. Once an emergency has been reported to Public Safety it is confirmed by the Public Safety Manager, Director of Facilities & Public Safety who would be responsible for sending the warning out.

Access to campus facilities

GCSOM has installed proximity card readers on all entrances, classrooms, student community rooms, laboratories, and common areas at the MSB. The GCSOM identification card has been programmed to grant the appropriate level of access to different areas of the building. If an ID card is lost/stolen, it must be immediately reported to GCSOM Department of Public Safety, and a new card will be issued. This action will also deactivate the lost/stolen card. A card should never be given to another individual or used to allow access to others. ID Cards must be displayed at all times.

Parking

Geisinger Commonwealth offers parking to all students. However, students who wish to utilize parking provided by the institution will be assessed \$100 to park for the year. This fee will not be included in your tuition payment. Students can register for parking by going to the GCSOM SharePoint site, Then to portal apps links and click on P. Fill out the parking permit request form. Students can also register for parking from the pre-matriculation page. Once registration is completed, a parking permit which must be displayed on the vehicle will be available for pick up at the reception desk. The year begins on Aug. 3. Parking must be renewed annually. An escort is available from Public Safety. Contact the security desk to receive a walking/riding escort.

Fire safety

The Medical Sciences Building has a state-of-the-art, integrated fire alarm system. The fire alarm system is monitored by an off-location central station. The City of Scranton Fire Department is the primary emergency responder.

Fire safety is of primary importance, and GCSOM recommends the following measures to maintain a safe environment.

- If you observe or suspect a fire, activate the building fire alarm immediately. All fires regardless of size must be reported to the Public Safety Department
- If the fire alarm sounds, don't panic, keep calm, prior to opening the door feel for excessive heat, if the door feels normal, leave by the nearest exit, if the door feels hot do not open the door
- Do not use the elevator
- Evacuate the building and proceed to the nearest meeting location that can be reached safely. There is one pre-determined meeting location which is parking lot B, located at the corner of North Washington & East Gibson Streets. Remain at that location until directed to move by GCSOM officials or the Scranton Fire Department.
- If you can't evacuate the area, remain calm
- If you need evacuation assistance in a stairwell, please use the emergency call box.
- To attract attention; hang clothes or something similar in front of the window.
- Don't break the window or leave it open unless the room is filling with smoke
- Stay calm and wait for help
- Evacuation routes are posted in all GCSOM areas.

Building and grounds

GCSOM Public Safety Officers conduct lighting surveys on a regular basis, and submit facilities work requests to repair lights that are not operating properly. The Facilities staff tend to the college building and grounds with a concern for safety of the community members. They are available to respond to calls for service regarding unsafe conditions. These conditions include, but are not limited to, unsafe steps, rails, icy/snow covered walks. We encourage any member of the community to immediately report unsafe conditions to the Facility and Public Safety Department.

Crisis management plan

Standard procedures for the release of information during and following any critical incident on campus are as follows:

The policy of Geisinger Commonwealth School of Medicine will be to release accurate consistent information to members of affected groups and to representatives of recognized news gathering organizations, when such releases will not endanger or impair the welfare of individuals conducting the investigation or inquiry into the incident.

When management or investigation of a crisis involves officials or other authority agencies, all information released will be coordinated with appropriate individuals of those organizations.

In all situations, the only school spokesperson who provides information to the media will be the dean or the director of marketing and public relations, or their designee(s) as determined by a case-by-case basis. Persons not designated should direct all queries to the appropriate spokesperson.

Campus Safety: Doing Your Part

Campus safety and security procedures/practices are a part of the orientation program for students and employees. Public Safety/Facilities policies and procedures are available to employees and students on the GCSOM portal.

ALL CRIMES SHOULD BE REPORTED TO THE PUBLIC SAFETY DEPARTMENT AS SOON AS POSSIBLE

IN THE OFF-CAMPUS HOUSE OR APARTMENT

- Never use your first name in the telephone directories or mailboxes and avoid using prefixes: Mrs., Miss, or Ms. List your first initial only.
- After moving into a new home or apartment, it is a good idea to change the door locks. Every window that can be entered from the outside should have a good lock and be properly secured.
- Never open your door to strangers! Repair persons and salespeople carry proper identification. It is in your best interest to request they show it to you before you admit them. Also, most repair persons and salespersons make appointments beforehand. During non-working hours, if repair persons are making "emergency" repairs or checks, confirm the necessity for the work by phone before admittance.
- If someone wants to use your phone, no matter what the emergency claimed, offer to make the call. Do not open the door.
- Always keep windows secured and covered at night. Never reveal either in

person or to a telephone caller, that you are alone. Have two lights on in different locations of the house. This gives the impression of more than one person at home. To secure sliding doors, place a strong wooden broom handle or dowel in the lower track of the door.

- In apartment buildings, be wary of deserted laundry rooms

ON CAMPUS

- When walking at night, use the best-lighted route and try not to walk alone, if possible. Call Public Safety for an escort.
- Do not jog alone.
- Do not leave personal property unattended, anywhere or anytime.
- If you are a victim of a crime, notify the Public Safety Department immediately
- Report any encounters with voyeurs or exhibitionists to the Public Safety Department. Become aware of the emergency call boxes located in all GCSOM parking lots.

WALKING

Walk near the center of the sidewalk and use the busiest, safest and best-lighted routes. Avoid alleys, parks, vacant lots and parking areas that are deserted and dark.

- Never hitchhike.
- If you think someone is following you, cross the street, walk faster or even walk down the middle of the street. Try to go to a lighted area, store or near a group of people.
- Do not accept rides from strangers. If a car approaches and you are threatened, walk in the opposite direction of the vehicle.
- Do not overload yourself with packages, books and other things.
- If your purse is snatched or if you are approached by a potential robber ... DON'T FIGHT. Cooperate rather than risk injury. It will not be a great loss if you carry no more cash than is absolutely necessary and keep a list at home of all credit cards, licenses, etc.

DRIVING

- When you walk to your vehicle, have your keys ready in your hand so you will not have to stand outside your car looking for them.
- Always check the rear seat and floor before you get into your car.
- Lock the doors as soon as you get into your vehicle and keep them locked.
- Do not pick up hitchhikers.
- When stopping your car in traffic, always leave enough room to pull around any stopped vehicle that may be in front of you.
- If you believe you are being followed by another car, do not turn into your driveway or parking lot. Attempt to locate open businesses or drive to the nearest

police department. Use your horn and lights to attract attention. Try to obtain a license number of the other vehicle to pass on to police.

- If you have car trouble, raise the hood and sit inside your car with the doors locked until assistance arrives. Ask the person who approaches to call a service truck for you. Keep an ample supply of gasoline.
- Do not stop to offer help to a stranded motorist, male or female. Call the police or a service station.
- If you park your car and the attendant asks you to leave your keys, leave only the car key.
- Place valuables in the locked trunk or otherwise conceal where they cannot be seen.
- Always lock your bicycle with a good lock and secure it to a bicycle rack.

Psychological prevention

- **BE PREPARED:** There is a lot you can do to avoid becoming a victim, or to respond effectively if a crime does take place.
- Educate yourself concerning crime prevention tactics.
- Consider in advance, what you would do if confronted by a criminal.

Everyone must work together to create a safe campus. Please report all crimes to the GCSOM Public Safety Department as soon as possible. The Public Safety Staff is on duty 24 hours a day, 365 days a year. Call 570-558-2300 or 570-504-7000, ext. 2300.

Elevator

- If while waiting for an elevator, you find yourself alone with a stranger, let him/her take the elevator and wait for its return.
- If you are on with someone who makes you feel uneasy, get off at the next floor.
- Always stand near the control panel, where you have access to the alarm and floor buttons.
- Do not hesitate to use the emergency call button or alarm if needed.

Incident reporting

You are encouraged to immediately report any incidents of this nature to the Public Safety Department. Keep in mind that any assailant who is allowed to go free is a potential future danger, not only to you but also to other members of the community.

Every situation will be different. Therefore, we cannot provide any specific rules as to what to do or not to do if you are faced with a threat. Only you can make the determination as to the appropriate course of action.

If you think you are being followed, you can call out for assistance and run to a lighted building or residence; enlist the assistance of a passerby or flag down a passing vehicle, break a window in a building or residence or pull a fire alarm. Do anything that might attract attention or summon assistance.

What you can do

Your involvement is essential to the prevention of crime on campus. Disinterest and complacency are the prime contributors to the success of crime. The burden of crime prevention rests not only with the Public Safety Department but also with each member of the Geisinger Commonwealth community.

Public Safety cannot be everywhere at once and are, therefore, dependent upon you to recognize and report incidents of suspicious and criminal activity. The extent of your cooperation will greatly influence Public Safety's effectiveness in fighting crime.

Doing your part means

- Being aware of your vulnerability and following the suggestions outlined in this document to protect yourself and your property.
- Being alert for suspicious or criminal activity and conditions that may represent a hazard to the community.
- Getting involved by becoming more security conscious and by reporting all incidents of suspicious or criminal activity, no matter how insignificant, to the Public Safety Department immediately.
- Remember that unreported crimes cannot be solved in that, by not reporting crimes, you allow the perpetrators to commit additional and perhaps more serious crimes. Many times, crime solving depends upon how accurately and properly the incident is reported.
- It is important that you be able to provide as much of the following information as possible:
 - The nature of the incident.
 - When and where the incident occurred.
 - Number of persons involved (names, sex, race, age, height).
 - Direction and method of travel.
 - Vehicles involved (color, type, make, model, license plate number and state, distinctive characteristics, i.e., decals, bumper stickers, damage, number of occupants).
 - Description of stolen property (item, manufacturer model number, serial number, value, color, dimensions, etc.).
 - Any other applicable information

Sexual offender registration

The Jacob Wetterling Crimes Against Children and Sexual Violent Offender Registration Act sets the requirements for sex offender registration and community notification. The Campus Sex Crimes Prevention Act of 2000 provides for the tracking of convicted sex offenders enrolled at, or employed by, institutions of higher education. Persons seeking

to obtain sex offender registration information may do so by contacting the Scranton Police Department at (570) 348-4141, or the Pennsylvania State Police Sexually Violent Predator web site at www.pameganslaw.state.pa.us.

Timely warnings

To help prevent and mitigate crimes and potential threats, the Public Safety Department, in conjunction with other GCSOM Departments, issues timely warnings to notify the GCSOM community about crimes/threats in and around the campus. Timely warnings are distributed using a variety of methods. Once the decision has been made to issue a warning, the warning is disseminated using text messaging, e-mail, and broadcast messages.

Firearms, fireworks and weapons

The possession or use of firearms, ammunition, fireworks, major/minor explosives or any potentially lethal weapon is prohibited anywhere on campus.

Student health and welfare

[Student Health Services webpage](#)

Student health insurance

All Geisinger Commonwealth students are required to have medical insurance at all times while enrolled. If private health insurance is being used, an opt-out form is required to be submitted.

- Students must provide [Terry Waibel](#) with documentation of medical insurance regardless of the carrier.
- Students have the option of purchasing one of the student health plans from Geisinger Commonwealth School of Medicine or can enroll in another plan of their choosing. The Geisinger Commonwealth School of Medicine plan is administered by Geisinger Health Plan. Information is available on the website under Student Health Services.
- Carefully review all the benefit summaries and pay close attention to the deductible information for in-network and out-of-network costs prior to making a decision.
- Students can enroll in medical only or add dental.
- The election to have health insurance automatically continues until graduation unless an opt-out form is completed.

Open enrollment

New students

- Open enrollment if from July 1, 2022 until July 21, 2022.

Returning students

- Returning students who previously were not enrolled on the plan can only enter Geisinger Commonwealth's student plan during the open enrollment period which begins on **July 1**, and ends on the close of business on **July 21** unless there is a "life-changing event."
- Life-changing event: A life event is a change in your personal situation that makes you eligible to change or enroll in benefits outside your initial enrollment or the annual enrollment period. You can also use the Employee Assistance Program (EAP) and other benefits for free services like counseling, financial advice, help finding childcare, will preparation and more. Reminder: you must make your benefit changes within 30 calendar days of your life event.
 - Arrival of child
 - Leave of absence
 - Marriage or divorce
 - Loss of loved one
 - Gain or loss of coverage
 - Withdrawal from GCSOM

Disability Insurance Information

Disability insurance is provided and required for all medical students. INS MED is the insurance carrier and costs and additional information are available on the website. Students are provided clear, concise explanations of school health and insurance plans, including information related to additional fees for services beyond standard insurance coverage and the additional fees to cover a spouse and/or dependents.

Geisinger student health services (SHS)

Providing students with health, wellness and counseling services

Geisinger Commonwealth School of Medicine's Student Health Services (SHS) aims to support the educational experience of students and minimize health-related barriers to learning by providing high-quality health services and health education and to guide students toward a personal commitment to wellness and self-care that will lay the foundation for a healthy life and will assist them to become self-directed and well-informed active consumers of healthcare, as well as "model" patients in the community.



Confidentiality

Student records are kept strictly confidential. Information may not be released to anyone – including family, faculty, or administration – without the written consent of the student.

Note: Certain public health diseases must be reported to the Department of Health by law. Also, if there is concern of imminent risk or harm toward yourself or others, appropriate personnel will be informed.

Provision of sensitive health services to Geisinger Commonwealth students

The faculty and staff of Geisinger Commonwealth understand that many health and psychological/psychiatric issues confronting Geisinger Commonwealth students may be of a sensitive nature and that a professional patient relationship between Geisinger Commonwealth faculty and students would be inconsistent with a teacher-student relationship. Should a Geisinger Commonwealth faculty member provide health services of a sensitive nature to a Geisinger Commonwealth student, the faculty member will not be involved in the academic evaluation or promotion of the student receiving those services.

Hours & location

Geisinger Commonwealth School of Medicine Student Health Services (SHS) provides students with health, wellness and counseling services.

Staff:

Dr. Maria Kobylinski- Medial Director

Paul Burke BSN RN – Manager

Sean Andress LSW - Care Management lead

Olivia DelVecchio LSW - Behavioral Health Therapist

Kyle Strobel MSW, NCC, LPC - Per Diem Therapist

Terry Waibel - Administrative Assistant

SHS is located on the first floor, MSB Suite 1062

Phone number is 570-558-4290

Email address: twaiibel@geisinger.edu

Hours of Operation: M-F 8:00 a.m. – 4:30 p.m.

For after-hours, non-medical student affairs emergencies, there is a student affairs administrator on call and can be reached at 570-687-9700.

Campus specific health resources are outline in links below:

[North Campus](#)

[South Campus](#)

[Central Campus](#)

[Guthrie Campus](#)

[AtlantiCare Campus](#)

Personal support & therapeutic counseling

The educational, physical and social demands of a medical and graduate school curriculum are uniquely stressful on students, often creating academic and psychological problems that could impact their medical/graduate education. Student Health Services is available to assist students in the preventive management of this stress. A Behavioral Health Therapist is available to support the personal and professional well-being of students. Services include mental health screenings, suicide risk screenings, behavioral health and wellness referrals to appropriate providers, and oversight of wellness programs and initiatives to promote and encourage all aspects of health, wellness, and lifestyle improvements to assist students in finding balance in their

lives. Various topics such as stress management, relaxation techniques, self-compassion, goal setting, and effective coping mechanisms are among those addressed.

For students who may require ongoing counseling services, Student Health Services offers free counseling services through our Behavioral Health Therapist. Services are offered on-site at GCSOM or via telephone or telepsych for regional campus students. Each regional campus has an appointed mental health student representative to act as an initial point of contact. In addition, referrals to community therapists are available for therapeutic behavioral health services if a student chooses. These services are accessed by a referral through the Behavioral Health Therapist for an initial needs assessment. Individual, couples and group counseling are offered as warranted. Student Health Behavioral Services include, but are not limited to, ongoing therapeutic counseling, psychiatric therapy, psychological and neuropsychological testing, drug and alcohol counseling and crisis intervention. Students have access to local providers who are not faculty members of the school, thus assuring the provision of services with privacy and confidentiality. Furthermore, the exclusion of faculty members from the provision of these services ensures that the providers will not be involved in the academic evaluation or promotion of the students. In case of an emergency, please dial 9-1-1. Students may also access 24-hours a day a member of Student Affairs for crisis intervention (570-687-9700).

MD Students also have access to TimelyCare. This contracted telehealth and teletherapy provider offers 24/7/365 access to mental health and counseling services to students. Students can contact them directly or be referred through the Care management Lead for short-term therapy needs. As a telehealth provider this service is available to students on all regional campuses and on extramural rotations.

As a matter of convenience for our students, Geisinger Commonwealth School of Medicine has developed an agreement with community therapists in the North, South, Central Guthrie, West and AtlantiCare campuses as outlined in links above.

Student mental health and counseling

The health and well-being of our students is of paramount importance to the school. Students are encouraged to engage in healthy behaviors including participation in programs sponsored by the Student Health Services Team. Student Health Services conducts periodic focus groups and assessment surveys to ensure we are meeting the needs of our students and focuses programming on stress management, nutrition, and exercise. Student Health Services hosts programs focused on depression, suicide prevention, substance use prevention, stress management, healthy recreation, and interpersonal and intrapersonal relationships.

In addition, students who do enroll in Geisinger Commonwealth School of Medicine health insurance plan have access to Blue Health Solutions, which is a program that helps the insured manage their overall health and wellness. Specifically, it includes preventive health education, early identification of future health problems, wellness and

lifestyle management tools, care coordination and health management for chronic conditions.

Student Health Services: Counseling

The educational, physical and social demands of a medical and graduate school curriculum are uniquely stressful on students, often creating academic and psychological problems that could impact their medical/graduate education. Student Health Services is available to assist students in the preventive management of this stress. Clinical staff are available to provide mental health wellness screenings, facilitate counseling services, manage referrals to outside providers, and facilitate wellness programs and initiatives designed to assist students in finding balance in their lives. Topics such as stress management, relaxation techniques and effective coping mechanisms are among those offered.

Counseling Services Offered through Student Health Services

Initial Assessment: All GCSOM students are entitled to an initial assessment to determine what the focus of therapy will be and what type of services are most appropriate for a particular problem.

Individual Counseling: In one-on-one sessions with a counselor, students are helped to express feelings, examine thoughts and beliefs, reflect on patterns of behavior, and work toward making healthy changes in their life.

Crisis Counseling: Student Health Services offers crisis intervention services during regular office hours. Outside office hours, students are encouraged to reach out to one of the providers listed under the resources below, call TimelyCare, or go to the nearest emergency room.

TimelyCare

This contracted telehealth and teletherapy provider offers 24/7/365 access to mental health and counseling services to students. Students can contact them directly or be referred through the Care management Lead for short-term therapy needs. As a telehealth provider this service is available to students on all regional campuses and on extramural rotations.

Helpline NEPA: 888-829-1341 or 570-829-1341

National Suicide Prevention Lifeline: 1-800-273-8255

The National Domestic Violence Hotline 1-800-799-7233

Student housing

While Geisinger Commonwealth School of Medicine does not provide housing for incoming students, additional information and resources can be found using the GCSOM website link below:

<https://www.geisinger.edu/education/student-life/student-housing>

The School of Medicine has not inspected or investigated any property listings or property owners and does not endorse any of the properties listed on the website. Because the information contained in the listings was obtained from sources not associated with Geisinger Commonwealth, the institution does not accept or assume responsibility for the accuracy of the material, the condition of the properties for lease, or the terms of the lease agreement.

Student identification

Access to Geisinger Commonwealth School of Medicine facilities is controlled through the use of photo identification badges. Badges are used to grant access to various portions of GCSOM facilities and parking lots.

Geisinger Commonwealth School of Medicine faculty, staff and students are required to wear identification badges while on school property or as part of school activities. Students are required to wear their ID badge on our regional campuses or while participating with any of our academic partners.

All Geisinger Commonwealth School of Medicine students, faculty and employees will be issued picture identification badges by the Public Safety department. The badges will also control access to Geisinger Commonwealth School of Medicine education facilities. Access is granted as deemed necessary by position/function. Visitors, students, faculty and employees will be limited to the areas necessary to perform student / job functions or visit with a desired party. Visitors will receive a temporary badge which is required to be worn for the duration of the visit. At the conclusion of their business in the school, the visitor's badge must be surrendered to the receptionist or public safety officer on duty at the front desk. Any member of the public who enters the building, may be challenged to produce identification and state their business by authorized members of the school community. Access may be denied by the School of Medicine officials at the discretion of the school.

The complete ID badge policy can be found on the portal in the policies section.

Student policies

[Click here.](#)

Student space and room reservations

The following areas are approved study spaces for all students. We ask your cooperation in leaving the rooms as you find them by discarding your trash and not removing any books or journals, otherwise the privilege of using these facilities will be rescinded. Do not prop the doors open or allow individuals to access the rooms using your student ID badge. Both of these are considered to be professionalism violations and will be dealt with appropriately. Please note that the registrar reserves the right to cancel reservations if the rooms are needed for educational activities.

Geisinger Commonwealth Library

The library has approximately 100 study seats at tables and individual carrels distributed throughout the library. All of these spaces are available to all Geisinger Commonwealth students 24 hours per day.

Geisinger Commonwealth team rooms

The Geisinger Commonwealth Team Rooms may be used if they are unoccupied. Students interested in reserving these rooms should do so via the scheduling resources link on the Geisinger Commonwealth portal. Students have access to these rooms 24 hours per day. The general appearance of the rooms and organization of equipment needs to be restored to good order so as to be ready for class instruction the next day. Please find the room reservation guidelines below.

Room reservation guidelines

- Room reservations should be made only during non-class time.
- Any one reservation request cannot exceed two weeks.
- Once a reservation is placed, the room must be occupied no later than 20 minutes after reservation start time or the reservation becomes void.
- Proper reservations will take precedence over those using the room without a reservation.
- Team rooms are designed for group study. Please be considerate of classmates, when reserving team rooms.
- If you no longer need a room you previously reserved, please go into the reservation system and delete it.
- If you need to store your belongings during lunch or class please do so in one of the fourth floor lockers. Feel free to pick any available locker and put your own lock on it. Be sure to email Steven Jarbola at sjarbola@som.geisinger.edu with your locker number.
- *Please note: if you leave your belongings unattended for more than an hour in the library or team rooms, staff will take them to the front desk so that other students can utilize the study space.

Geisinger Commonwealth lecture halls (2001& 2045)

Students interested in reserving these rooms for club/organization purposes should complete the meeting event approval form found on the Medical Student Council portal page. Students may access these rooms for individual study when unoccupied. The general appearance of the rooms and organization of equipment needs to be restored to good order so as to be ready for class instruction the next day.

Geisinger Commonwealth classrooms (3003, 3073, 3079, 3083, 4011 & 4013)

Students interested in reserving these rooms for club/organization purposes should complete the meeting event approval form found on the Medical Student Council portal page. Students may access these rooms for individual study when unoccupied. The general appearance of the rooms and organization of equipment needs to be restored to good order so as to be ready for class instruction the next day.

Geisinger Commonwealth student lounges

The Geisinger Commonwealth Student lounge located on the fourth floor of the East Wing is available for study 24 hours per day and does not need to be reserved through scheduling resources. There is student lounge for recreation located on 4 west.

Student transcripts

A transcript is a complete account of each student's academic history at Geisinger Commonwealth. Courses with the grades are listed for all periods of time when students have been enrolled. A failure in an MD course will result with a Failure (F) on the transcript and if successfully remediated the course grade will appear as an F/P. If the course is unsuccessfully remediated the failure (F) will remain.

Official vs. unofficial copies

Official transcript copies are printed on security paper and stamped with the registrar's seal and date. They are mostly directly sent to third parties but may be given to students in a sealed envelope if appropriate. (Most applications for academic programs, scholarship programs, etc. require an official copy of your transcript).

Unofficial transcript copies are printed on plain paper. They are not stamped with the Registrar's seal. They are given directly to students for their use.

To Request an official electronic transcript.

To request an official electronic transcript please use the following information/link.

[National Student Clearinghouse](https://tsorder.studentclearinghouse.org/school/ficecode/04167200) at

<https://tsorder.studentclearinghouse.org/school/ficecode/04167200>. There is a fee of \$5 per request and a \$3.50 processing fee. *Transcripts are not released for students with financial holds.*

To request a transcript by Mail (MD or Graduate School) please include the following information in a letter:

- Name and signature.
- Transcript fee (checks payable to Geisinger Commonwealth)
- There is a \$5 transcript fee if you are a Geisinger Commonwealth graduate
- There is no fee if you are a current Geisinger Commonwealth student:
- Empower ID (found on the first page of your Empower web account if available)
- Number of transcripts requested
- Address (s) to mail transcript

Generally, transcripts are sent out within one week of receipt of your request. Requests should be forwarded to the Geisinger Commonwealth Registrar's Office

Center for Student Life and Wellness

The Office of Student Affairs collaborates with Student Health Services (SHS), faculty, and staff who work with students throughout their educational program, to provide an environment to foster students' growth, support their educational potential, and actualize their career goals. Wellness is dynamic and exists on a continuum. We understand wellness experiences and needs vary over time and recognize there are multiple wellness domains which influence each other and come together to form a whole. Our aim is to develop "whole physicians" by proactively addressing well-being in GCSOM students' education. While we support our students individually, our offerings go beyond the individual level. GCSOM offers broad resources and partners with students to include resources based on their needs. Our wellness programs and initiatives are designed to normalize awareness and acceptance of challenges, acknowledge emotions, and promote self-compassion.

The Center for Student Life and Wellness is based on eight dimensions of wellness. These dimensions include physical, emotional, social, spiritual, intellectual, occupational, environmental, and financial wellness. This multidimensional model offers a structure which allows integration of curricular and co-curricular activities, and an opportunity to engage students in all aspects of campus life. This multidimensional model also supports students' holistic well-being, as GCSOM resources and offerings are designed to address both needs and opportunities for growth and development within each wellness domain.

Please Visit the Wellness SharePoint page <https://gcsom.sharepoint.com/sites/Wellness> for a comprehensive listing of Wellness Resources.

Campus Specific Behavioral Health & Wellness Resources
<https://www.geisinger.edu/education/student-life/student-health-services>

Each class of students and regional campus has a health and wellness committee representative to the medical student council. Regional information will also be posted on the M3 Academic CANVAS page, as well as within your Regional Offices.

For more information on student wellness initiatives and programs, please contact Halle B. Ellison, MD, FACS, director of student wellness at wellness@som.geisinger.edu.

Technical standards

INTRODUCTION

According to the Liaison Committee on Medical Education (LCME) - the U.S. Department of Education-recognized accrediting body for programs leading to the M.D. degree in the United States - Geisinger Commonwealth School of Medicine (GCSOM) must develop and publish technical standards for the admission, retention, and graduation of applicants or medical students in accordance with legal standards.[LCME, Standard 10.5] Technical standards must include a statement by GCSOM of the essential academic and nonacademic abilities, attributes and characteristics a medical school applicant or enrolled medical student must possess or be able to acquire, with or without reasonable accommodation, to be admitted to, be retained in, and graduate from GCSOM's medical education program in all areas of:

- Cognitive abilities (including intellectual-conceptual, integrative and quantitative abilities)
- Observational skills
- Communication skills
- Physical and motor function
- Behavioral and social attributes
- Emotional stability
- Ethics and professionalism

[LCME Standards, Glossary]

The technical standards developed by GCSOM and set out below reflect and are consistent with the School's Mission Statement and educational philosophy. The [mission](#) of GCSOM includes educating aspiring physicians to serve society using a community-based patient-centered, interprofessional and evidence-based model of education that is committed to inclusion, promotes discovery, and utilizes innovative techniques.

Diversity is a key driver to the fulfillment of GCSOM's mission to graduate excellent physicians fully prepared to serve diverse patient populations and reduce prevalent inequities in northeast Pennsylvania and elsewhere. GCSOM seeks to add value to the learning experiences for all participants by providing a diverse and inclusive learning environment. GCSOM is also focused on developing a diverse community of physicians (both primary care and specialists) who are skilled in evidence-based medicine and the latest technology.

GCSOM trains skilled compassionate physicians who provide individualized care of patients and promote health in the communities they serve. Our graduates are resilient, collaborative, ready to participate, and assume leadership, in evolving health care settings. Highlights of the curriculum include:

*18 month preclinical Phase 1

*Signature Pedagogies that reinforce our commitment to a flipped classroom model

*6 longitudinal curriculum themes that are integrated over the course of the 3 curriculum phases

- Social Justice and Health Equity
- Health Systems Citizenship
- Primary Care
- Personal and Professional Development
- PopulationHealth
- Community Immersion

*Early entry into the clinical curriculum

*Extended Phase 3 that supports career exploration

Patient safety and well-being are major factors in satisfying clinical requirements, including adherence to universal precaution measures and meeting health and safety standards applicable to inpatient and outpatient settings and other professional activities.

The technical standards were developed in accordance with legal standards, including Section 504 of the Rehabilitation Act (Section 504) and Title III of the Americans with Disabilities Act (ADA). Section 504 and ADA ensure that applicants and enrolled medical students with disabilities are not discriminated against on the basis of disability and are provided an equal, effective, and meaningful opportunity to enjoy the benefits, privileges, and advantages of a medical education at GCSOM. Equal opportunity/nondiscrimination includes providing reasonable accommodations that enable an individual with a disability to meet the technical standards unless to do so would result in a fundamental alteration in the nature of GCSOM's education program, an undue burden, or a direct threat to the health or safety of others which cannot be mitigated through the provision of reasonable accommodations.

Reasonable accommodations include, but are not limited to, modifying academic requirements and providing auxiliary aids and services. Academic requirements that are essential to the instruction being pursued by the medical student or to any directly related licensing requirement will not be regarded as discriminatory. If GCSOM determines that a requested academic accommodation would result in a fundamental alteration, undue burden, or direct threat to the health or safety of others, it will consider whether effective alternatives to the requirement exist which would allow medical students to participate in its academic program without waiving or lowering essential requirements (fundamentally altering the nature of GCSOM's medical education program) or resulting in undue burden or direct threat to the health or safety of others.

Requests for GCSOM-provided reasonable accommodations will be granted in accordance with the policies and procedures described in the [Policy and Procedures for Disability Services](#).

GCSOM's technical standards were developed by the Technical Standards Committee and approved consistent with applicable GCSOM processes and are reviewed for currency and re-confirmed on a periodic basis. The Technical Standards

Committee includes faculty, administrators, and others with expertise in medical education pedagogy and relies on experts in disability law and policy and the provision of reasonable accommodations. The Technical Standards Committee used a careful, exhaustive, and deliberative process to assess and determine the extent to which the technical standards are essential to GCSOM's academic mission and the health and safety of patients, candidates, and others and are consistent with Section 504 and Title III of the ADA.

For purposes of this document, the term "candidate" will be used to mean individuals for admission to GCSOM and GCSOM medical students who are candidates for retention, promotion, and graduation.

COGNITIVE ABILITIES (INCLUDING INTELLECTUAL-CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE ABILITIES)

Candidates must have sufficient cognitive abilities, including intellectual-conceptual and integrative and quantitative, to acquire foundational scientific and medical knowledge and apply, calculate, analyze, reason, interpret, integrate, and synthesize knowledge and information in a manner that leads to accurate diagnosis, formulation of treatment plans, reasonable prediction of the outcome of diseases and treatment plans, appropriate medical decisions, and informing patients of their choices for care in a health care system.

Examples of intellectual-conceptual abilities include:

- Acquiring foundational medical knowledge through memorization, calculation, organization, comprehension, and assimilation of detailed and complex information present in the medical student curriculum
- Discerning and comprehending dimensional and spatial relationships of structures
- Effectively participating in learning modalities such as individual, small group, and lecture formats in the classroom, clinical settings, and other venues in which the curriculum or required activities are delivered
- Effectively learning, participating, and contributing as a part of a healthcare team

Examples of integrative and quantitative capacity include:

- Formulating a hypothesis, investigate the potential answers and outcomes, and formulate appropriate and accurate conclusions
- Interpreting causal connections, and making accurate, fact-based conclusions based on available data and information
- Synthesizing information effectively in person, via remote technology, and in other venues and modalities
- Making concise, cogent, and thorough presentations based on various kinds of data collection, including web-based research
- Organizing information, materials, and tasks in order to perform efficiently and effectively

OBSERVATIONAL SKILLS

Candidates must be able to use observational skills to acquire, assimilate, and apply information that may lead to conclusions or perceptions about the physical, cognitive, social, cultural, and intellectual environment that is gleaned from:

- Demonstrations and experiments in the basic sciences
- Written and audiovisual material
- Patient encounters and one-on-one interactions

Examples of knowledge acquisition through observation include:

- Acquiring information from physiologic and pharmacologic variables
- Dissecting cadavers, examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states.
- Detecting changes in mood, activity, and verbal and nonverbal cues
- Acquiring information, including but not limited to, direct interaction with patients (e.g., interviews) direct, recorded, or televised medical proceedings, virtual clinical cases, or results of computer-based searches
- Performing physical examinations, rectal and pelvic exams, and examinations with stethoscopes, otoscopes, fundoscopes, and reflex hammers to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan
- Interpreting x-rays, MRIs, and other diagnostic findings and other graphic images, and digital or analog representation of physiologic data e.g., EKGs, flow loops, and arterial blood gas.

COMMUNICATION SKILLS

A candidate must be able to effectively and sensitively communicate information, including eliciting, conveying, clarifying, and acting on the information, and creating rapport by multiple modalities with:

- Patients and/or designated representatives of patients (including family members)
- Faculty, colleagues, members of the health care team, support staff, and others with whom the candidate comes in contact

Candidates must be able to:

- Use interpersonal skills to establish responsive, empathetic and respectful communication and rapport and therapeutic relationships with patients in a way that promotes openness on issues of concern and sensitivity, including potential cultural differences and the use of an interpreter
- Record information accurately and clearly

- Recognize urgent situations in which timely supervision, assistance and consultation must be sought
- Communicate effectively and efficiently in English

Examples of areas in which skillful communication is required include:

- Participating as an individual and as a member of a group in learning activities
- Answering oral and written exam questions
- Presenting information in oral and written form to patients, staff, faculty, colleagues, the healthcare team, and others
- Taking medical histories and performing physical examinations which include ability to interact with patients
- Participating in clinical rounds and conferences
- Interacting with and responding to clerkship administrators and directors
- Timely and accurately completing and navigating electronic medical record entries of patient assessments, treatment plans, prescriptions, etc.

PHYSICAL AND MOTOR FUNCTION

Candidates must possess sufficient physical stamina to tolerate demanding workloads of the medical education program. Candidates must also have sufficient physical and fine and gross motor function to:

- Elicit information from patients by performing appropriate physical examinations using diagnostic maneuvers and procedures including taking a medical history
- Complete timed assessments of clinical skills
- Function in outpatient, inpatient, and surgical venues
- Ensure that general medical care and emergency treatment is provided to patients

Examples of eliciting information from patients include palpation, auscultation, and other diagnostic maneuvers and procedures such as a pelvic exam and Pap smear.

Examples of physical stamina necessary to tolerate demanding workloads include:

- Completing the learning and examination schedules for medical education program
- Participating in clinical activities such as on-call duties and extended days
- Participating in the direct care setting in surgery, primary care, obstetrics/gynecology and the emergency room.

BEHAVIORAL AND SOCIAL ATTRIBUTES

A candidate must possess the behavioral and social attributes to:

- Work and learn independently
- Exercise good judgment
- Develop mature, sensitive and effective relationships with patients, staff, faculty, colleagues, the healthcare team, and others
- Express compassion, integrity, concern for others

EMOTIONAL STABILITY

A candidate must possess the emotional stability and resilience to:

- Adjust to the stresses and rigor of a medical education program
- Function in the face of uncertainties inherent in the clinical problems of many patients
- Interact with patients who are transitioning to end of life, with patients who have clinically definable psychiatric issues, and with patients, spouses, siblings, children and close relatives of seriously ill patients
- Possess self-awareness and self-analysis of emotional state and reactions
- Engage in self-reflection
- Accept and give constructive feedback
- Adapt to changing environments and display flexibility

ETHICS AND PROFESSIONALISM

A candidate must exercise the appropriate ethical and professional conduct and personal attributes that are critical to the practice of medicine, including the ability to:

- Understand, distinguish, and apply the legal, moral and ethical conduct and values of the practice of medicine and function within both the law and ethical standards of the medical profession
- Construct frames of reference which delimit appropriate professional, ethical, and moral behavior and values
- Maintain appropriate professional relationships and boundaries with patients, family, staff, faculty, colleagues, the healthcare team, and others
- Readily and willingly interact with all members of the healthcare team, faculty and staff, patients and families and care of any patient in a courteous, professional, and respectful manner, regardless of the patient's age, color, disability, national origin, race, religion, gender, sexual orientation, veteran status, or political beliefs
- Maintain patient confidentiality
- Advocate for patients
- Promptly complete all responsibilities attendant to the curriculum and GCSOM policies and procedures

- Abide by all state, federal, and local laws and GCSOM policies and procedures related to the use of alcohol and drugs

Technology

Geisinger Commonwealth School of Medicine's Information Technologies and Services Department (ITS) provides overall design, development and management of the School's information technology environment in support of its mission and curriculum. The department supports all regional campuses and the School's network is accessible from all locations, creating an environment in which systems, individuals and communities interact seamlessly for learning, teaching, research, community outreach and administration. Through technologies and services, the school strives to create an environment that leads to new possibilities – new bodies of knowledge, new synergies, new capabilities within the school that in turn enable an environment desired and required by students, faculty, staff, affiliates and community stakeholders of the institution.

“GCSOM Connections” portal allows students, faculty, and staff to have a virtual view of the institution and the resources available to them. This portal facilitates activities such as groups and organizations, Microsoft Teams, and SharePoint. It serves as a vehicle for communicating with students, announcements, task management, calendar events, social media links, etc. which are all presented via the portal.

The portal also provides students, staff and faculty with in-depth information about admissions, regional campuses, graduate medical education, research, patient care, human resources, faculty affairs, and information technology. The Student Services component of the portal includes financial aid, student wellness, the Center for Learning Excellence, student affairs and the Clinical Skills and Simulation Center. The Bursar Office is also located on the portal under departments. Empower, accessed via the Empower Web link on the portal, is the student information system containing information from the Registrar, Financial Aid and Bursar's offices. Faculty members use Canvas as the Learning Management System to post course assignments, documents, announcements, grades, etc. for each of their classes. Canvas contains the audio/video delivery system and allows students to view or download course content at any time to a variety of form factors and devices including software is available to faculty members enabling them to provide students with an audio and video recording of lectures and laboratory sessions through the portal.

All Geisinger Commonwealth students are eligible for Office 365 Education for free during their studies at the school. This includes many of the popular Microsoft Office applications including Word, Excel, PowerPoint, Teams, OneNote and OneDrive.

The school will issue each MD student a laptop equipped with productivity software and wi-fi connectivity. Many services and support systems have been tailored for the selected computer and customized for the academic environment at Geisinger Commonwealth School of Medicine. For example, the laptop will contain the School's

Microsoft and Adobe software and other tools needed by various components of the curriculum. The laptops are distributed at orientation along with instruction on their use and support. Laptops must be returned upon completion of the degree. During a leave of absence students can continue to utilize the computer if they pay the leave of absence technology fee, otherwise it must be returned to the School.

Information Technologies and Services Help Desk is located at the Medical Science Building (Scranton Campus), room 4033. An IT Ticket Request System is available in the portal. Students can reach the Help Desk at 570-504-9671 ext., 1225 or by email (support@som.geisinger.edu).

Title IX

Title IX resource page: www.geisinger.edu/titleix

GCSOM embraces a work and learning environment which recognizes that optimal functioning occurs in environments rich in diversity of experiences, cultures and ideas. GCSOM values diversity and is committed to maintaining a work and education environment free of discrimination. Actions and/or services affecting GCSOM employees or learners will be applied without regard to sex, race, color, religion, national origin, ancestry, age, sexual orientation, gender identity, political affiliation, handicap, disability, marital status, parenting status, veteran status or disabled veteran status, genetic information or any other characteristic protected by law.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state civil rights laws, including regulations related to pregnant and parenting learners, GCSOM has developed policies and procedures that prohibit sexual/gender misconduct in all its forms and outlines the process for reporting, investigating and addressing violations of the Policy on Sexual/Gender Harassment, Discrimination and Misconduct. GCSOM complies with Title IX of the Education Amendments of 1972 and the U.S. Department of Education's implementing regulations, the Jeanne Clery Disclosure of Campus Sexual Violence Elimination Act (SaVE) Act, Section 304 of the Violence Against Women Reauthorization Act of 2013 and the Department's implementing regulations, and the Commonwealth of Pennsylvania law on Postsecondary Institution Sexual Harassment and Sexual Violence Policy and Online Reporting System 24 P.S. § 20-2001-J, et. seq.

Inquiries regarding Title IX may be referred to the Title IX Coordinator or the Title IX Associate Coordinator for GCSOM.

The Policy on Sexual/Gender Discrimination, Misconduct and Harassment (Title IX) is located here: <https://www.geisinger.org/-/media/OneGeisinger/pdfs/ghs/Education-GCSOM/student-life/policies/title-ix.pdf>

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