



# **Weill Cornell Medicine** Graduate School of Medical Sciences

A partnership with the Sloan Kettering Institute

## **Master of Science Program in Clinical Epidemiology and Health Services Research**

### **STUDENT HANDBOOK**

## Table of Contents

<b>PREFACE .....</b>	<b>4</b>
<b>ABOUT THE INSTITUTION.....</b>	<b>5</b>
WEILL CORNELL MEDICINE.....	5
WEILL CORNELL MEDICAL COLLEGE .....	5
WEILL CORNELL GRADUATE SCHOOL OF MEDICAL SCIENCES.....	5
MASTER OF SCIENCE PROGRAM IN CLINICAL EPIDEMIOLOGY AND HEALTH SERVICES RESEARCH PROGRAM .....	6
MEMORIAL SLOAN KETTERING CANCER CENTER.....	8
GRADUATE SCHOOL LEADERSHIP AND STAFF .....	9
ADMINISTRATIVE OFFICES / CONTACT INFORMATION.....	10
MASTER OF SCIENCE PROGRAM IN CLINICAL EPIDEMIOLOGY AND HEALTH SERVICES RESEARCH FACULTY .....	11
<b>EMERGENCIES, SAFETY, AND SECURITY.....</b>	<b>12</b>
REPORTING CRIMES, EMERGENCIES, AND SUSPICIOUS BEHAVIOR.....	12
WCGS LEADERSHIP AND ADMINISTRATORS.....	13
EMERGENCY ALERTING.....	13
SUSPICIOUS BEHAVIOR.....	14
CRIME PREVENTION TIPS.....	14
CAMPUS SECURITY REPORT .....	15
FIRE SAFETY .....	15
<b>STANDARDS OF CONDUCT.....</b>	<b>17</b>
STUDENT RESPONSIBILITIES/HONOR CODE.....	17
TRAINER AND LEARNER ENVIRONMENT .....	20
STUDENT OMBUDSPERSON .....	21
INSTITUTIONAL GUIDELINES FOR USE OF COMPUTERS, NETWORK SYSTEMS AND ELECTRONIC COMMUNICATIONS.....	21
COPYRIGHT INFRINGEMENT.....	22
SEXUAL HARASSMENT .....	22
TITLE IX REGULATIONS.....	24
BIAS AND HATE RELATED CRIMES .....	25
ACCESSING STUDENT SUPPORT SERVICES.....	26
STUDENT MENTAL HEALTH SUPPORT .....	26
OFFICE OF STUDENT DIVERSITY .....	28
MEMBERS OF THE MEDICAL COLLEGE COMMUNITY WHO POTENTIALLY REPRESENT A HAZARD TO THE PUBLIC AND TO THE MEDICAL COLLEGE.....	28
SUBSTANCE ABUSE POLICY.....	33
SANCTIONS.....	34
DRUG SCREENING .....	35
COUNSELING AND TREATMENT .....	36
INSTITUTIONAL REVIEW.....	37
NO SMOKING.....	37
<b>ACADEMICS .....</b>	<b>38</b>
REQUIRED COURSES IN THE MASTER OF SCIENCE PROGRAM IN CLINICAL EPIDEMIOLOGY AND HEALTH SERVICES RESEARCH CURRICULUM .....	38
MULTIDISCIPLINARY CONFERENCES .....	40
COURSE DESCRIPTIONS.....	40
<b>GUIDELINES FOR ACADEMIC PROGRESSION .....</b>	<b>49</b>
GRADING.....	49
STUDENT PROGRESS.....	50
MASTER OF SCIENCE PROGRAM IN CLINICAL EPIDEMIOLOGY AND HEALTH SERVICES RESEARCH .....	50
ACADEMIC COUNSELING AND TUTORING.....	50
REMEDIATION .....	50
APPEALS PROCESS FOR ACADEMIC AND CONDUCT DECISIONS.....	50
STUDENT GRIEVANCE POLICY .....	51

RESERVED RIGHTS/CHANGES TO POLICY .....	52
<b>STUDENT HEALTH.....</b>	<b>53</b>
STUDENT HEALTH SERVICE .....	53
MEDICAL EMERGENCIES.....	55
IMMUNIZATIONS AND OTHER HEALTH REQUIREMENTS.....	55
MEDICAL RECORDS.....	57
E-MAIL COMMUNICATIONS.....	57
STUDENT MENTAL HEALTH SERVICE .....	58
PRIVACY AND CONFIDENTIALITY .....	59
INITIAL MANAGEMENT OF NEEDLE STICK AND BODILY FLUID EXPOSURE .....	59
THE AMERICANS WITH DISABILITIES ACT (ADA) .....	61
CHILDCARE.....	61
<b>LIBRARIES .....</b>	<b>63</b>
BASICS & SMARTDESK.....	63
REMOTE LIBRARY ACCESS.....	65
NEIGHBORING LIBRARIES.....	65
<b>ALL STUDENTS MUST MAKE APPROPRIATE ARRANGEMENTS FOR SETTLEMENT OF ALL FINANCIAL OBLIGATIONS TO WEILL CORNELL. ....</b>	<b>66</b>
WITHDRAWAL POLICY.....	66
STUDENT IDENTIFICATION CARDS.....	66
COMMUNICATIONS.....	66
USE OF PERSONAL LAPTOP COMPUTERS .....	66
ASSESSMENT.....	67
ATTENDANCE POLICIES .....	67
HOLIDAY/VACATION TIME OFF .....	67
JURY DUTY .....	67
RELIGIOUS OBSERVANCES .....	68
LEAVE OF ABSENCE POLICY.....	68
COURSE MATERIALS.....	69
COMMUNICATIONS TO STUDENTS .....	70
STUDENT RECORDS .....	70
REQUEST FOR TRANSCRIPTS .....	73
<b>STUDENT LIFE.....</b>	<b>74</b>
HOUSING POLICY.....	74
RELIGIOUS INSTITUTIONS.....	74
WEILL CORNELL MEDICINE DIRECTORY .....	75

## PREFACE

This edition of the Student Handbook is intended to provide general guidance to students regarding the organization and policies of the University, the Medical College, the Graduate School and the Master of Science Program in Clinical Epidemiology and Health Services Research. Although a good faith attempt has been made to provide accurate information, this Handbook does not constitute a complete or legally binding statement of rights and responsibilities. Policies and procedures, as well as instructor assignments and curriculum, are subject to change. When circumstances require assurance of completeness or validity of information, the office that is the authority on that matter should be consulted. The faculty and staff of the Master of Science Program in Clinical Epidemiology and Health Services Research will also be pleased to assist students in such consultations.

All academic policies shall be in effect for all settings, whether instruction is provided in person, remotely, or in a hybrid fashion combining in person and remote learning. Please contact the Master of Science Program in Clinical Epidemiology and Health Services Research Program administration if the application of any specific policy to remote/hybrid situations remains unclear.

All information contained in this Student Handbook is subject to change. The Weill Cornell Graduate School of Medical Sciences and the Master of Science Program in Clinical Epidemiology and Health Services Research Program staff is here to assist any student with further clarification and/or questions regarding Weill Cornell and/or the Master of Science Program in Clinical Epidemiology and Health Services Research Program . Although every effort has been made to ensure the accuracy of the information presented herein, the Master of Science Program in Clinical Epidemiology and Health Services Research Program is not responsible for typographical errors. Students will be notified in writing of any errors as soon as they are discovered.

University policy actively supports equality of educational opportunity. No person will be denied admission to the Master of Science Program in Clinical Epidemiology and Health Services Research Program on the basis of any legally prohibited discrimination involving, but not limited to, race, color, creed, religion, national or ethnic origin, sex, sexual orientation, age, or disability. Cornell University has an enduring commitment to support equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination.

## **ABOUT THE INSTITUTION**

### **Weill Cornell Medicine**

Weill Cornell Medicine (including the Weill Cornell Graduate School of Medical Sciences and Weill Cornell Medical College) provides top-quality education, outstanding patient care, and groundbreaking research. The institution is renowned for its commitment to "Care. Discover. Teach." Weill Cornell Medicine has evolved in response to contemporary challenges and opportunities, while advancing steadily in its mission to improve human health, both in New York and around the world.

### **Weill Cornell Medical College**

Founded in 1898 and affiliated with what is now New York-Presbyterian Hospital since 1927, Weill Cornell Medical College is among the top-ranked clinical and medical research centers in the country. In addition to offering degrees in medicine, Weill Cornell also has seven PhD programs in biomedical research and education at the Weill Cornell Graduate School of Medical Sciences, and with neighboring Sloan Kettering Institute and The Rockefeller University, has established a joint MD-PhD program for students to intensify their pursuit of Weill Cornell's triple mission of education, research, and patient care and two Tri-Institutional Doctoral Programs in Computational Biomedicine and Chemical Biology. Weill Cornell has seven Masters programs in Biomedical Imaging, Clinical & Translational Investigation, Clinical Epidemiology & Health Services Research, Computational Biology, Executive MBA/MS in Healthcare Policy and Research, Health Sciences for Physician Assistants, Population Health Sciences.

Weill Cornell Medical College is divided into 24 basic science and patient care departments that focus on the sciences underlying clinical medicine and/or encompass the study, treatment, and prevention of human diseases. In addition to its affiliation with New York-Presbyterian Hospital, Weill Cornell Medical College and the Weill Cornell Graduate School of Medical Sciences maintain major affiliations with Memorial Sloan Kettering Cancer Center, The Rockefeller University, the Hospital for Special Surgery, as well as with the metropolitan-area institutions that constitute New York-Presbyterian Healthcare Network. Weill Cornell Medical College and the Weill Cornell Graduate School of Medical Sciences are accredited by the Liaison Committee for Medical Education of the American Medical Association and the Association of American Medical Colleges, and the Middle States Commission on Higher Education.

### **Weill Cornell Graduate School Of Medical Sciences**

Graduate work leading to an advanced general degree has occupied a place in the Medical College since 1912, when the degree was offered through a cooperative arrangement with the Graduate School of Cornell University. While under the Medical College, the Graduate School was always subject to the rules and regulations prevailing at the University. The departments offering graduate instruction were identified in the first announcement as the "scientific departments". In June 1950, the trustees of Cornell University entered into an agreement with the Sloan Kettering Institute for Cancer Research whereby a new division of the Medical College, named the Sloan Kettering Division, was created for the purpose of offering additional opportunities for graduate study toward advanced degrees, thus extending the areas of the basic sciences. The expansion of the New York City

component of the Graduate School prompted the faculty of the University's Graduate School to give consideration to matters of administration, with the result that, by action of the trustees in January 1952, the Graduate School of Medical Sciences was established on the Campus of the Cornell University Medical College with the following PhD Programs and with associated modifications:

- Anatomy (1952-1982) converted to Cell and Molecular Biology (1982-present)
- Biochemistry (1952 – 1996) converted to Biochemistry and Structural Biology (1996-present)
- Pharmacology (1952 – present)
- Physiology and Biophysics (1952 – 2002) converted to Physiology, Biophysics, and Systems Biology (2002-present)
- Bacteriology and Immunology (1952 – 1982) converted to Bacteriology, Immunology, and Pathology (1982 – 1986) converted to Microbiology, Immunology, and Pathology (1986 – 2000) converted to Immunology and Microbial Pathogenesis (2000 – present)
- Public Health and Preventive Medicine (1952-1982)
- Pathology (1952 – 1982)

## **Master of Science Program in Clinical Epidemiology and Health Services Research Program**

The Master of Science Program in Clinical Epidemiology and Health Services Research program is part of the Weill Cornell Graduate School of Medical Sciences, a partnership with Weill Cornell Medical College and the Sloan Kettering Institute, and as such, many of the policies set forth in this document are in accordance and subject to its guidelines as well as those of Cornell University.

### ***Program Mission***

To train health professionals to design, conduct, analyze and present methodologically rigorous and scientifically sound clinical and health services research studies, and to apply these skills in a variety of settings where data are required to answer complex questions and assess the cost-effectiveness of health care delivery outcomes.

### ***About the Program***

Established in 1995, the Master of Science Program in Clinical Epidemiology and Health Services Research in the Weill Graduate School of Medical Sciences of Cornell University teaches participants to conduct question-driven methodologically rigorous clinical research in a multidisciplinary environment. The program combines a didactic curriculum designed to provide conceptual and practical foundations in clinical epidemiology, research methodology, biostatistics, behavioral, clinical, health services, and translational research coupled with participants' own independent research projects. With rare exceptions, their projects are their own prospective clinical studies.

The MS Program in Clinical Epidemiology and Health Services Research is accredited by the New York State Department of Education. It is offered through the Joan and Sanford I. Weill Graduate School of Medical Sciences of Cornell University and leads to a Master of Science degree. The Graduate School of Medical Sciences is part of a large biomedical center extending along York Avenue between 65th and 72nd Streets on Manhattan's East Side. This complex includes Joan and Sanford I

Weill Cornell Medical College, The New York Presbyterian Hospital, Hospital for Special Surgery, Memorial Sloan Kettering Cancer Center, and The Rockefeller University.

### ***Multidisciplinary Faculty***

A major strength of the Program is its extraordinary multidisciplinary faculty, most of whom are also successful clinical investigators. Our 29 current faculty are drawn from diverse fields, such as clinical epidemiology, clinimetrics, behavioral science, health policy, biostatistics, health disparities research and training, medical informatics, qualitative research, global health, and decision analysis.

The Program utilizes an applied perspective, with curriculum content derived from the lessons learned and experiences of faculty who are engaged in state-of-the-science clinical or health services research.

### ***Alumni***

For our 171 graduates, after completing the program, success is measured by assessing career trajectories, peer-reviewed publications, and peer-reviewed funding. With over 2000 publications, the total funding on grants on which they were either principal investigators or co-investigators is over \$300 million.

### ***Background of our 171 Graduates***

**Diverse Disciplines:** Our graduates, most of whom are physicians, come from diverse disciplines including Allergy/Immunology (1), Cardiology (4), Cardiothoracic surgery (1), Cardiothoracic Anesthesia (1), Education (1), Emergency Medicine (15), Endocrine (1) Gastroenterology (2), General Internal Medicine (30), Geriatrics (3), Gynecology-Oncology (10), Hematology-Oncology (4), Hospital Medicine (2), Infectious Diseases (3), Orthopedics (3), Palliative Oncology (1), Pediatrics (3), Pediatric Oncology (1), Pulmonary (3), Psychiatry (3), Radiation Oncology (2), Reproductive Medicine (1), Rheumatology (9), Surgery (10), Urology (2), and Urogynecology (1). In addition, we have graduates from Nursing (7), and Clinical Pharmacology (4). Eight pre-and post-doctoral students in NHLBI translational health disparities programs have recently graduated.

**Global Health Track in the Masters:** Under Dr. Daniel Fitzgerald, the Weill Global Health Track has had 28 graduates from Brazil (6), Haiti (8), Tanzania (7), Qatar (1), Nigeria (1) Kenya (1) and WCM (5). Of the graduates, 92% remain at the WCM partner institutions, many in leadership roles including Director of Tropical Medicine, Director of the NIH Trials Unit in Haiti; and the chairs of the departments of medicine, pediatrics, and epidemiology at Weill Bugando School of Medicine. The four sites in Brazil, Haiti, India, and Tanzania have successfully competed for 15 NIH grants for a total of \$26.1 million dollars, on which our graduates are PIs, or Project Directors. The MSK Global program has focused on Nigeria and Kenya.

## ***Minority and women students***

Our Program has an outstanding record of attracting and retaining minority candidates. To date, 35% of our graduates are of African or Latino descent. Half (53%) have been women.

## ***In summary***

The Master's Program in Clinical Epidemiology and Health Services Research has an outstanding track record of developing clinical investigators who go on to successful careers in academic and applied research settings. Our program has had an important impact in preparing independent physician investigators who have achieved independent funding and have made major scientific contributions, increasing the number of women and minority physicians engaged in, and supporting or creating several new training programs.

## **Memorial Sloan Kettering Cancer Center**

Memorial Sloan Kettering Cancer Center is the world's oldest and largest privately operated center devoted to prevention, patient care, research, and education in cancer. The prototype of the National Cancer Institute-designated comprehensive cancer centers, Memorial Sloan Kettering has two operating organizations: Memorial Hospital, which provides inpatient care, newly expanded outpatient services, an extensive array of specialized and support services, and a broad program of clinical research; and the Sloan Kettering Institute, with some 80 laboratories dedicated to biomedical investigation.

Programs of basic and clinical research at Memorial Sloan Kettering aim to advance the understanding of the nature and the fundamental causes of cancer, and to improve the means for prevention, diagnosis, and treatment. The close collaboration between the Center's scientists and clinicians facilitates the rapid translation of results from the laboratory to the patient's bedside.

Originally established in 1884, Memorial Hospital has been affiliated with the Medical College since 1914. Many staff members of Memorial Hospital and Sloan Kettering Institute hold faculty appointments either in the Weill Cornell Medical College or in the Graduate School of Medical Sciences, which offers doctoral degree programs through the Sloan Kettering Division.



## Graduate School Leadership and Staff

( <https://gradschool.weill.cornell.edu/team> )

Dean, Weill Cornell Medicine:	Robert A. Harrington, M.D.
Dean, Weill Cornell Graduate School:	Barbara L. Hempstead, M.D., Ph.D.
Associate Dean, Academic Affairs:	Randi B. Silver, Ph.D.
Associate Dean, Program Development:	David Eliezer, Ph.D.
Assistant Dean, Student Affairs	Judith Cukor, Ph.D.
Assistant Dean, Diversity and Inclusion	Yazmin Carrasco, Ph.D.
Director of Education Administration	Karla Jacome, M.S. ED
Associate Director, Enrollment & Educational Programs	Heather DiTullio, M.S.
Assistant Director, Finance & Grants	Vacant
Manager, Career and Professional Development	Aubrey DeCarlo, Ph.D.
Grants Development Specialist	Nora McCall, PhD
Diversity Program Manager	Roxana Mesias, Ph.D.
Finance & Grants Administrator	Dikaury Hernandez-Guner
Student Services Administrator	Clive Liew
Senior Coordinator, Academic Operations	(waiting for replacement)
Senior Administrative Specialist	Bouchra Hannaoui
Administrative Assistant/Receptionist	Vacant

## Administrative Offices / Contact Information

### Master of Science Program in Clinical Epidemiology and Health Services Research

<b>Program Chair</b>	<b>email</b>
Dr. Mary Charlson	mecharl@med.cornell.edu
<b>Program Director</b>	
Dr. Carol Mancuso	MancusoC@hss.edu
<b>Program Coordinator</b>	
Robin Andrews	rra2004@med.cornell.edu

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All Inquiries: Please send an email to: [rra2004@med.cornell.edu](mailto:rra2004@med.cornell.edu)

**Master of Science Program in Clinical Epidemiology and Health Services Research  
Faculty**

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Wells	Martin T.	mtw1@cornell.edu	PhD
Yeo	Heather	hey9002@med.cornell.edu	MD, MHS

# EMERGENCIES, SAFETY, AND SECURITY

## Reporting Crimes, Emergencies, and Suspicious Behavior

Incidents of crime and other serious emergencies which require immediate assistance and which occur on the Medical College campus should be reported to the New York City Police Department (“NYPD”) by dialing 911 and New York-Presbyterian Hospital Security (“NYPH Security”) at (1-212-74)6-0911. Reports may be made on a confidential basis.

An operator will ask you some routine questions such as your name, address, call-back number, and the nature of the incident you are reporting. Do not hang up until the operator tells you he or she has all the essential information. Information you can provide may be crucial to the safety of everyone involved in the call. If you believe you are in a hazardous situation and cannot remain on the call long, tell the operator this at the beginning of your call. The operator can then request the minimum information needed to get you help, and you can get to a safe place. The operator will need to know where you are and what happened so the appropriate help can be sent quickly. As difficult as it can be in an emergency, try to remain calm. It can be difficult to understand what a caller is saying for a variety of reasons, including language barriers and bad telephone connections. Strong emotions make effective communication even harder.

Additionally, students should report any crimes or other security concerns involving the Medical College and its students that occur off campus to NYPH Security. Such information assists the Medical College with reporting and notification requirements that help ensure the safety of the Medical College community.

### Additional Emergency Contacts

<b>Medical College</b>		
Engineering & Maintenance (facilities emergencies)	(1-212-74)6-2288	
Emergency repairs in campus housing	(1-212-74)6-1001	Monday-Friday, 9AM-5PM
	(1-212-74)6-1009	other times
Environmental Health & Safety (fire, chemical, biological, and radiological releases)	1-646-WMC-SAFE (962-7233)	any time
<b>New York-Presbyterian Hospital-New York Weill Cornell Campus</b>		
Security	(1-212-74)6-0911	any time
Fire	(1-212-74)6-FIRE (3473)	any time
Facilities Operations (facilities emergencies)	(1-212-74)6-1920	
Environmental Health & Safety	(646) 962-7233	
Rape crisis program (emergency department)	(1-212-74)6-5050	
Counseling (social work)	(1-212-74)6-4320	
Switchboard	(1-212-74)6-5454	any time
Administrator On Call	(1-212-74)6-5020	any time

## WCGS Leadership and Administrators

Students may also contact these administrators to share any personal concerns:

Assistant Dean (Student Affairs), WCGS Judith Cukor Ph.D.	(1-212-82) 1-0627 <a href="mailto:juc2010@med.cornell.edu">juc2010@med.cornell.edu</a>
Associate Dean (Academic Affairs) WCGS Randi B. Silver, Ph.D.	(1-212-74) 6-5006 <a href="mailto:rbsilve@med.cornell.edu">rbsilve@med.cornell.edu</a>
Associate Dean (Program Development) WCGS Anjali Rajadhyaksha, Ph.D.	(1-212-74) 6-5999 <a href="mailto:amr2011@med.cornell.edu">amr2011@med.cornell.edu</a>
Departmental Administrator WCGS Jaci C. Thompson, MA	(1-212-74) 6-4809 <a href="mailto:jac4009@med.cornell.edu">jac4009@med.cornell.edu</a>
Assistant Dean (Diversity and Inclusion) WCGS Yazmin Carrasco, Ph.D.	<a href="mailto:ypc4001@med.cornell.edu">ypc4001@med.cornell.edu</a>
Diversity Program Manager Roxana Mesias, Ph.D.	<a href="mailto:rem4008@med.cornell.edu">rem4008@med.cornell.edu</a>
Associate Director (Enrollment & Educational Programs) WCGS Heather DiTullio, MS	(1-212-74) 6-6981 <a href="mailto:had4003@med.cornell.edu">had4003@med.cornell.edu</a>
Assistant Director (Finance & Grants) WCGS Herminio Quiñones, Ph.D.	<a href="mailto:heq4001@med.cornell.edu">heq4001@med.cornell.edu</a>
Student Services Administrator Clive Liew	<a href="mailto:cil4002@med.cornell.edu">cil4002@med.cornell.edu</a>

All students should be familiar with the web site: <https://emergency.weill.cornell.edu>. A link to this site is included as an app on all WCMC tagged phones, computers and iPads. It contains quick, easy-to-find, easy-to-read links to medical college policies and resources for mental health, medical health, sexual assault, weather emergencies, etc.

### Emergency Alerting

Emergency alerts are posted to the emergency information web site at <https://emergency.weill.cornell.edu>, and may also be heard by calling 1-212-746-WCMC (9262).

Response guides for specific types of emergencies are available at the Emergency Information web site.

In an emergency, the Medical College will notify students using the Emergency Notification System (ENS). The ENS can send simultaneous notifications to all students or select groups via email, cell phone, and text messaging.

All students are responsible for ensuring their contact information is accurate in the ENS. Further information and instructions to update contact information are at:

<https://emergency.weill.cornell.edu/UpdateWCA>

Persons may also receive emergency alerts from New York City by registering for Notify NYC at <http://nyc.gov/notifynyc>

## **Suspicious Behavior**

Students should report suspicious behavior to the NYPD and NYPH Security. It is important to remember that behavior, not a person, is suspicious. Signs of behavior that might be suspicious are:

- A person running and looking about furtively, as if he or she were being watched or chased.
- A stranger carrying property at an unusual hour or location, especially if the items are stereo equipment, office machinery, or a locked bicycle.
- A person going door-to-door in an office or residential building.
- Any person forcibly entering a locked vehicle or building.
- Transactions being conducted from vehicles, especially near schools or parks.
- A person or persons sitting in a parked car and closely scanning the area.
- A person exhibiting unusual mental or physical symptoms.
- Unusual noises, including gunshots, screaming, sounds of fighting, barking dogs, or anything suggesting danger or illegal activity.

Students should report suspicious persons without proper identification in Medical School facilities to NYPH Security.

## **Crime Prevention Tips**

- Keep yourself, your residence, your office, and your car safe by incorporating safe behavior into your daily routine.
- When you leave your room or office, even for a moment, always keep your doors and windows locked.
- Never leave your purse, wallet, book bag, notebook computer, or other property unattended, even for a moment.
- Be careful when people stop you for directions or money. Always reply from a distance; never get too close to the car or the person. If you feel uncomfortable about someone near you, go somewhere with people around and call the police or NYPH Security.
- If you are out after dark, use only well-lit routes and travel in groups when possible. Avoid construction areas, particularly sidewalks shadowed by scaffolding.
- Walk with the appearance of confidence. Make eye contact with passersby, and keep a firm grip on your property.
- Have keys ready so you can quickly get into your car or home.
- Although it seems courteous to open doors for others, especially persons carrying groceries or packages, do not open doors for strangers.

## **Campus Security Report**

In addition to the information contained above, The Medical College and Graduate School of Medical Sciences annually distribute a campus security report to all students and employees containing descriptions of policies and procedures for reporting crimes and emergencies and campus crime data. The report lists telephone numbers and contact information for security in campus facilities and residences. Policies and procedures for handling sex offenses and programs for victims are also described. The 2021 report is available on the WCGS website

**<https://medicaleducation.weill.cornell.edu/student-resources/sexual-misconduct-campus-security>**

The report contains information about all Weill Cornell Medicine residential and non-residential building used by all students.

Campus crime statistics can be accessed at <https://ope.ed.gov/campussafety>. The Advisory Committee on Campus Security will also provide upon request all campus crime statistics as reported to the United States Department of Education.

The Advisory Committee on Campus Security may be reached by e-mail at [CampusSecurity@med.cornell.edu](mailto:CampusSecurity@med.cornell.edu).

## **Fire Safety**

Fire safety includes fire alarm activation response, fire emergency response, emergency evacuation, and fire prevention. The Medical College develops guidelines and procedures addressing these topics, periodically reviews and updates procedures related to fire safety, develops training programs and exercises to increase awareness amongst faculty, students and staff, and collects data on the effectiveness of the various fire safety program components.

Most areas in Medical College buildings are monitored by an early warning fire detection system and protected by fire sprinklers. Upon the activation of any fire sprinkler or fire detection or alarm-initiating device, there is an audible and visual indication throughout the building that the fire alarm has activated, while simultaneously notifying the NYC Fire Department of the potential fire emergency. Students must respond to all fire alarm activations and assume that each activation is a real fire emergency. Ignoring a fire alarm activation is against Medical College and NYC guidelines governing fire alarm activation response.

Every student is responsible for following guidelines governing Fire Prevention including controlling the accumulation of trash and other combustibles, complying with the Medical College “No Smoking” policy; following guidelines prohibiting the use of unapproved open flames such as candles, canned cooking fuels, and propane gas; and using caution when heating and cooking food such as using microwaves and toasters.

## **Fire Safety Rules**

Students must follow all Medical College requirements and guidelines related to fire safety and fire prevention. Students may access this information on the Environmental Health & Safety website at:

<https://ehs.weill.cornell.edu/>

Specific fire safety topics may be found in the Fire Safety Manual:  
<https://ehs.weill.cornell.edu/system/files/fire.pdf>

During fire and other emergencies, fire alarm activations, and fire drills, all students must follow instructions of Medical College employees.

### **Residential Fire Safety Plans**

Students should be familiar with their Residential Fire Safety Plan specific to their building. Residential Fire Safety Plans are distributed to all incoming students living in Medical College residential buildings. Plans are updated annually and re-distributed to residents during National Fire Prevention Week in November. Residential Fire Plans are also available on the EHS web site: <https://ehs.weill.cornell.edu/forms-resources>

### **Tampering with Fire Alarms and Malicious Alarm Activations**

Tampering with fire safety equipment such as fire extinguishers, or fire protection system devices including smoke detectors and sprinkler heads is unlawful and subject to disciplinary action by the Medical College.

Transmission of a false fire alarm is punishable as a Class A Misdemeanor under New York State Penal Law § 240.50. Violators of this law will also be subject to disciplinary action by the Medical College.

### **Fire Safety Procedure**

If you discover fire or visible smoke, immediately:

- Follow R.A.C.E. procedure:
  - R – Remove yourself from the affected area and provide assistance to others requiring it.
  - A – Activate the fire alarm by pulling the red fire alarm manual pull station located next to each fire exit. Shout “Code Red” to alert other occupants
  - C – Confine/contain smoke by closing doors as you leave the area
  - E – Evacuate using the safest/shortest route of travel to the fire exit
- All students should know the location of at least two fire exits on their floor and the shortest path of travel.
- Never use an elevator during a fire emergency.
- Once outside the building, move away from the building’s entrance to allow Fire Department responders to enter.
- Follow instructions of Environmental Health & Safety, Security, and Housing personnel.

### **Questions**

Direct questions concerning fire safety to Environmental Health & Safety.  
<https://ehs.weill.cornell.edu/>



## **STANDARDS OF CONDUCT**

WCGS and the Master of Science Program in Clinical Epidemiology and Health Services Research Program require that faculty, students, and staff abide by fundamental standards of conduct expected of the members of the WCGS community in their interactions with each other. Membership in the WCGS community for students is more than an academic commitment; it connotes a willingness by the student to act as a responsible biomedical professional. Participation in the Master of Science Program in Clinical Epidemiology and Health Services Research Program community by faculty is more than instructing the next generation of biomedical professionals; it is a commitment to serve as mentor and role model of the standards of the profession. Inherent in the concept of a professional is an underlying integrity and ethical foundation that defines the tone and culture of the trainer-learner environment at the Master of Science Program in Clinical Epidemiology and Health Services Research Program.

The Program's standards of conduct also enable students to begin to encounter and wrestle with the difficult moral and ethical questions that arise continuously throughout one's career as a biomedical professional. In this capacity the standards of conduct promote and define expected behaviors, challenge unprofessional behaviors, and educate students, as well as faculty, to confront these challenges.

It shall be the responsibility of the students and faculty of the Program to uphold the integrity and ethical standards of the community to the fullest extent possible. The standards of conduct listed below set forth general responsibilities of students and faculty in a trainer- learner environment. The full range of responsible conduct cannot be set forth in any policy document. Accordingly, students and faculty should view these enumerated responsibilities as an illustration and should strive to comply with both the letter and the spirit of these standards of conduct.

This section also describes the guidelines and policies that will apply when there has been a failure to comply with the standards.

### **Student Responsibilities/Honor Code**

In order for students to be permitted to continue their studies at the Master of Science Program in Clinical Epidemiology and Health Services Research Program , students must demonstrate a range of skills and abilities, such as, maturity, good judgment, a sense of responsibility and professionalism, the ability to synthesize and apply knowledge, and evidence that they are capable of becoming biomedical scientists. Students must also assume responsibility for the integrity of the content of the academic work performed and submitted, including papers, examinations and reports.

The following are examples of conduct that is not suitable for students at the Master of Science Program in Clinical Epidemiology and Health Services Research Program and is subject to disciplinary action (including but not limited to verbal warning, written warning, probation, suspension or dismissal):

- knowingly or carelessly representing the work of others as one's own;
- lying, cheating, or falsification of records whether personal or patient-related;
- using or giving unauthorized assistance in any academic work;

- restricting the use of material used to study in a manner prejudicial to the interest of other students;
- purposely misleading or giving false information to another student;
- posting of confidential, inappropriate, unauthorized or copyrighted information (including but not limited to, photos, images, text, audio, video, or lecture materials) on the Internet (including but not limited to: StudyBlue or similar crowdsourced learning platforms, LinkedIn, Facebook, Snapchat, Instagram or similar social media, web logs (“blogs”), and others);
- otherwise committing a breach of academic and/or professional integrity;
- repetitively or egregiously failing to fulfill the professional requirements and responsibilities of a clinical or laboratory rotation;
- committing an act of physical abuse or violence of any kind;
- disorderly and/or obscene conduct on campus or in the hospital facility or its affiliates;
- bullying (including but not limited to verbal, physical force or the use of electronic technology) which deliberately seeks to harm or humiliate another student, faculty, lecturer, administrative staff or patient;
- obstructing, harassing or interfering with teaching, Program administration or patient care; including the use of information and communication technologies as a means of intimidation, harassment or unwarranted interruption;
- having repeated unexcused absences, late arrivals or early departures from a required course, rotation or end of rotation activities;
- failing to respond in a timely way to communications (phone calls, emails or other correspondence) from the administration, faculty, course leadership or their representatives;
- failing to comply with directive given by supervision authority;
- unauthorized entry to or use of Weill Cornell or hospital facilities or its affiliates;
- theft of or negligent damage to Weill Cornell or hospital property or its affiliates;
- use, possession or distribution of controlled substances on campus or in the hospital facilities or its affiliates;
- unauthorized use and/or possession of alcoholic beverages in the hospital or Weill Cornell facilities or its affiliates;
- inappropriate use of the Weill Cornell seal, logo, name, symbol or facsimile.

A student, or group of students, knowing of any situation in which a violation of any of the standards of conduct set forth above may have occurred is responsible for providing any such information in

writing to the Master of Science Program in Clinical Epidemiology and Health Services Research Program Director. Faculty is similarly required to report a violation to the Master of Science Program in Clinical Epidemiology and Health Services Research Program Director. Each student matriculated at the Master of Science Program in Clinical Epidemiology and Health Services Research Program shall be bound by standards of conduct described above and shall be presumed to be familiar with the above provisions.

When a student's conduct while matriculated at the Master of Science Program in Clinical Epidemiology and Health Services Research Program is in violation of the Student Responsibilities/Honor Code or raises a question about his or her suitability to practice medicine or biomedical research, the matter will be directed to the Associate Dean of Academic Affairs for consideration and recommendation of corrective disciplinary action. The Associate Dean of Academic Affairs may request that the Master of Science Program in Clinical Epidemiology and Health Services Research Program Director or his or her designee appoint an ad hoc committee of faculty to review the matter. The student involved shall receive notice from the Associate Dean of Academic Affairs for the appointment of the ad hoc committee, the membership of the ad hoc committee once assembled, and the details of the concerns under consideration by the ad hoc committee regarding the student's suitability for completion of the doctoral or master's degree.

The ad hoc committee will determine the scope, manner and extent of its review, consistent with the information provided by the Associate Dean of Academic Affairs. The student shall have the right to appear before the ad hoc committee in order to present his or her position on the claims raised and his or her continued suitability. The student may be accompanied by an advisor (such as a family member, faculty member and/or counsel) who may assist the student but will not be a participant in the proceeding before the ad hoc committee; the student will remain responsible for acting on his or her behalf in the process. The ad hoc committee will forward its determination as to the student's suitability to the Associate Dean of Academic Affairs.

When the recommendation of the ad hoc committee is to permit a student to continue with his or her studies based on a finding that the student continues to meet the standards of suitability for completion of the doctorate, the Associate Dean of Academic Affairs may accept the recommendation and conclude the process or confer with the Dean.

When the recommendation of the ad hoc committee is that the student does not satisfy the Master of Science Program in Clinical Epidemiology and Health Services Research Program's standards of suitability for doctoral studies and should not be permitted to continue studies at the Master of Science Program in Clinical Epidemiology and Health Services Research Program, then the recommendation, together with the academic records, factual determination, including any recommendations for sanctions (which shall include a brief statement explaining the sanctions), as well as any other materials the ad hoc committee deems appropriate, shall be forwarded to the Dean. The Dean shall then review the recommendation and formulate her/his own position on the matter. The Dean has the discretion to rely on the record created by the ad hoc committee or to reopen the process to gather additional information. The student shall have an opportunity to submit whatever information he or she believes is relevant to the consideration. The recommendations of the ad hoc committee, shall be forwarded to the Program Director, Program Chair and Dean for final action.

A student can appeal a decision of the Ad hoc Committee per the policy outlined below and in the Code of Legislation.

## Trainer and Learner Environment

The Graduate School is committed to providing an environment that fosters mutual respect and the values of professionalism, ethics, and humanism in the practice of biomedical research and its application to medicine. The Graduate School has a policy of zero tolerance for mistreatment of its students, faculty, staff and guests. An environment conducive to learning requires that faculty, students and all administrative and support staff treat each other with civility, respecting each individual's views and background. Faculty, other trainees, administrators and staff must treat students fairly and respectfully in all settings where students are educated and are expected to create and maintain an academic environment conducive to the pursuit of free inquiry, academic integrity, and the respectful interchange of diverse ideas and differing viewpoints. These standards of conduct are intended to prohibit teaching and training behaviors and other practices that are discriminatory or that may undermine professionalism. The body charged with monitoring, reviewing, investigating and aiding in the resolution of mistreatment issues is the Trainer-Learner Committee (TLC). The Graduate School has a TLC; <https://gradschool.weill.cornell.edu/WCGSTLC>.

Students wishing to report a violation, ask a question, or seek advice may contact the TLC by emailing ([WCGSTLC@med.cornell.edu](mailto:WCGSTLC@med.cornell.edu)). When emailing the TLC, students may, if desired, request follow-up from a specific member of the TLC. Students need not provide extensive detail regarding mistreatment or potential mistreatment in the initial contact. A member of the TLC will reach out to set up a meeting, phone call or continue the conversation via email. More information on the TLC can be found online at: <https://gradschool.weill.cornell.edu/WCGSTLC>

### Positive Learning Environment & Student Mistreatment Policy

Examples of conduct that is *not* appropriate include:

- verbally abusing a student, including belittling and/or humiliating a student, or speaking disparagingly about a student's economic or cultural background, gender, sexual orientation or preference, race or religion;
- exploiting students in any manner, including requesting that students perform personal errands where performing the procedures interferes with a student's attendance at educational activities or performing research;
- intentionally singling out a student for arbitrary or selective treatment;
- pressuring a student to perform laboratory procedures for which they are insufficiently trained;
- interfering with a student's need to attend properly to a potentially serious health problem, including to seek attention for a needle stick injury; or attend a doctor's appointment;
- committing an act of physical abuse or violence of any kind.

Faculty shall educate and advise students about the specific standards that govern professional conduct in a rotation, a course or in a laboratory setting, and, by his or her own conduct, set an example of the standards expected of the student.

If a student believes that a faculty member has violated the standards of conduct, the student may file a request for an investigation with the TLC. Faculty members are also required to inform the Program Director and Associate Dean, in writing, of any alleged violation by a faculty member of the standards of conduct outlined above. Faculty members, upon appointment to the Faculty, shall be bound by the standards of conduct set forth in this section and shall be presumed to be familiar with its provisions.

## **Student Ombudsperson**

The Student Ombudsperson Office offers a safe place where all students at Weill Cornell Medical College and Graduate School of Medical Sciences may discuss problems or issues. Concerns about situations that interfere with work, study or student life may involve a classmate, advisor, or instructor. Issues may be academic related, interpersonal conflicts, and harassment. The Ombudsperson does not take a side in disputes. The Ombudsperson treats all inquiries as confidential, as described in our Ethical Principles below. We assist students in several ways:

- Listening and discussing concerns, questions, and complaints
- Provide information on Weill Cornell Medical College policies and practices
- Provide information on how to make Weill Cornell aware of a particular problem
- Discuss and assist the student in evaluating available options
- Refer the student to the proper authority to resolve the situation
- Assist students to devise ways in which they might resolve problems with others on their own.
- While maintaining confidentiality, provide feedback to the administration (or others in authority) when a systemic issue or trend occurs

The Ombudsperson assists students in a variety of ways consistent with the WCM mission. Overall, the Ombudsperson is an advocate for fairness and equity.

The Student Ombudsperson, Dr. Henry Murray, can be reached at 212-746-6330 and [hwmurray@med.cornell.edu](mailto:hwmurray@med.cornell.edu). For more information about the Student Ombudsperson's role visit <http://studentservices.weill.cornell.edu/student-life/student-ombudsperson>.

## **Institutional Guidelines for Use of Computers, Network Systems and Electronic Communications**

The Medical College's computers, network systems equipment, data, and software are a critical portion of the Medical College's infrastructure and are to be treated accordingly.

Students and faculty are responsible for their actions when using the Medical College's computers, electronic communications and network systems, whether or not their transgressions are intentional, accidental and/or can be corrected.

Users of Weill Cornell Medicine computers, tablets, and network systems shall respect:

- the privacy of other users' information, whether or not the information is securely protected;
- the ownership and intellectual property rights of proprietary and commercial software, including not using unauthorized copies of software even where the software may not be copy protected;

- the finite capacity of a computer system and limitations of use so as not to interfere unreasonably with the activity of other users;
- procedures (posted in computer facilities and/or online) established to manage use of the computer system;
- the rights of others not to be harassed, intimidated, or otherwise receive intrusive or inflammatory information through the computer system; and
- the Medical College's policies regarding the use of computers as specified by the Information Technologies and Services (ITS) at <https://its.weill.cornell.edu/policies>.

## **Copyright Infringement**

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority, including unauthorized peer-to-peer file sharing, constitutes an infringement, and may subject students to civil and criminal penalties.

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504 and 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

At Weill Cornell Medicine, the unauthorized distribution of copyrighted materials is also a violation of the standards of conduct, and may result in disciplinary action up to and including expulsion. Students are advised that this restriction pertains to any and all lecture materials including printed handouts, electronic media such as PowerPoint presentations, and any audio/video recordings of lectures or laboratories. These are the intellectual property of the author and/or Weill Cornell Medicine and shall not be distributed in any form to any other recipients. Failure to respect intellectual property rights as defined herein may jeopardize a student's good academic standing in the Program and may result in disciplinary action.

For additional information on the Copyright Infringement Policy, please visit <https://its.weill.cornell.edu/policies/1107-copyright-infringement-policy>.

## **Sexual Harassment**

The Human Resources Department and the Office of Institutional Equity (OIE): <https://equity.weill.cornell.edu> are available to assist all members of the Medical College community with sexual harassment problems or questions. All discussions are confidential. In addition the Medical College will provide, on request, training and consultation on the prevention of sexual harassment.

## What is Sexual Harassment?

Sexual harassment in the academic environment or in the workplace can threaten a person's academic performance or economic livelihood. The Medical College defines sexual harassment as:

- Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment if:
  - submission to such conduct is made either explicitly or implicitly a term or condition of employment or academic status;
  - submission to, or rejection of, such conduct by a person is used as the basis for an employment decision or an academic decision affecting that person; or
  - such conduct has the purpose or effect of substantially interfering with a person's work or academic performance or of creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment is sex discrimination and is therefore illegal.

### Dealing with Sexual Harassment Preliminary Action

You can sometimes stop someone from harassing you by taking direct action.

- **Say no** to the harasser. Ignoring the situation seldom will make it go away. If you have difficulty speaking about the situation, write the harasser a note describing the incident that you found offensive and request that it not happen again. Keep a dated copy of the message.
- **Keep a record of what happened and when it took place.** If others were present, include their names in the record. Keep a log of any conversations or actions pertaining to the incident(s).
- **Find out whether other students or co-workers have been harassed.** Together complaints are in a stronger position to deal with the situation and the offender.
- **Seek support from a close friend or trusted associate.** Sharing your feelings and experiences can help you cope with that often is a very difficult, frustrating situation.

If the harassment does not stop, consider discussing the matter with the harasser's supervisor or department chairperson, or with staff members in the Human Resources Department or the Office of Institutional Equity.

### Complaint Procedures

If a supervisor, administrator, faculty member or counselor receives a complaint or inquiry about sexual harassment, it is imperative that the Human Resources Department or Office of Institutional Equity be contacted ( <https://equity.weill.cornell.edu> ) to provide advice on procedures for sexual harassment cases. Discussions with staff members of that office will help ensure the effective handling of the

complaint and reestablish a working or learning environment free of harassment by taking immediate and appropriate action.

Any student or employee of the Medical College who suspects that he or she has experienced sexual harassment, as defined herein, should report the incident. If the reporting person wants to discuss the incident, consider ways in which to deal personally with the situation, or seek a formal remedy for an instance of sexual harassment, the Human Resources Department and the Office of Institutional Equity will provide assistance.

Grievance procedures exist to protect all students and academic and non-academic staff members.

## **Title IX Regulations**

***The Department of Education*** has recently promulgated regulations implementing the provisions of Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex in education programs and activities. The Medical College is subject to and in compliance with the statute and regulations. The regulations nevertheless require that you be informed of their provisions and these are summarized below:

***For students***, the regulations prohibit any act or policy which discriminates on the basis of sex or which has the effect of causing such discrimination. Specifically, the regulations prohibit discrimination in admissions, quality of housing, overall administration of financial aid, and access to curricular and extra-curricular activities. A student or applicant may not be discriminated against because of pregnancy, childbirth, or other conditions relating to pregnancy. Childbirth and other conditions relating to pregnancy must be treated as any other disability for purposes of leaves of absence.

***For employees***, the regulations likewise prohibit any act or policy that has the effect of treating members of one sex differently from the other. Specifically, the regulations prohibit discrimination in recruiting and hiring, promotion, job classification and assignment, wage and salary rates, fringe benefits, and granting leaves of absence. Pregnancy, childbirth, or conditions relating to pregnancy must be treated as temporary disability for purposes of sick leave or other leave of absence plans. An individual may not be denied employment or otherwise discriminated against because of pregnancy or conditions related thereto.

**The Office of Institutional Equity** has been designated to investigate and seek resolution of complaints of all Weill Cornell medical and graduate students, regarding prohibited acts. Students should contact: <https://equity.weill.cornell.edu/about-us/staff-directory>

Brittney Blakeney, JD  
Title IX Coordinator/Office Institutional Equity  
575 Lexington Avenue, Suite 670  
New York, NY 10022  
T 646.962.9796  
[bsb4002@med.cornell.edu](mailto:bsb4002@med.cornell.edu)

Mona Jha, JD  
Title IX Coordinator/Office Institutional Equity  
575 Lexington Avenue, Suite 670  
New York, NY 10022



T 646.962.3096  
[moj4003@med.cornell.edu](mailto:moj4003@med.cornell.edu)

For urgent matters, contact:

- Campus Security: (212) 746-0911
- The Title IX Coordinator Answering Service: (212) 746-9915

Further information on Weill Cornell Medicine's Title IX resources and student procedures may be viewed here: <https://diversity.weill.cornell.edu/policies/title-ix>

## **Bias and Hate Related Crimes**

### **Hate/Bias-Related Crime Prevention Statement for Weill Cornell Medical College**

New York State law requires Weill Cornell Medical College to inform students about the Hate Crimes Prevention Act of 2000 and how hate crimes (also known as bias-related crimes) can be prevented on campus.

Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485).

Hate crimes are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability.

Bias-related behavior includes any action that discriminates against, ridicules, humiliates, or otherwise creates a hostile environment for an individual (female or male) or group protected under this law.

### **Penalties for Hate/Bias-Related Crime**

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Hate/bias crime incidents that rise to a felony level are reported to the district attorney. Non-felony hate/bias crime incidents may be adjudicated through the *Standards of Conduct* as stated above. Sanctions imposed by the College may include suspension, expulsion or other measures depending on the severity of the crime.

### **Reporting a Hate/Bias-Related Crime Incident**

An individual who believes that she or he has been a target of a bias-related crime is encouraged to immediately report an incident to NYPH Security, the Dean, and the Affirmative Action Officer (in Weill Cornell Graduate School's case this would be Dr. Judith Cukor, the Assistant Dean of Student Affairs). The incident will be reviewed and investigated, and a determination will be made as to how the allegation will be handled.

**Grievance Policy** - The WCGS Grievance procedure is intended to provide a mechanism through which grievances can be fully investigated and decisions rendered. It covers grievances that involve individual graduate students on issues relating to graduate education and support. Please review the WCGS Grievance Policy online [here](#).

**Ethical Conduct and Compliance Hotline** - Faculty, staff and students - as well as those outside Weill Cornell Medicine - may confidentially report activities or conduct that are believed to violate a state or federal law or Cornell University policy at: [www.hotline.cornell.edu](http://www.hotline.cornell.edu) or 1-866-293-3077. This includes violations of Cornell's [Standards of Ethical Conduct Policy](#), life safety concerns, non-compliance with grants and contract requirements, financial irregularities or misreporting, violations of applicable state or federal laws and regulations, conflicts of interest, and other related concerns. Reports may be submitted anonymously, are administered by an independent company, and will be handled promptly and discreetly. No retaliatory action will be taken against anyone for reporting or inquiring in good faith about potential violations of Cornell University's policies or for seeking guidance on how to handle suspected violations.

**Sexual Misconduct and Campus Security:** Weill Cornell Medical College is committed to providing an employment, education and living environment free from all acts of sexual misconduct, and will not tolerate sexual misconduct by or against students, staff, faculty, alumni or visitors. We will respond promptly and appropriately to all reports of sexual misconduct. Sexual misconduct includes, but is not limited to: sexual assault, sexual violence, sexual abuse, sexual exploitation, rape, domestic violence, sexual coercion and stalking. Sexual misconduct also covers sexual discrimination and sexual harassment. For more information, visit: <https://medicaleducation.weill.cornell.edu/student-resources/sexual-misconduct-campus-security>

**The NYP Weill Cornell Victim Intervention Program** is an on-site organization that provides crisis intervention and support for survivors of sexual assault, relationship violence, family violence, and physical assault. For more information regarding support and campus security please go to: <http://medicaleducation.weill.cornell.edu/student-resources/sexual-misconduct-campus-security>.

## **Accessing Student Support Services**

Weill Cornell Graduate School is committed to providing students with comprehensive, accessible student support services. Below are guidelines for how to access the various staff who can help provide assistance and support.

### **Student Mental Health Support**

#### **(Mental Health Services)**

Weill Cornell Medicine's Student Mental Health (SMH) Program offers students access to free, confidential mental health services by appointment. It is staffed by psychologists and psychiatrists from diverse cultural, national, and clinical backgrounds who are skilled in treating a wide range of issues. Appointments are scheduled promptly and in consideration of students' scheduling needs and preferences.

The student mental health service offers a range of services from supportive psychotherapy focused on identifying and enhancing coping skills to consultation and assessment of all psychiatric conditions and treatments including psychotherapy, psychopharmacotherapy, and neuropsychological assessment. Family and marital counseling is also available.

This is not an emergency service and students should expect communication for an appointment during regular business hours Monday-Friday.

- A student must self-refer for the Student Mental Health program and request an appointment.
- Care is confidential and is not part of the student educational record.
- All visits with clinicians are covered under the Student Health Fee - there is no separate charge unless lab tests or image studies are ordered. This is analogous to the care students received at the Student Health office.
- Clinicians have no student evaluation role within the Graduate School.

### **How to Access Student Mental Health Services**

To request an appointment, please send an email including your name and contact information to [studentmentalhealth@med.cornell.edu](mailto:studentmentalhealth@med.cornell.edu). Students do not need to disclose the details of their concerns when requesting an appointment. The SMH program assistant will respond during regular business hours to schedule your appointment.

If you are in urgent need of emergency assistance during our off hours, please call 911 or go to your nearest emergency room. Help is also available by contacting the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

#### **Program Director**

Patricia Marino, Ph.D.

Associate Professor of Psychology in Clinical Psychiatry

Weill Cornell Medicine

(914) 997-8691

[pam2029@med.cornell.edu](mailto:pam2029@med.cornell.edu)

**For any personal or professional issues**, students can contact:

Judith Cukor, Ph.D.

Assistant Dean of Student Affairs

Weill Cornell Medicine

(212) 821-0627

[juc2010@med.cornell.edu](mailto:juc2010@med.cornell.edu)

Dr. Cukor is a psychologist and will work CONFIDENTIALLY with students to assess their needs and provide the appropriate referral or ongoing support. Dr. Cukor is not a member of the graduate school faculty and is not involved in training or progression to degree.

**Students who are interested in faith-based counseling** can find information about spiritual and religious care resources, for various faiths, at [www.nyp.org/clinical-services/pastoral-care](http://www.nyp.org/clinical-services/pastoral-care) and/or [www.mskcc.org/experience/patient-support/counseling/spiritual-religious-care](http://www.mskcc.org/experience/patient-support/counseling/spiritual-religious-care). Both services are open to seeing WCGS students.

**For all immediate medical-related issues** students should contact or visit Student Health Services, 230 East 69th Street, 646-962-6942.

## **Office of Student Diversity**

The WCGS Office of Student Diversity was established in 2017 to maintain student retention and provide support to students from underrepresented groups. The goals of the office are to: (1) promote the recruitment and retention of a talented and diverse medical and graduate student body, particularly from populations underrepresented in science and medicine; (2) ensure that all students inclusive of gender, sexual, racial, ethnic, cultural, political, and religious identity and background, have a genuine sense of belonging in the WCM community; (3) help students achieve their highest potential for scholarly excellence and career advancement; and (4) engage and support community service and outreach both in medicine and science to underserved communities. WCGS and the Office of Student Diversity works to ensure that students from underrepresented groups feel welcome and comfortable on campus.

For support students can contact:

Yazmin Carrasco, PhD  
Assistant Dean, Diversity and Inclusion  
Weill Cornell Graduate School  
[Ypc4001@med.cornell.edu](mailto:Ypc4001@med.cornell.edu)

Roxana Mesías, PhD  
Diversity Program Manager  
Weill Cornell Graduate School  
[rem4008@med.cornell.edu](mailto:rem4008@med.cornell.edu)

## **Members of the Medical College Community Who Potentially Represent a Hazard to the Public and to the Medical College**

Two broad considerations underlay the preparation of these guidelines:

1. An awareness that the Medical College, so far as possible, should try to protect patients, students, and employees, and to protect its mission in education and research, from any harm that may come to them because of any action or condition of a student or employee.
2. An awareness that the identification of a person as a potential hazard to other people or to the institution may seriously jeopardize his career and his relation to other people, and that, therefore, every effort must be taken to protect the rights of this person, and to insure that any findings, and any actions based upon these findings, are grounded on demonstrable evidence.

## **The Nature of “Potential Hazards”**

“Potential hazards” arising from the actions or conditions of employees or students might fall into three general categories:

1. Hazards arising from the impaired ability of a person to perform his medical, educational, or other professional activities, including hazards arising from (a) neurological disease or degeneration, (b) emotional or psychological disorders, (c) the use of drugs or medications, and (d) the presence of physical handicaps resulting from illness or injury.
2. Hazards arising from a person's carrying a contagious disease.
3. Hazards arising from the behavior of a person, including a) behavior regarded by patients and by the public as alarming, threatening, bizarre, hostile, or otherwise inconsistent with the duties and responsibilities of the person, and b) behavior that is disruptive for working groups, medical treatment, or educational processes.

Potential hazards to other people or to the Medical College that occur in the context of a person's performance of his professional, medical, or academic duties, or as a part of his employment by, or studies in, the Medical College are a legitimate concern of the Medical College.

Private acts or conditions of students or employees outside of this context, although they are not the responsibility of the Medical College, may, nevertheless, be of legitimate concern to the Medical College in so far as they may imply the existence of a potential hazard, if this person continues his role as an employee or student.

For example, if a person is convicted of the possession of drugs or assaultive behavior, or is admitted to another institution for the treatment of alcoholism, he might well have a condition that represents a potential hazard to the public or to other employees if he continues in his usual activities at the Medical College. Under these circumstances, even though the act in question has occurred outside of the Medical College and was not, therefore, the responsibility of the Medical College, the College might, nevertheless, legitimately wish to investigate whether or not this person represented a potential hazard within the context of the concerns outlined above.

### **Identification and Reporting of Potential Hazards**

Every student, staff member, or other employee who is aware that he has a condition that creates a potential hazard as described above, has a primary responsibility and duty to report this, either to his immediate supervisor or to the Program Director. In situations in which a student, employee or staff member is not sure whether he has a potentially hazardous condition, he is encouraged to seek appropriate counseling and advice. Such counseling and advice is available to all Medical College employees from the Employee Assistance Program Consortium and to students from the physicians or psychiatrists designated by the Office of Student Affairs.

Every student, staff member, or employee, who has good reason to believe that another student, staff member, or employee presents a potential hazard, has a responsibility and a duty to report this to the appropriate supervisor or to the Program Director.

Regardless of the responsibilities of the individual affected, and of other students, staff members, and employees, the immediate supervisor, who observes the presence of a potential hazard, has a specific responsibility to report this to his superior, and through him to the Department Chair or other appropriate administrator at that level, and to the Dean's Office.

### **Initiation Of Action**

If it appears that a hazard is immediate and acute, the responsible supervisor, with the concurrence of his superiors (if this can be obtained in time), must take whatever measures appear to him to be necessary and prudent to prevent the person who represents the hazard from harming himself or any other person; and he will report the incident fully and promptly to his supervisor, and through him to the Program Director, Department Chair or other administrator at that level.

If the hazard is chronic, or only potential or suspect, and if the danger to others is not immediate, the supervisor should report his evidence through his superior to the Program Director, Department Chairman or other appropriate administrator at that level, who will be responsible for initiating any immediate action that he may deem to be necessary or appropriate.

### **Informing the Person Involved**

When the Program Director, Department Chair or other administrator at that level receives a report that a person may represent a potential hazard, he will inform this person promptly and fully of the report that has been made concerning him, of the immediate actions that have taken, and of the investigations that are anticipated. He will give the person an opportunity to respond, will assure him of his right to introduce evidence, and will make an effort to enlist his cooperation.

### **Informing the Administration of the Medical College**

After considering the information available in the case, the Program Director, Department Chairman or other administrator at that level will report this information along with any comments that he believes to be appropriate to the Dean (if a member of the academic staff is involved); to the Associate Dean (if a student is involved); or to the Senior Director, Human Resources) (if any non-academic Cornell employee is involved).

In each case a copy of the report will be sent also to the Office of the Dean and to the Office of Legal Affairs, which will review the information available and advise the appropriate administrator, in order to insure compliance with the necessary procedures, fulfillment of the responsibilities of the Medical College, and protection of the rights of the individual concerned.

### **Investigation of Potential Hazards**

The underlying principles governing the reporting, investigation, and actions taken with respect to potential hazards should be the same for all people, whether they are students, academic staff members, or other employees.

Members of the Medical College community fall into three groups: the academic staff (including all individuals with academic appointments at the Medical College whether salaried or not), the students, and other employees. The actual administrative procedures for the investigation of potential hazards within these groups are carried out by somewhat different procedures. However, it should be

understood that there will be no discrimination between academic staff members, students, and employees with regard to the level of proof required, the concern for the rights of the person, and the general nature of the corrective procedures, that are carried out. The Office of Legal Affairs and the Dean's Office will monitor the procedures in every case, to insure that this is true.

In the case of students, investigations will be carried out through the Office of the Senior Associate Dean, utilizing, when necessary, a special *ad hoc* committee of faculty members, who will call upon medical and other consultants and examiners, if necessary, in order to determine the facts in each case, and will recommend to the Dean what action should be taken.

In the case of academic staff members, the Dean, after consulting with the Department Chair, will, when necessary, appoint an *ad hoc* committee of faculty members, who will then call upon medical and other consultants and examiners, if necessary, in order to determine the facts of each case and to recommend to the Dean what action should be taken.

In the case of other employees, the Associate Dean or Senior Director, Human Resources, after informing the Dean's Office and the Office of Legal Affairs, will ask the Department of Occupational Health to carry out any necessary medical investigations by using its own staff and calling upon outside consultants when necessary.

### **Decision as to Whether a Potential Hazard Exists**

The decision as to whether or not a potential hazard exists is an administrative responsibility. When it is brought to the attention of the senior responsible administrator that there is sufficient reason to believe that a potential hazard exists, based on the occurrence of acts, behavior or conditions outlined in this policy, it is the responsibility of this administrator to initiate the effort to determine whether or not the hazard actually does exist, and to take whatever long-range action is necessary to protect patients, students, or employees of the Medical College.

As a part of the effort to determine whether or not a potential hazard does exist, and to initiate the proper action, it can be expected that the administrator will call upon the opinions and the experience of appropriate members of the professional staff, of the Department of Occupational Health, and of the Personal Department, as well as other medical or legal consultants; and the information and opinions provided by these consultants may be critical in determining the decision that is made by the administrator. Nevertheless, the decision as to whether or not there is a potential hazard and what action is to be taken must be an administrative decision.

The responsibility for initiating and carrying out the actions described in this section rests with the Dean (in the case of members of the academic staff), with the Associate Dean (in the case of students), and with the Senior Director, Human Resources (in the case of non-academic employees); the responsibility for the ultimate decision rests with the Dean.

### **Confidentiality**

Because of the potential harm to the reputation, associations, and career of a person who is suspected of being a source of hazard, every effort should be made to protect the confidentiality of the information concerning him, and the actions taken in his case. However, in view of the responsibility of the Medical College and of its staff for the protection of patients, students, employees, and other people from

harmful acts or conditions of its staff or employees, there cannot be a guarantee of complete confidentiality when this runs counter to other legal and ethical responsibilities.

### **Protection of the Rights of the Individual**

To identify an employee as a "hazard" to other employees or to the public could have a severely adverse effect upon his career, his employment, and his standing in the eyes of other people. On the other hand, to fail to identify and deal properly with employees who are potential hazards might do severe damage to the institution, to its other employees and students, and to the patients and other members of the public whom the institution wishes to protect. These two considerations may be complicated by the fact that in many cases, a decision as to whether a hazard does or does not exist must be based upon the informed judgment of experienced people, and that there may be legitimate differences of opinion about the conclusions reached.

For these reasons, when a person is reported to be a potential hazard, this report and the investigation stemming from it shall be held in strict confidence by those individuals with whom the information is shared until all of the facts have been ascertained; if the findings indicate that a potential hazard does exist, the actions undertaken shall be carried out as discreetly and confidentially as possible, with as little harm to the person, his career, and his standing in the community as is possible, and as much effort to be helpful and rehabilitative as possible.

It is extremely important to ensure that the medical and administrative investigations of reports be carried out in a fully competent manner, and that the actual presence or absence of a hazard be ascertained as concretely and definitively as possible.

It is also important that the person about whom the report has been made be fully informed of the nature of the report; that every effort be made to get him to cooperate with and understand that both medical and administrative investigations are necessary; and that he be given an opportunity to object to any procedures that he thinks are inadequate or inappropriate, and to ask for additional procedures or confirmatory opinions, if he wants these.

When reports of potential hazards are received in the Dean's Office, the staff and the Medical College legal advisor will ensure that these are directed to whichever of the three channels of investigation are appropriate, and ensure that the employee agrees to this. If the employee contends that no potential hazard exists and refuses to agree to an investigation by the usual procedure, the Dean may, at his discretion, convene an ad hoc committee of not more than three faculty members, who will consider the report and the evidence and will advise the Dean on whether or not an investigation should be carried out by the Medical College regardless of the wishes of the employee, and how this might be carried out.

### **Actions to Be Taken**

The administrative actions to be taken in any case must be based upon all the facts that are pertinent to that case. Whatever the actions, they should be taken as discreetly as possible with an effort to protect the privacy of the individuals concerned. Where there is the reasonable possibility of medical treatment or other rehabilitation, an effort should be made to extend this to the person who has been deemed a hazard, and to restore this person to his full ability and capabilities if this is a reasonable thing to do.



## **Substance Abuse Policy**

The Medical College recognizes that its students are potentially vulnerable to the alarming personal and societal problems caused by alcohol and drugs. Therefore, the Medical College offers aid to students who seek help for a drug or alcohol problem. Illegal possession of, distribution of, or trafficking in any drugs, or the abuse of drugs or illicit use of mind-altering drugs, or the abuse of drugs or alcohol are violations of Medical College policies. Such violations are not in accord with the Medical College's requirements of fitness or suitability for medicine as stated above in the Standards of Conduct. Alleged violators of these policies will be reviewed according to the procedures employed to determine a student's fitness or suitability for medicine and research.

### **Statement on Illegal Drugs and Substances**

State and Federal law prohibit the possession, use and distribution of illegal drugs and substances.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by any member of the Weill Medical College community, including employees, faculty members, students and visitors, is prohibited at all Cornell facilities including residences. Appropriate action including termination and/or dismissal will be taken for violations of the foregoing prohibition.

The University recognized the convincing medical evidence that the use of illegal drugs and substances poses a significant threat to health and condemns the use of such drugs and substances as harmful to the physical and psychological well-being of the user and the well-being of the Cornell community.

Notify the person's supervisor, department chairperson, or dean of any criminal drug statute conviction (including acceptance of a guilty plea by a judicial authority) for a violation occurring in the workplace no later than five (5) days after such conviction.

The University will not condone criminal activity on its property, or on property under its control, and will take appropriate action whenever such conduct is discovered to enforce the law and its own internal regulations.

### **Statement on Drug and Alcohol Abuse**

Federal and New York laws and University regulations prohibit the illegal possession, use and distribution of illicit drugs and alcohol.

The unlawful manufacture, distribution, dispensation, possession, or use of an illicit drug or alcohol by any member of the Weill Medical College community, including employees, faculty members, students and visitors, is prohibited at all Cornell facilities (including residences) and activities. Appropriate action including termination and/or dismissal will be taken for violations of the foregoing prohibition.

The University will not condone criminal conduct on its property, or at Cornell or student sponsored activities, and will take appropriate action whenever such conduct is discovered to enforce the law and its own internal regulations. Violators of Federal and state laws may also be referred to appropriate civil and criminal authorities for prosecution.

## Drug-Free Workplace Policy and Statement

The Drug-Free Workplace Act of 1988 requires Weill Medical College, as a Federal grant recipient and contractor, to certify that it will provide a drug-free workplace by, among other actions, requiring that each person engaged in a Federal grant or contract (including personnel and consultants) be given a copy of this Statement and notifying such person that as a condition of participation in such grant or contract, the person will:

- abide by the terms of this Statement; and
- notify the person's supervisor, department chairperson, or dean of any criminal drug statute conviction (including acceptance of a guilty plea by a judicial authority) for a violation occurring in the workplace no later than five (5) days after such conviction.

Weill Medical College shall, within thirty (30) days after receipt of notice take appropriate action against such person up to and including termination or dismissal, and/or require such person to satisfactorily participate in a drug assistance or rehabilitation program.

## Sanctions

Violations of University Policy can result in termination, suspension or expulsion from the university.

Faculty and non-academic staff can be subject to disciplinary action up to and including termination of employment.

Student violators can be subject to disciplinary action up to and including dismissal. Any drug or alcohol abuse violation may become part of a student's permanent record and may impact on a student's fitness or suitability for advancement.

Sanctions can include severe criminal penalties such as fines and/or imprisonment. The severity of the penalty depends upon the nature of the criminal act and the identity and amount of the drug involved. Examples of legal sanctions under Federal and New York laws:

- **LSD:** Possession with intent to sell can result in up to seven years in prison.
- **Marijuana:** Sale to a person under the age of 18 years can result in up to seven years in prison.
- **Cocaine:** The possession of four or more ounces, or the sale of two or more ounces, can result in a minimum of 15-25 years, and a maximum of life in prison.
- **Alcohol:** It is illegal in New York:
  - For anyone under the age of 21 to possess with the intent to consume alcohol. A violation can mean up to a \$50 fine.
  - For anyone of any age to give or sell alcohol to anyone under the age of 21, to anyone who is already drunk, or to anyone who is habitually drunk. A violation can mean three months in jail and up to a \$500 fine.

## Drug Screening

### Procedure

In the event a student is required to undergo drug screening to remain in school, the student will be required to obtain and complete a Drug Screen Consent and Release Form available from Work Force Health and Safety. Workforce Health and Safety is open between 8 a.m. and 4 p.m. on business days, and is located in the Payson House basement at 1315 York Avenue.

The drug screening provided by the vendor shall include testing for *at least* the following substances:

- Amphetamines
- Barbiturates
- Benzodiazepines
- Cocaine Metabolite
- Marijuana (THC) Metabolite
- Methadone
- Methaqualone
- Opiates
- Phencyclidine (PCP)
- Propoxyphene (Darvon)

Students with a positive drug screen will have an opportunity to consult with a Medical Review Officer (MRO) to verify whether there is a valid medical explanation for the screening results. If after review by the MRO there is a valid medical explanation for the screening result. If, after review by the MRO there is not a valid medical explanation for the positive screen, then the test results will stand and will be treated as a positive result as outlined below.

### Handling of Results

All results from drug testing will be forwarded to the student's designated health care professional.

Positive results will be forwarded to the Associate Dean of Academic Affairs, Dr. Randi Silver <[rbsilve@med.cornell.edu](mailto:rbsilve@med.cornell.edu)>, or designee.

### Health Risks

The university recognizes the convincing medical evidence that alcohol abuse and the use of illegal drugs and substances pose a significant threat to health and considers alcohol abuse and the use of such drugs and substances as harmful to the physical and psychological well-being of the user and the well-being of the Cornell community.

The following list by category is only a short sampling of some risks involved:

**Narcotics:** Slow and shallow respiration, clammy skin, convulsions, coma, and death.

**Stimulants:** Increased pulse rate, blood pressure and body temperature; insomnia, agitation, convulsions, possible death.

**Hallucinogens:** Illusions and hallucinations, distorted perception of time and distance, psychosis, possible death.

**Cannabis:** Disoriented behavior, fatigue, paranoia, and possible psychosis.

**Alcohol:** Drowsiness, impairment of judgment and coordination, liver and heart damage, respiratory depression and death. Mothers who drink during pregnancy risk giving birth to infants with fetal alcohol syndrome, which can include irreversible physical abnormalities and mental retardation.

## **Counseling and Treatment**

Cornell provides various awareness and education programs for faculty, staff and students about the dangers of illegal drugs and the abuse of alcohol. Confidential support services are available for those with abuse problems who individually pursue treatment and counseling.

A Drug-Free and Alcohol Abuse Awareness Program has been established at Cornell to inform members, staff and students about the dangers of drug and alcohol abuse in the workplace, the University's policy of maintaining a drug-free workplace, available drug and alcohol abuse counseling, rehabilitation and employee assistance programs, and the potential penalties for drug and alcohol abuse violations. Further information is available from the Human Resources Department, supervisors, department chairpersons or deans.

The Employee Assistance Program (EAP) is a short-term counseling and referral service for drug and alcohol abuse as well as other employee concerns. Through the EAP, eligible employees and their dependents may obtain free counseling for substance and alcohol abuse issues which affect them and their families. EAP counselors will assess each case and may make a referral to an appropriate internal program or outside agency best suited to address the rehabilitation needs. EAP counselors will also assist in determining how Cornell health insurance will be helpful in covering costs. The Academic Staff Handbook and Employee Handbook contain further information about the Employee Assistance Program. An EAP counselor can be contacted by calling (1-212-74)6-5890.

Students are reminded to review the Substance Abuse Policy (which covers illicit drug and alcohol abuse) set forth in the Student Handbook and that any drug or alcohol abuse violation may impact on a student's fitness or suitability for advancement. Professional staff and advisors are available to assist and direct students to internal and outside programs. Students may also obtain assistance by contacting the :

Weill Medical College Student Health Service at:

(1 646) 962-6942

**<https://medicaleducation.weill.cornell.edu/student-resources/student-health-services>; or**

The Student Mental Health Service at:

(1 914) 997 8691

[Student Health Services](#)

[Student Mental Health](#)

## **Institutional Review**

Weill Cornell Medical College will conduct a biennial review of its drug and alcohol abuse policies and programs to determine the effectiveness of such policies and programs, implement any necessary changes, and ensure consistent enforcement of required sanctions.

## **No Smoking**

Smoking is prohibited on the Weill Cornell Medical College campus, including buildings, courtyards, entrances, garages, plazas, sidewalks, and all facilities controlled by Weill Cornell Medical College.

Students who observe anyone smoking on campus should courteously notify the person smoking that smoking is prohibited or alert security officers or Environmental Health & Safety to the infraction.

Students seeking to quit smoking may contact the Student Health Service to receive information about and referrals to smoking cessation programs.

# ACADEMICS

Master of Science Program in Clinical Epidemiology and Health Services Research Program link website:

<http://gradschool.weill.cornell.edu/programs/weill-cornell-medicine-clinical-epidemiology-program>

## Required Courses in the Master of Science Program in Clinical Epidemiology and Health Services Research Curriculum

### Year 1

#### Summer Intensive (7 weeks) July - August

Required Courses (9 Courses Total)

Course Code	Course Title	Faculty Instructor	Sessions	Credits
CEPH 5018	Fundamentals in Clinical Epidemiology and Research Methodology	Mary Charlson, MD, Ralph Horwitz, MD, and Mario F.L. Gaudino, MD, MS, PhD	10	1.5
CEPH 5041	Information Skills	Drew Wright	6	0.5
CEPH 5030	Qualitative Research Methods	Laura Robbins, DSW	7	1.0
CEPH 5012	Decision Analysis	James Hollenberg, MD	8	1.0
CEPH 5028	Practical Applications and Computer Lab	Carol Mancuso, MD and James Hollenberg, MD	10	1.0
CEPH 5024	Introduction to Biostatistics	Martin Wells, PhD	9	1.0
CEPH 5010	Principles and Practice of Communicating Research Results	Carla Boutin-Foster, MD, MS	1	0.16
CEPH 5014	Ethics of Responsible Authorship	Daniel Fitzgerald, MD	1	0.16
CEPH 5026	Assessment and Measurement	Jennifer N. Bress, Ph.D. and Guest Lecturers	2	0.32
CEPH 5002	Advanced Seminar (9:00 am -12:00 pm every Friday, July)	Carol Mancuso, MD and Mary Charlson, MD	4	0.5

Total Credits 7.64

#### Fall Intensive (5 Weeks) October

Required Courses (7 Courses Total)

Course Code	Course Title	Faculty Instructor	Sessions	Credits
CEPH 5015	Research Ethics	Daniel Fitzgerald, MD and Guest Lecturers	3	0.5
CEPH 5023	Behavioral Science and Health Education Theory	Antoinette Schoenthaler, PhD	5	0.5
CEPH 5011	Community Based Participatory Research	Carla Boutin-Foster, MD, MS	1	0.16
CEPH 5004/5054	Biostatistical Analysis I and STATA Practicum	Martin Wells, PhD and Myung Hee Lee, PhD	9	1.0
CEPH 5055	Research in the Age of Mobile Technology & Social Media	JP Pollak, PhD	3	0.5
CEPH 5017	Advanced Health Survey Research Methods	Mary Charlson, MD	5	0.5
CEPH 5002.02	Advanced Seminar (9:00 am -12:00 pm every Friday, Sept t - Feb)	Carol Mancuso, MD and Mary Charlson, MD	20	5.5

Total Credits 8.66

#### Spring Intensive (5 Weeks) March

Required Courses (7 Courses Total)

Course Code	Course Title	Faculty Instructor	Sessions	Credits
CEPH 5016	Faculty Development in Clinical Teaching (Teaching How to Teach)	Ernie Esquivel, MD	7	1.0
CEPH 5005	Biostatistical Analysis II	Martin Wells, PhD and Myung Hee Lee, PhD	9	1.0
CEPH 5021	Improving Quality and Care	Mary Charlson, MD with Guest Lecturers	4	0.5
CEPH 5057	Implementation Science	Jonathan Tobin, PhD	2	0.5
CEPH 5027	Multicultural Approaches to Community Health and Disease Prevention	J. Emilio Carrillo, MD	5	0.5
CEPH 5031	Healthcare in the US: Policy and Politics	Michael Sparer, PhD, JD	5	0.5
CEPH 5056	Comparative Effectiveness	Jennifer Christian, PhD & Jonathan Tobin, PhD	3	0.5
CEPH 5002.04	Advanced Seminar (9:00 am -12:00 pm every Friday, Feb-June)	Carol Mancuso, MD and Mary Charlson, MD	20	4.5

Total Credits 8.82

**Year 2**

**Summer / Fall Semester**

Required Courses (1 Course Total)

<b>Course Code</b>	<b>Course Title</b>	<b>Faculty Instructor</b>	<b>Sessions</b>	<b>Credits</b>
CEPH 5034.02	Advanced Seminar (9:00 am -12:00 pm every Friday, July, Sept - Feb)	Mary Charlson, MD and Carol Mancuso, MD	28	6.0
			<b>Total Credits</b>	<b>6.0</b>

**Spring Semester**

Required Courses (1 Course Total)

<b>Course Code</b>	<b>Course Title</b>	<b>Faculty Instructor</b>	<b>Sessions</b>	<b>Credits</b>
CEPH 5034.04	Advanced Seminar (9:00 am -12:00 pm every Friday, Feb-June)	Mary Charlson, MD and Carol Mancuso, MD	20	4.5
			<b>Total Credits</b>	<b>4.5</b>

Spring Electives

<b>Course Code</b>	<b>Course Title</b>	<b>Faculty Instructor</b>	<b>Sessions</b>	<b>Credits</b>
CEPH 5019	Grant Writing Seminar	Mary Charlson, MD & Guest Lecturers	14	1.5

**Total Program Required Credits 35.62**

## Multidisciplinary Conferences

The multidisciplinary conferences and seminars focus on important issues in health services research. They are designed to stimulate new interest and involvement in clinical research, create a supportive environment for new clinical and health services research projects, and demonstrate the value of multidisciplinary collaboration. The Health Policy seminars cover a broad range of topics relevant to health policy and involve both Weill Cornell Medical College faculty and many distinguished individuals from a broad range of fields in New York and from around the nation.

**Advanced Seminar in Health Services Research:** The objective of the seminar is to take students through each step of formulating and designing their own research project. The students discuss each other's ideas, progress, and proposed research designs to gain a better understanding of the process and use this structured opportunity of the colloquium to discuss their work.

Faculty: Carol Mancuso, M.D. and Mary Charlson, M.D.

Required for the 2-year duration of the program, included under required courses

**Research Methodology Conference:** The objective of this conference is to focus on challenges in research methodology and to address issues that have arisen in the design and conduct of studies. The conference operates as a "think tank" on issues, and includes a full meeting of an interdisciplinary group consisting of clinical epidemiologists, biostatisticians, behavioral scientists, health services researchers, medical informatics experts, and cooperating investigators. The group meets on a bi-weekly basis.

Faculty: Mary E. Charlson, M.D.

Required for the 2-year duration of the program.

## Course Descriptions

### *Summer Intensive (July-August) – Year 1*

Required Courses (10 Courses Total)

#### **CEPH 5018.01 - Fundamentals of Clinical Epidemiology and Research Methodology**

**Faculty Instructors:** Mary E. Charlson, MD, Ralph Horwitz, MD and Mario F.L. Gaudino, MD, MS, PhD

**Number of Sessions:** 10 Sessions

**Credits:** 1.5 Credits

The objective of this course is to teach the basic architecture of clinical and health services research with an emphasis on three critical components; the population, interventions, and outcomes. The scientific method and hypothesis development are emphasized. Students also learn about different study designs, and specific challenges in both observational and interventional, both experimental and quasi-experimental, study designs. They learn about cohort and case-control studies, and the bias associated with each different design. Basic principles of measurement for categorical and continuous



data, including the sources of variance for such data are emphasized. They learn how to evaluate the validity and reliability of data. The course emphasizes critical appraisal of the published literature to illustrate threats to validity. At the end of the course, students are able to develop a detailed proposal for their own project.

### **CEPH 5041.01 - Information Skills I**

**Instructors:** Drew Wright and Library Staff

**Number of sessions:** 6 Sessions

**Credits:** 0.5 Credit

This course provides techniques for finding relevant information from a variety of online resources through group activities and customized tutorials. It is taught in 2 sessions in the summer and 8 sessions in the fall. By the end of the course, students can find and track health-related information from the Internet, know how to broaden or narrow searches, how to critically evaluate and quality filter the results, and manage their references.

### **CEPH 5030.01 - Qualitative Research Methods**

**Faculty Instructors:** Laura Robbins, DSW

**Number of Sessions:** 7 Sessions

**Credits:** 1.0 Credit

The objective of this course is to enable students to gain a basic fluency with qualitative research methods, and understand the importance of formative methods with data derived from key informant surveys, focus groups, or face-to-face interviews. Students learn how to ask open-ended questions and how concepts, categories, and themes are developed using grounded theory and open coding. They learn how to analyze qualitative data. At the end of the course, the students will be able to conduct qualitative interviews using a script and they should be able to use open coding methods to identify concepts, categories, and themes.

### **CEPH 5012.01 - Decision Analysis**

**Faculty Instructors:** Jim Hollenberg, MD

**Number of sessions:** 8 Sessions

**Credits:** 1.0 Credits

The objective of this course is to teach the basics of probabilistic thinking and the concept of heuristics. Students learn the five-step process, specifically, the structuring of the problem, the application of probabilities, the application of values, the calculation of expected utilities, and the sensitivity analysis. At the end of the course, students are able to ask and answer questions using decision analytic models.

### **CEPH 5028.01 - Practical Applications with Computer Lab**

**Faculty Instructors:** Carol Mancuso, MD, and James Hollenberg, MD

**Number of sessions:** 10 Sessions

**Credits:** 1.5 Credits

The objective of this course is to provide an approach to computer technologies, which facilitate the design, implementation, and analysis of quantitative data. The course includes methods of primary data collection, data coding, and error checking, as well as an introduction to data analysis using statistical

programs. Students create computer-based data collection tools. The course is taught in a computer laboratory. At the end of the course, the students are able to develop a primary data collection instrument, set up a database, and perform simple descriptive analysis of their data. Students also are provided an introduction to ClinvestiGator, a clinical research data management system used for data collection, study coordination, data reporting, and analysis.

**CEPH 5024.01 - Introduction to Biostatistics / STATA Practicum**

**Faculty Instructors:** Martin Wells, PhD / Myung Hee Lee, PhD

**Number of sessions:** 9 Sessions

**Credits:** 1.0 Credits

This course provides an introduction to methods and concepts of biostatistical analysis. Topics include statistical computing, descriptive statistics in tables and graphics, probability and distributions, sampling distributions, hypothesis testing, and statistical comparison, types of error, significance and confidence levels, sample size, and nonparametric methods. The level of math in the course is limited. At the end of the course, the goal is for students to gain an understanding of basic statistical concepts and models.

**CEPH 5010.01 - Principles and Practice of Communicating Research Results**

**Faculty Instructors:** Carla Boutin-Foster, MD, MS

**Number of sessions:** 1 Session

**Credits:** 0.16 Credit

The objective of this course is to teach techniques for oral and written presentation of data. Topics include: abstract writing, graphic presentation of data, use of slides and overheads, oral presentation skills, and manuscript preparation and submission. At the end of the course, students are able to organize the results, write an abstract, prepare a poster, and prepare an oral presentation.

**CEPH 5014.01 – Ethics of Responsible Authorship**

**Faculty Instructors:** Daniel Fitzgerald, MD

**Number of sessions:** 1 Session

**Credits:** 0.16 Credit

This session reviews ethical expectations for the student's coursework and assignments during the Summer Intensive and MS Program. The objective of this course is to convey the critical issues in the ethical conduct of research. It focuses on informed consent, preserving confidentiality, data management, misconduct, human subjects, and animal subjects. Students are introduced to basic issues in credit and responsibility in science including criteria for authorship, conflict of interest, accountability of authors and reviewers, and data integrity.

**CEPH 5026.01 – Assessment & Measurement**

**Faculty Instructors:** Jennifer N. Bress, PhD & Guest Lecturers

**Number of sessions:** 2 Sessions

**Credits:** 0.32 Credit

This course gives an overview of the methods used in measuring psychosocial and clinical variables, such as depression, stress, social support, anxiety, comorbidity, and disease severity. It will also review

widely used measures of function and quality of life. In addition, students also learn the basic rules required for creating new measures for variables that are not adequately captured with existing measures. Students learn how to collect the data and ensure that it is high quality using standardized procedures.

### **CEPH 5002 – Advanced Seminar**

**Faculty Instructors:** Carol Mancuso, MD, and Mary Charlson, MD

**Number of sessions:** 4 Sessions

**Credits:** 0.5 Credits

The objective of this seminar is to take the students through each step of formulating, designing, and implementing their own research project. The participants of this seminar discussed each other's ideas, progress, and proposed research designs to gain a better understanding of the process and use this structured opportunity of the colloquium to discuss their research in a multidisciplinary atmosphere. Students are enrolled in Advanced Seminar in the fall and spring semesters year 1, as well as in the fall and spring semesters year 2.

## ***Fall Intensive (October) – Year 1***

### **Required Courses (7 Courses Total)**

#### **CEPH 5017.01 – Foundations of Health Services Research**

**Faculty Instructors:** Mary Charlson, MD

**Number of sessions:** 5 Sessions

**Credits:** 0.5 Credits

This course introduces students to critical issues in health care organization, financing and policy, which constitute the core of health services research topics including access and equity issues, costs of care, health care markets, health care quality and medical outcomes, health insurance and managed care effects on patient and physician behavior, and the evaluation of health care technologies and innovations. Models for understanding institutional behavior, as well as behavior within organizations are reviewed. Students are prompted to consider the importance of the interrelationships between these issues and to apply critical thinking to the research. At the end of the course, students will be able to use the concepts to develop approaches to solving health care problems.

#### **CEPH 5015 – Research Ethics**

**Faculty Instructors:** Daniel Fitzgerald, MD, and Guest Lecturers

**Number of Sessions:** 3 Sessions

**Credits:** 0.5 Credits

The purpose of this course is to review and critically evaluate the philosophical underpinnings of current guidelines and regulations for the responsible conduct of research. It considers different aspects of doing research where moral decision-making is necessary. Investigators' responsibilities as members of the scientific community and gatekeepers of public trust in science are discussed. Topics include ethical questions related to the research process, professional integrity, authorship, and respect for human subjects. Case studies are used. At the end of the course, students should be able to rigorously follow principles of responsible conduct of research.

### **CEPH 5011 – Community-Based Participatory Research**

**Faculty Instructors:** Carla Boutin-Foster, MD, MS

**Number of Sessions:** 1 Session

**Credits:** 0.16 Credit

The objective of this course is to introduce students to the principles of community based-participatory research as a methodology. It teaches students the key principles, and processes used in such studies, and how it can be used to address health disparities. At the end of the course, students will know how to determine the key community partners, build community buy-in, establish a coalition of community partners, prioritize concerns, develop research initiatives, and disseminate key findings.

### **CEPH 5004 – Biostatistical Analysis I and STATA Practicum**

**Faculty Instructors:** Martin Wells, PhD, and Myung Hee Lee, PhD

**Number of sessions:** 9 Sessions

**Credits:** 1 Credit

This course emphasizes the use of multiple regression analysis, analysis of variance, and related techniques to analyze data in a variety of situations. Topics include an introduction to data collection techniques; least squares estimation; multiple regression; model selection techniques; detection of influential points, and goodness-of-fit criteria. It emphasizes the appropriate design of studies before data collection and the appropriate application and interpretation of statistical techniques. Practical applications are implemented using a modern, widely available statistical package (STATA) and students gain an understanding of basic statistical concepts and models. This course will provide direct instruction on the use of Stata for statistical analysis, using a small data set provided to all the students. By the end of the course, they will be able to display data, recode data, and do univariate analyses and basic linear regression.

### **CEPH 5055 – Research in the Age of Mobile Technology and Social Media**

**Faculty Instructors:** JP Pollak, PhD

**Number of sessions:** 3 Sessions

**Credits:** 0.5 Credit

This course will explore how mobile technology (e.g. phones and lightweight sensors) and social media can be employed in research as tools for intervention and data collection. Mobile devices afford the opportunity to reach subjects nearly anytime to deliver persuasive messages or measure behavior. Social media provides a platform for utilizing the positive effects of social influence in interventions. By the end of the course, students will understand how mobile technology can be utilized in clinical research.

### **CEPH 5023 – Behavioral Science and Health Education Theory**

**Faculty Instructors:** Antoinette Schoenthaler, PhD

**Number of sessions:** 5 Sessions

**Credits:** 0.5 Credit

The objective of this course is to provide an overview of theories of behavioral and social science and their roles in health services research and clinical research. The course also covers the development

and evaluation of theory-based health education approaches used in medicine. At the end of the course, students will be able to identify behavioral theories most applicable to addressing a given question.

**CEPH 5002.02 – Advanced Seminar**

**Faculty Instructors:** Carol Mancuso, MD, and Mary Charlson, MD

**Number of sessions:** 24 Sessions

**Credits:** 5.5 Credits

The objective of this seminar was to take the students through each step of formulating, designing, and implementing their own research project. The participants of this seminar discussed each other's ideas, progress, and proposed research designs to gain a better understanding of the process and use this structured opportunity of the colloquium to discuss their research in a multidisciplinary atmosphere. Students are enrolled in Advanced Seminar in the fall and spring semesters year 1, as well as in the fall and spring semesters year 2.

*Spring Intensive (March) – Year 1*

Required Courses (7 Courses Total)

**CEPH 5016 – Faculty Development in Clinical Teaching (Teaching How to Teach)**

**Faculty Instructors:** Ernie Esquivel, MD

**Number of Sessions:** 7 Sessions

**Credits:** 1.0 Credits

The objective of this course is to convey practical skills critical to effective teaching. This course is based on the curriculum designed by Dr. Kelly Skeff and his colleagues at Stanford University and is designed to impart practical skills immediately useful to teachers. At the end of the course, students have learned effective communication skills that can be employed in research, teaching, and patient care.

**CEPH 5005 – Biostatistical Analysis II / STATA**

**Faculty Instructors:** Martin Wells, PhD and Myung Hee Lee, PhD

**Number of sessions:** 9 Sessions

**Credits:** 1.0 Credits

The objective of this course is to convey basic concepts underlying multivariate analysis, with an emphasis on the handling of dimensional data. Considerations in dealing with survival analysis, odds ratios, and risk ratios are also covered in the course. At the end of the course, students are able to evaluate data using appropriate regression techniques and interpret the computer program output correctly.

### **CEPH 5021 – Improving Quality and Care**

**Faculty Instructors:** Mary Charlson, MD with Guest Lecturers

**Number of sessions:** 4 Sessions

**Credits:** 0.5 Credit

The objective of this course is to focus on the special methodological issues in quality and effectiveness research. Students learn the theoretical framework for quality of care and major new innovations in the field. Special strategies for the collection and evaluation of data relevant to safety and quality are reviewed. They are introduced to strategies in quality improvement, including approaches to reducing medical errors and improving outcomes. Systems approaches are emphasized.

### **CEPH 5027 – Multicultural Approaches to Community Health and Disease Prevention**

**Faculty Instructors:** J. Emilio Carrillo, MD

**Number of sessions:** 5 Sessions

**Credits:** 0.5 Credit

This course will provide an overview of cultural diversity and its impact on the development and implementation of health promotion policies, programs, and health services research. Students will learn how to recognize human differences, identify their own biases, and foster the development of awareness, sensitivity, knowledge, and skills required to implement effective health promotion and disease prevention care for culturally diverse populations. The use of qualitative research in understanding cultural differences will also be explored. At the end of the course, students will be able to understand how cultural differences impact their research.

### **CEPH 5056 – Comparative Effectiveness**

**Faculty Instructors:** Jennifer Christian, PhD and Jonathan Tobin, PhD

**Number of sessions:** 6 Sessions

**Credits:** 0.5 Credit

The objective of this course is to provide students with an understanding of the analytic methods and data resources and the main methods used in comparative effectiveness, including observational studies, risk adjustment, propensity score matching, instrumental variables, systematic reviews, and the use of clinical registries and Medicare claims data. By the end of the course, students will design a comparative effectiveness project.

### **CEPH 5057 – Implementation Science**

**Faculty Instructors:** Jonathan Tobin, PhD

**Number of sessions:** 2 Sessions

**Credits:** 0.32 Credit

In this course, we will provide a firm grounding in the concepts, tools, and methods that can be used to effectively drive a healthcare organization's improvement initiatives. Using techniques from modern quality improvement and implementation science, this course will advance students' capabilities to make innovative changes to their health systems. By the end of the course, students will be able to apply the tools of improvement science, to elaborate, refine, and execute an improvement project.

### **CEPH 5031 – Healthcare in the US: Policy and Politics**

**Faculty Instructors:** Michael Sparer, PhD, JD

**Number of sessions:** 5 Sessions

**Credits:** 0.5 Credits

This course focuses on policy issues that affect all health care practitioners. How is the health care system organized? Who pays the health care bill? Why have efforts to enact national health insurance failed? What are the key issues involved in the nation's long-term care policy agenda? What role does the government now play in the US health care system (and how do the different levels of government share these tasks)? How can government encourage good quality care? What are the key health care issues on the federal and state levels? At the end of the course students have an understanding of how the current health care system has evolved, and the major forces in its evolution.

### **CEPH 5002.04 – Advanced Seminar**

**Faculty Instructors:** Carol Mancuso, MD, and Mary Charlson, MD

**Number of sessions:** 20 Sessions

**Credits:** 4.5 Credits

The objective of this seminar was to take the students through each step of formulating, designing, and implementing their own research project. The participants of this seminar discussed each other's ideas, progress, and proposed research designs to gain a better understanding of the process and use this structured opportunity of the colloquium to discuss their research in a multidisciplinary atmosphere. Students are enrolled in Advanced Seminar in the fall and spring semesters year 1, as well as in the fall and spring semesters year 2.

## **Course Descriptions**

### ***Summer/Fall Semester (July – February) – Year 2***

#### **Required Courses (1 Course Total)**

### **CEPH 5034.02 – Advanced Seminar**

**Faculty Instructors:** Carol Mancuso, MD, and Mary Charlson, MD

**Number of sessions:** 24 Sessions

**Credits:** 6.0 Credits

The objective of this seminar was to take the students through each step of formulating, designing, and implementing their own research project. The participants of this seminar discussed each other's ideas, progress, and proposed research designs to gain a better understanding of the process and use this structured opportunity of the colloquium to discuss their research in a multidisciplinary atmosphere. Students are enrolled in Advanced Seminar in the fall and spring semesters year 1, as well as in the fall and spring semesters year 2.

## *Spring Semester (February - June) – Year 2*

### Required Courses (1 Course Total)

#### **CEPH 5034.04 – Advanced Seminar**

**Faculty Instructors:** Carol Mancuso, MD, and Mary Charlson, MD

**Location:** 413 E. 69th Street, Belfer Research Center, 2nd Floor Conference Room

**Number of sessions:** 20 Sessions

**Credits:** 4.5 Credits

The objective of this seminar was to take the students through each step of formulating, designing, and implementing their own research project. The participants of this seminar discussed each other's ideas, progress, and proposed research designs to gain a better understanding of the process and use this structured opportunity of the colloquium to discuss their research in a multidisciplinary atmosphere. Students are enrolled in Advanced Seminar in the fall and spring semesters year 1, as well as in the fall and spring semesters year 2.

### Spring Electives – Year 2

#### **CEPH 5019 – Grant Writing Seminar**

**Faculty Instructors:** Mary Charlson, MD, with Guest Lecturers

**Location:** 413 E. 69<sup>th</sup> Street, Belfer Research Center, 2<sup>nd</sup> and 3<sup>rd</sup> Floor Conference Rooms

**Number of sessions:** 14 Sessions

**Credits:** 1.5 Credits

This course is designed to introduce students to grant writing and peer review. In the first two weeks, sessions will cover study design, writing abstracts, specific aims, background, preliminary studies, and methods. Other sessions will include budget and justification development, how to select funding agencies, and types of applications. Students will then write an R01 grant application. The students then serve as "study section" review groups to provide primary and secondary reviews for each proposal.



# GUIDELINES FOR ACADEMIC PROGRESSION

## Grading

Individual course syllabi should be consulted for the level of performance required for successful completion of that course. Successful completion of a course includes but is not limited to course work, maintaining professionalism, attendance, punctuality and other criteria as stated in each course syllabus.

The grade of Honors, High Pass, Pass or Fail will be recorded on the student's final transcript. The grade of Pass (P) or Fail (F) is used for specific courses as identified by the course coordinator.

The grading system is as follows:

H = Honors (93-100)

HP = High Pass (83-92)

P = Pass (70-82)

F = Fail (below 70)

I = Incomplete

W = Withdrawal

AU = Audit

In addition, the interim grade "Incomplete" may be assigned to any course in which the performance is otherwise satisfactory but the student has not completed a component or activity that the course director has agreed that the student may complete at a subsequent agreed upon date. If the student does not complete the activities by the specified date, the grade of "Incomplete" will become a "Fail" and the policies for failed courses will apply.

In the event that a student does not satisfactorily complete the requirements of a course, that student will receive a grade of "F" (Fail).

Students may seek clarification about a grade for an examination, performance based assessment, or a final course grade that does not seem consistent with the student's view of his or her performance. If the student believes that there is a credible basis to assert that the grade received does not reflect their objective course performance, the student should seek the guidance of the course director. The student may appeal the decision to the Associate Dean of Academic Affairs.

## **Student Progress**

### **Advisors to Students**

## **MASTER OF SCIENCE PROGRAM IN CLINICAL EPIDEMIOLOGY AND HEALTH SERVICES RESEARCH**

When a student is having academic difficulty with a course(s) (or their overall academic performance) it is the responsibility of the student to seek advice from the Program Director. Early intervention with academic difficulties may provide a wider range of solutions and is in the student's best interest.

### **Academic Counseling and Tutoring**

The Master of Science Program in Clinical Epidemiology and Health Services Research Program provides academic counseling and/or tutoring or supplemental support to students who have academic difficulty. Some students need to enhance their study skills in general; others benefit from one-on-one tutoring sessions on specific course material and others need targeted knowledge enhancement. These services may be a part of the individualized plan outlined by the Academic Advisor for students with unsatisfactory performance. Alternatively, students may request these services by contacting their Program Director or the Associate Dean of Academic Affairs.

### **Remediation**

Remedial work, re-examination or repetition of a course are not to be regarded as a right for a student who has an unsatisfactory record in a course but are options which may be offered to individual students, in the judgment of the Master of Science Program in Clinical Epidemiology and Health Services Research Program faculty, based on the student's academic record and consideration of circumstances related to the completion of the course.

### **Appeals Process for Academic and Conduct Decisions**

A student can appeal a decision of the Committee on Promotion and Graduation. During the appeals process the student's status as determined by the Committee on Promotion and Graduation will remain in effect until finalization of the appeals process. This appeal must be made in writing by the student within ten (10) working days of the Program Director's written notification to the student of the decision of the Committee on Promotion and Graduation. The Program Director will then appoint an ad hoc committee to consider the appeal ("Appeal Committee") whose membership will not include any member of the Committee on Promotion and Graduation. The members of this committee will be made up of faculty from the Weill Cornell Medical College and Graduate School of Medical Sciences, including at least one core Master of Science Program in Clinical Epidemiology and Health Services Research Program faculty member. The student shall receive at least seven (7) days advance written notice of the date, time and place of the appeal meeting with the Appeal Committee. Prior to the meeting, the student may submit a written response to the Appeal Committee regarding his/her performance. The student shall have access to his/her educational file and may appear before the Appeal Committee with an advisor or legal counsel if he/she so wishes. Any such advisor or counsel shall be an observer of the proceeding but may not participate in or speak at the Committee meeting. After the Appeal Committee has rendered a final decision, it will notify the Program Director who will

notify the Program Chair and Associate Dean of the Graduate School of Medical Sciences. Prompt written notification to the student by the Program Director will follow.

## **Student Grievance Policy**

It is a principle of the Master of Science Program in Clinical Epidemiology and Health Services Research Program that the standards outlined above will be maintained within the Program in order to foster academic excellence and professional integrity. To achieve this, the students must know the expectations and standards of the Master of Science Program in Clinical Epidemiology and Health Services Research Program, understand how these will be applied and be familiar with the grievance process.

The grievance process should be applied as follows:

### **Informal Procedure:**

1. Any individual student may approach any member of the Program administration for individual guidance or for a personal concern. To encourage timely and confidential resolution of issues, email is not recommended. Face-to-face or phone communication is preferred.
2. Students may seek advice from the Program Director about unresolved matters or responses that the student considers unsatisfactory.

### **Formal Procedure:**

The Program will invoke formal procedures to address unresolved matters and, in those circumstances, where an informal process is not realistic. The formal process is as follows:

1. The student should draft a letter describing in detail the student's grievance addressed to the Program Director. The student should explain what occurred, when it occurred, and how it affected him/her. In the letter the student must provide as much information as possible with supporting documentation. Students should be sure to indicate what resolution he/she may be seeking as a remedy.
2. In consultation with the faculty involved, the Program Director has discretion to request documents and relevant information that would be needed to conduct a full and fair assessment of the situation.
3. After investigating the complaint, the Program Director will respond to this letter with a formal written resolution in a timely manner.
3. Should the situation go unresolved, further advice may be sought by the student from the Associate Dean of Academic Affairs or the Dean of the Graduate School of Medical Sciences.

No set policies or procedures can anticipate every issue or situation and circumstances at times require alternations and/or adaptations. While maintaining a program commitment to these policies and applying them fairly, the Weill Cornell Graduate School for Medical Sciences, Master of Science

Program in Clinical Epidemiology and Health Services Research Program does, however, reserve the right to modify policies and/or procedures at times as it may deem necessary.

### **Reserved Rights/Changes to Policy**

The Master of Science Program in Clinical Epidemiology and Health Services Research Program, Graduate School and Medical College reserve the right to determine whether existing policies and procedures address a particular situation, or whether circumstances are of such magnitude to require additional actions. It is recognized that the Faculty at large reserves the authority to intervene in the application of these standards and procedures, although it is not anticipated that the Faculty will exercise this inherent authority unless the Faculty determines that existing policies and procedures do not address the situation.

## STUDENT HEALTH

The Medical College is dedicated to providing the finest medical care to its students. The following summary highlights the Student Health Service (SHS) and the Student Insurance Plan (SHP).

**All students must have comprehensive health care coverage and participate in SHS and SHP. Fees for SHS and the SHP are fully covered for students in the doctoral programs.** The Medical College has designed a package, which should meet the needs of most students and their dependents. The program consists of 2 integrated components: the SHS and SHP underwritten by Cornell University and administered through Aetna Student Health. Enrollment and waiver services are managed through Gallagher Student Health & Special Risk. In brief, students who use the coordinated program will have their choice of participating physicians (many faculty members) with modest co-payments. In this program, students also have the option to go outside the Aetna network, but will be required to meet a deductible and higher out-of-pocket costs. Optional dental and vision care coverage is available through separate programs at additional cost.

If a student needs to purchase additional coverage for a spouse, the student should refer to the dependent health insurance rates section of the [website](#).

An enrollment waiver must be completed annually (deadline of June 30<sup>th</sup>) or within the first 30 days of your program start date.

### Student Health Service

Dependents under the age of eighteen are not seen in the student health center. With the Medical College's plan for families, dependents under the age of eighteen are fully covered for all care if they are seen by participating pediatricians.

The SHS Medical Director is the primary care provider for all students and is not involved in the academic evaluation of students. In conjunction with the registered nurse, all non-emergency medical problems, occupational health and preventive care are managed at SHS. After hours and weekends there is limited telephone coverage available for emergencies. The SHS Medical Director determines the need and appropriateness of referrals to specialists/subspecialists and should be consulted for referrals.

Location: 230 E 69<sup>th</sup> St (between 2<sup>nd</sup> and 3<sup>rd</sup> Aves)  
New York, NY 10021  
Telephone: (646) 962-6942  
Hours: Currently: 8:00 am- 12 noon and 1:00 - 4:00 pm, Monday - Friday,  
by appointment  
After Hours: Urgent/Emergency Care - Physician-on-Call Service  
To reach the doctor on call after hours, dial the answering service at (646) 962-6942.  
If urgent medical care is needed, the physician will direct the student to New York-  
Presbyterian Hospital.

## Services Available at SHS

Most services rendered within the confines of Weill Cornell Medicine Student Health Services are done so at no additional charge beyond the annual SHS Fee. Services performed outside of SHS, including consultations, labs and imaging will be billed to insurance.

The Director of the Student Health Center is a family medicine trained physician with broad expertise, and together with his nurse provides care in many areas including:

- evaluation and management of common conditions in primary care, “sick visits”.
- chronic disease management
- contraceptive counseling and management
- cervical cancer screening
- routine physicals and other preventive services
- primary care mental health screening and treatment
- sports medicine care
- occupational health services (management of body fluid exposures, needle stick injuries)
- pre-travel consultations
- immunizations
- allergy shots (in consultation with an allergist)
- ancillary services, including phlebotomy; and a limited number of point-of-care testing, such as urine dipsticks and rapid strep throat tests; completion of elective rotation requests and other forms
- referrals to other specialists, including mental health services, laboratories and imaging centers as needed

## Student Health Services and Attendance

Student Health Services cannot excuse students for missed educational and rotation activities. It will, however, evaluate and treat students and provide documentation that a student was seen at SHS. Faculty will determine the need for making up missed work if appropriate. If a student has a condition that poses a risk to patients in the clinical setting, or others in the academic or research setting, Student Health Services will assist in determining appropriate restriction of duties.

***Students in the Medical College’s plan:*** you do not need written referrals, however, we recommend that you obtain a recommendation from the Student Health Service as we have long standing relationships with many participating physicians in many specialties at the Medical Center and outside the medical center.

***Students with other health insurance:*** you do not need the SHS Director's approval or referral, but you are encouraged to obtain a recommendation from the SHS Director, as he may know “student friendly” physicians that may participate in your plan. Students are responsible for familiarizing themselves with their plan benefits, restrictions, and provider network and payment procedures.

*Students are responsible for arranging the appointment and for handling billing and charges.*

## Medical Emergencies

Students experiencing life-threatening emergencies should proceed to the nearest emergency department for evaluation and treatment. Students with other urgent medical needs are advised to first call the Student Health Services after-hours number.

1. Call the physician on-call service: (646) 962-6942
2. Leave your name, contact information, and the nature of your problem.
3. If there is available coverage, the physician on-call will return your call. For a true medical emergency, proceed directly to the nearest Emergency Department.
4. If it is not necessary for you to have immediate medical care, the physician will recommend appropriate measures. If the physician determines that you need immediate attention, the physician may advise you proceed to the nearest emergency department.
5. If you visit the emergency department at New York-Presbyterian Hospital, bring your insurance cards and I.D. Identify yourself as a Weill Medical College student at registration.
6. Students seen in the Emergency Department should contact Student Health Services the next business day.

Students are financially responsible for care provided outside of Student Health Services subject to insurance copays, coinsurance, and deductibles.

## Immunizations and Other Health Requirements

**COVID-19:** New York State Department of Health requires all Weill Cornell Medicine faculty, staff, and students to have a COVID-19 vaccine and booster as part of comprehensive prevention against the COVID-19 virus. Students must provide documentation they have completed a primary vaccination (one or two dose product) and a subsequent booster vaccination of an FDA-approved or WHO-authorized vaccination.

**Measles, mumps, and rubella:** New York State Public Health Law requires you to be immune to measles, mumps and rubella. Our institution prefers demonstration of proof of immunity by serologic titer but will accept valid immunization records. Any student who is not immune by titer (e.g. negative, inconclusive or equivocal) will require boosters. There is no fee for *required* vaccines given at SHS. Titers may be drawn at Student Health Services for students who have not provided lab reports prior to matriculation. If you are allergic to any of the vaccines or vaccine components, you will need to provide documentation from a physician not related to you. There is no “moral objection” permissible for vaccination for health care workers. If you have had titers drawn previously, provide copies of the lab reports to the Student Health Service in addition to your immunization record. Neither documentation of being “immune” without actual lab reports nor clinical history of disease is sufficient proof of immunity. Laboratory reports must be in English. Noncompliance with MMR requirements within 30 days of the start of classes may result in the student's inability to attend classes per NYS Public Health Law Section 2165.

**Hepatitis B:** The hepatitis B vaccine will be offered to all students free of charge at Student Health Services. We recommend that 1st year medical and graduate students begin the three injection series upon arrival at the Medical College if they have not received the vaccine previously. We require proof of immunity by *serologic titer* if there is no prior lab report of immunity. Lab reports must be in English.

Students who are not found to be immune may need to undergo additional testing to exclude chronic infection with Hepatitis B, and/or repeat two- or three-dose series.

**Meningitis:** New York State Public Health Law requires all college and university students to complete a meningitis information response form. It acknowledges that you have received information about meningococcal meningitis and the availability of a vaccination. You are not required to have the vaccination. Students may receive the vaccine from their own healthcare providers or health department. If you did not receive information on meningococcal meningitis or the response form in your SHS pre-matriculation information packet, please contact SHS. Noncompliance with the meningococcal response form within 30 days of the start of classes may result in the student's inability to attend classes per NYS Public Health Law Section 2167.

As per the Centers for Disease Control and Prevention's guideline for infection control in healthcare personnel, and working agreements with NewYork-Presbyterian Hospital, the following additional vaccines and screening are required:

**Varicella:** A positive *titer* indicating immunity or documentation of two doses of vaccine at least 30 days apart with a follow-up *titer*. Clinical history of disease is not sufficient proof of immunity for our campus. Titers will be checked at SHS if there is no lab report provided with registration materials.

**Tetanus–diphtheria (Td) or tetanus–diphtheria–acellular pertussis (Tdap):** Completion of the childhood series, and at least one dose of Tdap vaccine since 2005, with Td or Tdap every 10 years after.

**Tuberculin screening:** All students matriculating on/after 7/1/2020 are required to have an interferon gamma release assay (Quantiferon or T-spot) as a baseline screen for tuberculosis as part of their student health onboarding requirements. Students with a negative baseline will have annual screening and symptom in accordance with New York State tuberculosis screening guidelines.

Students who matriculated prior to 7/1/2020 have had 2-step and annual tuberculosis skin testing performed but will be transitioned to interferon gamma release assays for yearly screens on subsequent annual health reviews.

Students with a positive interferon gamma release assay and no prior history of prior tuberculosis treatment (latent or active) will need a chest x-ray, symptom evaluation and should be offered treatment. Students with a prior history of tuberculosis treatment will need an updated x-ray, symptom review, and should be prepared to provide proof of prior treatment.

Laboratory and x-ray reports must be in English.

**Periodic health assessments:** A completed history and physical examination should have been performed prior to your matriculation. If it is incomplete, such student may be asked to be evaluated at SHS, or restricted from classroom activities, or both. Clinical students will undergo a pre-rotation health assessment at the end of their pre-clinical years in preparation for rotations at NewYork-Presbyterian Hospital and its affiliates. This must be completed prior to starting the clinical rotations or students may be prevented from participating on the rotations. Students conducting research with animals may require periodic health screening by completion of an animal handler questionnaire.



**Influenza:** All students with patient contact are required to receive a flu vaccination when it is available and if there is no medical contraindication. All other students are strongly advised to be immunized against influenza. It is provided free of charge during the fall and early winter (assuming supplies are adequate).

SHS follows all applicable Medical College and NewYork-Presbyterian Hospital Policies and Procedures. We will notify you of any additional screenings, vaccinations, or policies that may be recommended after the printing of this edition. Other academic and clinical locations/affiliates may have additional requirements beyond our own that we will help students meet on a case-by-case basis.

Students with questions about medical or religious exemptions to certain vaccines should contact Student Health Services at [shs@med.cornell.edu](mailto:shs@med.cornell.edu) for guidance.

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## **Medical Records**

All medical information is documented in the campus enterprise electronic medical record and subject to all applicable local, state and federal laws with regards to medical records privacy and security. Records generated at SHS are not released to any other party without a signed, written release of confidential medical information. Immunization records are provided free to the student while they are still attending WCMC. A charge may be assessed on medical records and immunization records after a student has graduated.

Students with chronic medical conditions or complex medical backgrounds wishing to coordinate care at SHS should have medical records sent to the following mailing address:

Weill Cornell Medicine Student Health Services  
1300 York Ave Box 258  
New York, NY 10065

SHS does not pay for records requests.

## **E-Mail Communications**

Student Health Services sends out monthly e-mails to all student listservs with “Imp”ortant announcements, deadlines and updates. Students utilizing non-WCMC email clients are advised to set

up filters to ensure delivery of these important messages. Blast emails will only be sent to official Weill Cornell Medicine e-mail addresses.

## **Limitations of E-mail**

SHS is committed to the privacy of the people who rely on us for care and the confidentiality of their health information. State and federal laws also protect the confidentiality of this sensitive information.

Students need to be aware that:

- E-mail cannot be considered a confidential mode of communication.
- E-mail should not be considered a replacement for direct, face-to-face contact with a provider.

## **Guidelines for the Use of E-mail**

To help insure privacy, patients and clients are cautioned against sending sensitive, detailed personal information to SHS via e-mail.

SHS staff members limit the use of e-mail communication to:

- General questions
- Appointment reminders
- Routine follow-up

A health care provider may recommend that a student make an appointment for more complex concerns. Please be aware that copies of e-mail communication may be placed in your confidential medical record.

E-mail should *never* be used to convey information of an urgent nature to SHS. SHS cannot guarantee prompt responses to e-mail messages. Students who have an urgent physical or mental health concern (about yourself or someone else) can call SHS for a telephone consultation with a health care provider.

## **Student Mental Health Service**

Confidential, prompt, and responsive care is the hallmark of the Student Mental Health Program (SMHP). The service provides confidential and comprehensive evaluation and diagnosis of mental health/behavioral disorders and substance abuse problems. You may contact the SMHP directly and you do not need a referral to do so. To request an appointment, please send an email including your name and contact information to [studentmentalhealth@med.cornell.edu](mailto:studentmentalhealth@med.cornell.edu). Access to the SMHP is included in the annual student health fee. Students receive high quality and confidential treatment, including various types of psychotherapy (individual and group therapies), pharmacotherapy, and neuropsychological assessment.

Students are strongly advised to utilize this resource before pursuing behavioral/mental health care elsewhere, as (1) this team comprises Weill Cornell psychiatry faculty who have significant experience

and expertise in providing psychiatric care to professional students, (2) these services will be provided at no cost, and (3) compliance with privacy and confidentiality regulations can be assured.

For more information see: <https://medicaleducation.weill.cornell.edu/student-resources/student-health-services/mental-health-services>

## **Privacy and Confidentiality**

Weill Cornell Medicine Student Health Services staff follow the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) to ensure the privacy and confidentiality of all student medical records. Personal information collected at SHS will be used solely for treatment, payment and operations and will not be disclosed to any outside parties unless legally obligated to do so.

Students are expected to activate their online patient portal to access all lab test results for tests performed at Student Health Services. Students who request laboratory results by telephone must speak to the Nurse Administrator giving their name, date of birth and identifying the specific laboratory test. Results will not be sent by e-mail.

Laboratory tests are usually performed by New York Presbyterian Hospital laboratories and are entered into the computer system by name and medical record number. This system is able to track who has accessed results. Patients concerned about a breach in privacy may contact the Privacy Officer at New York Presbyterian Hospital.

Requests for student medical information by any individual or organization outside of Weill Cornell Medicine will be directed to the Director of Student Health for review. Unless so required by law, no medical information will be released without the approval of the Director of Student Health, the student, and in rare cases the Office of Legal Affairs.

If a needle stick injury occurs, students are encouraged to follow the specific guidelines outlined by the policy in this Handbook. If the student wishes to preserve confidentiality, open discussions with other students, house staff and staff physicians are discouraged.

## **Initial Management of Needle Stick and Bodily Fluid Exposure**

All puncture wounds and other exposures to blood and body fluids should be reported immediately to Weill Cornell Medicine Student Health Services or to the NYPH-Weill Cornell Center (NYPH WCC) Emergency Department.

This policy applies to all students at the Medical College and the Graduate School of Medical Sciences

An exposure is defined as contact by: (1) needle stick or sharp puncture wound; (2) open cut, burn or abrasion contaminated by body fluids or tissues (blood, blood products, bloody fluids, semen, CSF, amniotic fluid, menstrual discharge, pleural, peritoneal, pericardial fluid, inflammatory exudates, any other body fluid or tissue contaminated with blood); or (3) splash to mucous membranes (e.g., eye or mouth) with such materials.

According to the CDC, you should be evaluated and treated within two hours for maximum benefit of therapy; therefore, this policy has been established.

## **Instructions for Students Exposed to Blood or Bodily Fluids**

1. Wound care should be done immediately at site of accident, if possible.
  - Clean wound with soap and water.
  - Flush mucous membranes with water/saline.
  - Give other wound care as dictated by injury or accident.
2. If available, obtain:
  - patient's name and ID #;
  - HIV risks and hepatitis status, if known; and
  - names and pager numbers of the attending and/or supervising resident physicians.
3. Inform a colleague that you are returning to the Medical College or NYPH-WCC. Proceed directly to:

### ***Full time WCM students:***

*Business days between 8:00a.m. and 4:00 p.m.:*

Weill Cornell Student Health Services: 230 East 69<sup>th</sup> Street; 646-962-6942

*Nights, weekends and holidays:*

NYPH Emergency Department: 68<sup>th</sup> Street between York Ave and the East River

Taxi fares from a local affiliate for this purpose will be reimbursed by Student Health Services with submission of an original receipt.

### ***Visiting Students:***

*Business days between 8:00a.m. and 4:00 p.m.:*

WHS (Workforce Health & Safety): 1315-1319 York Avenue, Basement; 212-7464370

*Nights, weekends and holidays:*

NYPH Emergency Department: 68<sup>th</sup> Street between York Ave and the East River

4. Students seen at SHS or NYPH will undergo a post-exposure evaluation. The post-exposure confidential medical evaluation and subsequent follow-up will document the route(s) of exposure, and the circumstances under which the exposure incident occurred; identification and documentation of the source individual, post-exposure prophylaxis (when medically indicated), counseling; and evaluation of reported illnesses.
5. Students seen at NYPH must follow up with Student Health Services the next business day for reporting.

If a needle stick or exposure occurs while a student is on an away elective or rotation, (non-local hospital, or hospital setting not affiliated with the Medical College) immediate evaluation and treatment

will be available within the guidelines and policies of that institution or facility, according to the patient's wishes and within the confines of his/her insurance guidelines. Students may be referred to a local emergency department. Students must contact SHS for reporting and follow-up as soon as they are able to do so.

Needlestick and body fluid incident reports are sent to Environmental Health and Safety as part of the overall campus safety plan.

## **The Americans with Disabilities Act (ADA)**

Students with disabilities who would like more information about the process for requesting disability services are encouraged to meet with their Program Director and Assistant Dean for Student Affairs..

The American with Disabilities Act (ADA) as amended in 2008 defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

Any student with a documented disability who is requesting disability service must submit current and comprehensive documentation from a licensed professional to the Student Accommodations Coordinator, Devin Sullivan at [des4014@med.cornell.edu](mailto:des4014@med.cornell.edu) for review. If documentation is insufficient to determine eligibility for disability services or appropriate reasonable accommodations, additional information may be requested. As many accommodations require advance notice to arrange, students must submit their requests well in advance of the accommodation. A minimum of two weeks is usually necessary. Questions regarding the accommodations process may be directed to the Student Accommodations Coordinator, or to the Assistant Dean of Student Affairs.

## **Childcare**

Program Overview: Bright Horizons' back-up care programs provide a safety net for those days when regular dependent care arrangements fall through. The *Back-Up Care Advantage Program* supplements, rather than replaces, these arrangements and is a comforting emergency alternative when you need it the most. The costs are described below.

Bright Horizons' Center-Based Child Care Network: The *Back-Up Care Advantage Program* provides your child with access to high-quality back-up care programs at Bright Horizons child care centers located close to your home or work, when your child's regular care arrangements have fallen through. The age groups primarily served at our centers include infant -- Pre-K. Additional age groups including school age may be supported at various locations across the country.

Extended Network Center Based Child Care: You have the option to use one of our extended network child care locations close to your home or work in the event you are unable to identify a suitable Bright Horizons' Community Child Care Center to meet your child's needs. You can take comfort in knowing our network of child care centers meets established standards of quality for accreditation or state licensing, including developmentally appropriate curriculum, appropriate health and safety policies, teacher-to-child ratios, and teacher qualifications.

In-Home Care: You also have access to Bright Horizons' nationwide network of high-quality childcare providers qualified to provide your child with a safe and secure in-home care experience. Personal care assistants, home health aides, and nannies commonly provide care in a child's home.

**In-Home Mildly Ill Care:** Mildly ill in-home care is available when your child is injured or suffering from a common, short-term non-contagious illness or shows symptoms of an illness. It does not matter whether your child is an infant, toddler, preschool-aged, school-aged, or a teenager. Bright Horizons Family Solutions knows the concern you have about the quality of care your child needs to feel better and has built a nationwide network of home health care professionals to provide your family with confidence that your child's health care needs are being met while you are at work.

**Adult/Elder Care:** Back-up adult care is also available in your home or the home of your adult relative. Providers can assist in caring for your family member who requires homemaker or companion services (such as household tasks, cooking, shopping and laundry), personal care services (such as help with dressing, bathing and toileting), or even medical care (such as the administration of medication, dressing and wound care, and blood pressure and diabetes monitoring). Non-medical adult care is provided by sitter companions, personal care assistants, and home health aides. Medical care is provided by certified nursing assistants (CNAs), licensed practical nurses (LPNs), or registered nurses (RNs) depending on the medical skill level needed.

**Self-Care:** Self-care is available in the event an employee is in need of assistance. Restrictions on utilization are the same as for any other adult/elder care request and counts against the employees available usages for the contract period.

**To sign up:**

- 1) Go to <http://www.backup.brighthorizons.com>
- 2) Login with username: WeillCornell // password: 4backup
- 3) You will be asked to provide an 8 digit ID number when registering and requesting backup care.

**Costs**

Center-based child care @ \$15/child or \$25/family  
In-home child and/or adult/elder care @ \$6/hour (minimum 4 hours)  
Up to 10 days of use per calendar year

# LIBRARIES

## Samuel J. Wood Medical Library:

<https://library.weill.cornell.edu/>

The Samuel J. Wood Medical Library (located just inside the 1300 York Avenue lobby) is the principal information resource of the Weill Cornell Medical College and Graduate School of Medical Sciences of Cornell University and the New York-Presbyterian Hospital/Weill Cornell Medical Center.

Composed of the Samuel J. Wood Library and the C.V. Starr Biomedical Information Center, the library is committed to ensuring effective retrieval and use of information to create new knowledge and improve health.

## Basics & SMARTDesk

**SMARTDesk** - Phone 646-962-2570. Open seven days a week. Staff can help you with the following:

- Register for Library borrowing privileges- please bring your I.D. card
- Check out a wireless laptop
- Learn how to use ITS-provided software like Microsoft Office
- Get your mobile device tagged
- Request a mediated search by an information specialist, or receive answers to reference questions. You can also text them at 646-593-7542, email a request to [infodesk@med.cornell.edu](mailto:infodesk@med.cornell.edu), or use the "Ask a Reference Question" or chat reference links on the website.

SMARTDesk is open during the following hours: (check “link here” for details and hours of operation”

- Monday - Friday 9 am - 6 pm
- Saturday 10 am - 6 pm
- Sunday 12 pm - 8 pm

**Interlibrary Loan and TripSaver** – If we do not own an item, we will get that item free of charge for you from another library. Requests usually arrive within a week. With our TripSaver service, we will pull items in our collection and scan them for \$5.

**Tri-Cat Catalog** – The shared online catalog of WCM's Samuel J. Wood Medical Library, Rockefeller University, and Memorial Sloan Kettering Cancer Center. It lists not only the print holdings but also has direct links to electronic books and journals. You can limit your searching to “Weill Cornell Medical College (E-Resources only).”

Regular Library Hours: (You must present a valid ID when entering the library.)

- Monday - Thursday: 8 a.m. - 12 a.m.
- Friday: 8 a.m. - 8 p.m.
- Saturday: 10 a.m. - 8 p.m.
- Sunday: 12 p.m. - 12 a.m.

See website (<https://library.weill.cornell.edu/>) for holiday schedules.

The 24/7 Study Room is only available to WCMC medical, graduate and PA students, clinical fellows, and residents.

*See website for summer and exam hours and holiday closings.*

### **Computers and Wireless**

1. *Desktops* – All computers are fully networked and have Microsoft Word, PowerPoint, and Excel. Computers located downstairs in the Computer Room also have EndNote & SAS.
2. *Wireless networks* – ITS tagged laptops use WMC Secure. For guest access, use WMC Guest Services.
3. *Laptop checkout* – Check out a wireless laptop from the Circulation Desk for use while in the Library.

### **Library Etiquette**

**Cell phone** conversations limited to the Commons (main room just inside Library entrance).

**Food and drinks** limited to the Commons. Drinks in spill-proof mugs are allowed throughout the Library. You can purchase a Library spill-proof mug at the Cornell Store or Smart Desk.

### **Services**

**Classes** – Free classes are offered each semester, such as Unleash the Power of Google and EndNote Basics.

**Request a consultation** – Our Education & Outreach department provides customized orientations, library tours, help with literature searching and clinical & community outreach services.

**SCISSORS** – A suite of services for researchers: get help with formulating questions, setting up search alerts, literature reviews, planning for meeting presentations or grant proposals, complying with NIH Public Access Policy, manuscript preparation, and journal selection.

### **Electronic Resources**

The Library offers access to a wide variety of databases for your research and clinical information needs. Connect to PubMed and other frequently used tools under the Top Databases label on the left side of the Library's website. Access other databases through E-Resources. Most databases, unless labeled "Free," must be accessed from within WCMC or via EZproxy (see Remote Access section below).

#### **E-books**

Over 12,000 titles, including the *Current Protocols* series, *Current Medical Diagnosis and Treatment* and *Harrison's*. Search for e-books by limiting to e-books in the search toolbar.

#### **E-Journals**

Over 9,500 titles. Link to these journals from Tri-Cat or the e-Journals link from our website.



## **Popular databases**

**PubMed** – premier clinical literature database; links to a host of biomolecular resources from NCBI.

## **Remote Library Access**

EZproxy is a service that allows Weill Cornell's current faculty, students, staff and New York-Presbyterian/Weill Cornell's residents and fellows to remotely access the library's subscribed (paid) electronic content such as e-journals, e-books, and other e-resources while off-campus.

For more information, visit

<https://library.weill.cornell.edu/about-us/remote-access-to-library-resources>

## **GET IT button**

Click on the GET IT button in many of our databases to connect to full text, see our print holdings, or request an interlibrary-loan.

## **Bibliographic management tools**

EndNote Web and RefWorks, both web-based products, are free of charge for all members of the WCMC community; users must be inside the network to activate their account. EndNote is a client-based application and must be purchased by the individual user.

## **Neighboring Libraries**

As registered users of Weill Cornell Medical Library, you also have courtesy privileges at the Hospital for Special Surgery (HSS), Memorial Sloan Kettering Cancer Center (MSKCC), and Rockefeller University (RUL) libraries. Information about hours and access is available at the Weill Cornell Medical College Library Circulation Desk. You can also call or visit each library for further information.

### **Hospital for Special Surgery Library**

541 East 70th St 8th Floor Main Building

<http://www.hss.edu/Professionals/Academic-Training/The-Kim-Barrett-Memorial-Library/>

Information 212- 606-1210 or via email at [medlib@hss.edu](mailto:medlib@hss.edu)

### **Memorial Sloan Kettering Cancer Center Library**

430 East 67th St

<http://library.mskcc.org>

Information 212-639-7443

### **Rockefeller University Library**

1230 York Avenue

Welch Hall, 1st floor

Any individual who owes money to the University and/or has not returned any of the following items: I.D's., program equipment, library books, education center access card, will not be allowed to register or re-register in the University, have his or her academic credits certified, be granted a leave of absence, apply for or retain student housing, receive their certificate of completion or degree.

#### FOUR WEEKS PRIOR TO GRADUATION:

- 1) All outstanding fees owed to the University must be paid by cashier's check.
- 2) All requests for reimbursement must be submitted.

All students must make appropriate arrangements for settlement of all financial obligations to Weill Cornell.

### **Withdrawal Policy**

Any student who chooses to withdraw from the Master of Science Program in Clinical Epidemiology and Health Services Research Program must meet with the Associate Dean for Academic Affairs and submit a program withdrawal form to the Program Director and to the Associate Dean for Academic Affairs (<https://gradschool.weill.cornell.edu/student-experience/student-forms>).

### **Student Identification Cards**

During orientation, the Graduate School will facilitate the issuing of identification (ID) cards: an I.D. for the Weill Cornell Medicine campus. The Security Department for Weill Cornell Medicine is located opposite the Starr Building entrance. Student must have this I.D. Card with them at all times.

Lost cards must immediately be reported as follows: to the Security Department on the main campus at (212) 746-0911.

### **Communications**

It is the student's responsibility to keep contact information current in the **Graduate School** files. This includes: name changes, address, all telephone numbers, emergency contacts, etc.

Students will be issued a Weill Cornell e-mail account. This is the only acceptable format for exchange of electronic information between the student and the Program.

### **Use of Personal Laptop Computers**

Should a student also wish to use their own laptop computer for any purpose requiring regular access to the Weill Cornell Medicine network, the device must be compliant with published minimum requirements and must be "tagged". The Office of Information Technologies and Services (ITS) will be "tagging" and performing mandatory encryption. These steps will permit students to securely and wirelessly connect to the Weill Cornell Medical College (WCMC) Network.

For policies regarding supported computers and other devices, visit the ITS website at: <https://its.weill.cornell.edu/policies/devices-supported-computers-policy>

For additional information on networking policies for computers, please visit here:  
<https://its.weill.cornell.edu/policies/network-policy>

Once enrolled, students are eligible for software discounts including Microsoft products (such as Microsoft Office) at:  
<https://its.weill.cornell.edu/guides/how-to-download-personal-software-from-onthehub>

## **Assessment**

In the Master of Science Program in Clinical Epidemiology and Health Services Research Program's continuing efforts to maintain quality education our program utilizes many assessment tools. Course/Instructor/ Evaluations: Students are required to complete an online evaluation of the course and instructors at the conclusion of each course.

## **Attendance Policies**

Students at the Master of Science Program in Clinical Epidemiology and Health Services Research Program are expected to carry out all academic responsibilities in a professional manner. Students must handle absences from class and laboratory in a manner that reflects a standard of professional responsibility. When a student does not attend a required session or contact their instructor, or if they do not present at lab or contact their Principle Investigator, and they have not provided in advance an appropriate request for permission or explanation of the absence, the absence will be considered unexcused and exhibited unprofessional behavior may be reported to the Associate Dean for Academic Affairs.

## **Holiday/Vacation Time off**

The following holidays are recognized by Weill Cornell Medicine: New Year's Day, Martin Luther King, Jr. Holiday, Presidents' Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Holiday (Thanksgiving Day and the following day), and Christmas Day.

## **Jury Duty**

New York State has rigorous regulations regarding service on juries and does not allow students to be excused from jury duty.

A student who receives a jury duty notice from New York County and cannot make the dates assigned because he or she is scheduled for a class, rotations, or elective, should call the number provided on the jury notice, explain that you are a student, and offer another two-week period during which you would be able to serve. The student may be asked to go to the court clerk to discuss your situation in person. There is no guarantee that students will be allowed to postpone jury service, but one's willingness to make oneself available during the next break or vacation may aid the request. Students who repeatedly postpone jury service, eventually will be required to serve, regardless of their academic schedule.

## **Religious Observances**

Weill Cornell recognizes that the members of its community, including students, observe a variety of religious faiths and practices. Few of the various religious days of observance are part of Weill Cornell's holiday calendar. However, the Master of Science Program in Clinical Epidemiology and Health Services Research Program recognizes and respects the religious beliefs and practices of its students and seeks to accommodate them reasonably within the requirements of the academic schedule. As a result, Weill Cornell will not penalize a student who must be absent from a class, examination, study or work requirement for religious observance. Students who anticipate being absent because of religious observance must request permission for the absence from the Program or their Principle Investigator. These requests should be made as early as possible in advance of an anticipated absence of a day, days or portion of a day. In all cases, students should make arrangements to make up all missed days and assignments.

Whenever feasible, Master of Science Program in Clinical Epidemiology and Health Services Research Program faculty will avoid scheduling examinations and assignment deadlines on religious holidays. A student absent from a class because of religious observance shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

In the event an examination or assignment deadline is scheduled on a day of religious observance, a student unable to attend class shall be permitted the opportunity to make up an examination or to extend any assignment deadline missed.

No adverse or prejudicial effect shall result to any student who takes advantage of the provisions of this policy. If a student believes that they are not being granted the full benefits of the policy the student may confer with the Program Director. In the event a student continues to believe that they are not receiving the benefits of this policy, the student may file an appeal under the appeal provision of the grievance policy.

Finals Week – in the event that a religious holiday falls during finals week, students are advised to speak with the Course Director as soon as possible to make alternative arrangements. All final examinations must be completed prior to the start of subsequent semester.

## **Leave Of Absence Policy**

A Leave of Absence (LOA) is an approved specified period of time in which a student is excused from rotations, didactics, or thesis research, and may return without reapplication to the Master of Science Program in Clinical Epidemiology and Health Services Research Program. A student may request and be granted a LOA from the Associate Dean of Academic Affairs. The LOA form, must be approved by the program and Associate Dean prior to granting the LOA. The form can be found <https://gradschool.weill.cornell.edu/student-experience/student-forms>.

Students who do not return to full-time status at the end of an approved leave, and who have not applied for and been approved for extension of their leave of absence status, will be considered to have withdrawn from the Master of Science Program in Clinical Epidemiology and Health Services Research Program.

## **Types of Leaves**

### **Medical**

A medical leave of absence is granted by the Program Director upon the recommendation of the student's treating physician and/or an administrative physician consultant appointed by the Master of Science Program in Clinical Epidemiology and Health Services Research Program. The purpose of the medical leave is to enable students to seek treatment for a health-related condition that interferes with the student's ability to undertake the curriculum or that poses a threat to the health and safety of the student or others. The term of the leave is for a period of time based upon the recommendation of the treating physician and/or administrative physician consultant. The leave may be extended based upon the recommendation of the treating physician and/or an administrative physician consultant. To apply for a medical leave, a student must meet with the Associate Dean who can provide the student with the name of an administrative physician consultant as needed.

### **Personal**

The Associate Dean of Academic Affairs grants a personal leave of absence. A personal leave enables a student to take time off, in extenuating circumstances, to address issues of a personal nature, including those related to the health and well-being of a family member or partner.

### **Return to Studies from Leaves of Absence**

At the time a leave of absence is granted, the Associate Dean of Academic Affairs determines the length of the leave and the conditions, if any, for a return from the leave of absence. All conditions for return must be complied with. Extensions of a leave of absence are not automatic, even if within the time frame permitted for the category of leave.

A student who determines that they will not be returning at the time scheduled for a leave to end should consult with the Associate Dean of Academic Affairs as early as possible before the scheduled return date. This will enable a student to learn whether or not an extension of the leave of absence can be granted, or if the student needs to make other arrangements.

If a student does not return from a leave at the conclusion of the set time period, and has not received an extension in writing, the individual will be deemed to have withdrawn from the Program. Similarly, if a student has not satisfied the criteria to return, if any, and has not received an extension in writing, they will be deemed to have withdrawn. No further action will be necessary to finalize the withdrawal.

### **Course Materials**

Most course materials are available on the Learning Management System website (currently Canvas, available at <https://login.weill.cornell.edu/ds/canvas/>), although other platforms may be used to communicate with students. Materials can be downloaded for viewing and annotation for personal use only. Hardcopies of some student handouts may be provided in class at the discretion of the lecturer.

## Communications to Students

To keep apprised of schedule changes, room assignments, exam information, and other course announcements, it is very important that students check the Canvas course website and their Cornell e-mail daily. Students may also be contacted by telephone as necessary, particularly for late changes to courses or weather-related emergencies.

## Student Records

It is the policy of the Medical College to protect information contained in student records from unauthorized disclosure and to comply with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA) and regulations thereunder. The policy extends to students the right to inspect and review their education records and provides students the right to request that their record be amended if the student believes that the record contains inaccurate or misleading information or if it violates the student's privacy rights. If a student believes the Medical College has failed to comply with the requirements of FERPA, a student may file a complaint with the United States Department of Education. The full Cornell University Policy on Access to Student Information can be found at [http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/governance/upload/vol4\\_5.pdf](http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/governance/upload/vol4_5.pdf).

### A. Releasing Education Records

Education records may be released in person or in writing to an inquirer, and only with the written and signed consent of the student, except when FERPA authorizes disclosure without consent as indicated below.

#### 1. Directory Information

The following information about each student is considered public directory information and may be released or disclosed without a student's consent. However, a student may elect to have his/her directory information withheld by completing Information Non-Disclosure Statement and submitting it to the Weill Cornell. The Non-Disclosure form must be on file with the Program office within ten days of the start of the Program.

- Name
- Date and place of birth
- The most recent previous educational institution attended
- Major fields of study
- Degrees and awards received
- Honor society memberships
- Extracurricular activities
- Dates of attendance
- Local address and telephone number

Weill Cornell Medicine, including Weill Cornell Medical College and Weill Cornell Graduate School of Medical Sciences, reserves the right to release such directory information as evaluated on a case-by-case basis.

**2. Personally Identifiable Information**

The following information is considered personal information of each student and will not be released or disclosed except with a student's signed, written consent, or as provided herein:

- Grades and academic standing
- Evaluations
- Financial aid information
- Undergraduate record and scores on standardized tests (MCAT, GRE, others)
- Social Security number

**3. Personally Identifiable information may be disclosed without consent:**

- to students who request an opportunity to inspect their education records;
  - to members of the faculty and other Weill Cornell officials with legitimate need to know;
  - to institutions at which a student seeks to enroll;
  - to specific federal and state officials, as provided by law;
  - in connection with a student's application for, or receipt of financial aid;
  - to organizations conducting studies for, or on behalf of, educational institutions or agencies, for the purpose of developing, validating, or administering predictive tests, administering student aid programs and improving instruction, if such studies are conducted in a manner which will not permit personal identification of students or their parents by persons outside the organization doing the study and such information will be destroyed when no longer needed for the purpose for which it is conducted;
  - to courts, government agencies, and others in compliance with a judicial order or lawfully issued subpoena, provided that an effort is made to inform the student by telephone or mail before complying with the subpoena or order;
  - to accrediting organizations in order to carry out their accrediting function; and
  - to the parents of a dependent student as defined in the Internal Revenue Code.
  - to appropriate parties in a health or safety emergency if knowledge of this information is necessary to protect the health and safety of the student or other individuals.
- 4.** Anyone who releases education records must maintain the name of the party making the request, any additional party to whom it may be re-released, and the legitimate interest the party had in requesting or obtaining the information. A student may inspect this record of requests.

**B. Permitting Students to Inspect and Review Education Records**

A student may inspect and review his or her education records after making a written request. The Medical College may refuse to permit a student to inspect the following education records:

- Records of instructional, supervisory, and administrative personnel which are in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute.
- Financial records of a student's parents
- Medical and counseling records available only to those participating in the student's treatment.
- Letters of recommendation placed in the student's education record prior to January 1, 1975 or with respect to which a student has waived right of access.
- Education Records connected with an application to attend the Medical School if that application was denied or the applicant never attended the Medical School.

Such privileged information will not be disclosed to students, except that with respect to medical records, a student may have a physician or other appropriate professional review the record.

Faculty and staff members are deemed to have a legitimate need for privileged information contained in a student's education record when such information is required: (1) for purposes of evaluations or recommendations; (2) for purposes of any internal or external action or proceedings affecting the student or the institution with respect to the student, including proceedings to amend or correct an education record. Custodians of the records and members of their immediate staffs have right of access at all times.

Faculty and staff members are defined as all members of the Medical College Faculty, the executive and administrative officers of the University and the Medical College, including from the Office of University Counsel, and members of their professional staffs, and outside professionals working on a matter with any of the named categories of Medical College employees.

### **PROCESS FOR INSPECTING RECORDS AND AMENDMENT OF RECORDS**

A request by a student to review and inspect the records and information relating directly to him or her shall be in writing, addressed to the custodian of records, signed by the student and thereafter retained in the record folder. Requests for inspection will be honored as soon as practicable, but in no event later than forty-five (45) days from the date of receipt of the request.

A student may inspect records only in the presence of a designated administrator. Students may obtain copies of material in their education record, other than the transcript and permanent record card, by paying a per page fee. All such copies shall bear a conspicuous legend that the copy is not an official document. Transcripts and record cards may not be copied because of the possibility of misuse.

A student may request that his or her record be amended on the grounds that the information contained therein is inaccurate, misleading, inappropriate, or in violation of his or her right of privacy. Such custodian must decide whether to amend the record as required within a reasonable amount of time. If the custodian or maker of the record refuses to make the requested change, then, such custodian shall inform the student of the decision and of the student's right to a hearing. Upon request of the student, the Program Director will promptly appoint a member of the faculty or administrative staff not having a direct interest in the matter to investigate the matter and hold a hearing. Any such hearing will be held upon five (5) days written notice to the student and those persons called to testify; and, will afford the student a full opportunity to present evidence relevant to the issues. A student, at his or her own expense, may be accompanied or represented by an attorney or an advisor.

After conclusion of the investigation and hearing, the faculty or staff member conducting the same shall submit a written report and recommendation to the Program Director, based solely on the evidence presented. The Program Director will thereafter notify the student in writing as to whether or not the record will be amended. If the record is not to be amended, the student shall have the opportunity to place in the record a written statement commenting on the information, which was sought to be corrected, and/or setting forth reasons for disagreeing with the decision not to correct the file. If the record is to be amended, the Program Director shall instruct that the record be amended accordingly and inform the student of the amendment in writing.



### **C. Custody and Location of Records**

Student education records are maintained in the following offices and requests for inspection should be addressed to those offices:

General records - including disciplinary records, are maintained in the office of the Associate Dean of Academic Affairs or with the Registrar.

Departmental records - maintained in the Office of the Associate Dean (Weill Cornell Graduate School of Medical Science) or the Program Director.

Financial records - maintained in the Office of Student Accounting or the Program.

### **Request For Transcripts**

Any student or graduate may request (in writing) that a transcript of his/her record be mailed to educational or other recognized institutions as credentials in support of an application for a position or promotion. All transcripts are marked "confidential" and carry the instruction that they are not to be turned over to the candidate. This rule exists to avoid possible loss and fraudulent use of an official document of Weill Cornell. Students or alumni may send their requests to Weill Cornell Graduate School of Medical Sciences, Office of the Registrar at:

<https://studentservices.weill.cornell.edu/credentialing-information>.

# STUDENT LIFE

## Life in New York City

New York is one of the world's great cities. The Upper East Side of Manhattan is a comfortable, convenient and generally safe residential neighborhood. Students have easy access to an unparalleled range of cultural and recreational activities including art, music, theater, cinema, sports, and dining. Most of these activities are within walking distance or easily reached by public transportation. As a result, few students require an automobile. All students are to assume full responsibility for housing, meals, telephone service, transportation, parking facilities, books, equipment, and other living expenses.

### Housing Policy

<https://housing.weill.cornell.edu/>

For a complete list of the housing guidelines please visit the Weill Cornell Housing Office website:  
<https://housing.weill.cornell.edu/>

1. All Program Housing applications for doctoral students must be submitted to the Housing Office.
2. The priority list for students is determined by the Housing office.
3. After any initial housing placements have been completed, applications will be prioritized based upon the order in which they are received.
4. Any student initially refusing housing will be given lowest priority should they request housing at a later time, irrespective of their start date, anticipated date of completion, or any other factor.
5. These policies apply to both single and family housing.
6. Once accepted into any of Weill Cornell's housing facilities the Housing Office of Weill Cornell determines the regulations for occupants.

### Religious Institutions

The following is a list of some places of worship within walking distance:

#### CATHOLIC

St. Catherine of Sienna, 69th Street, btw. First and York Avenues  
St. Jean Baptiste, Lexington Avenue btw. 75th and 76th Streets.  
St. Vincent Ferrer, East 66th Street and Lexington Avenue  
Cathedral of St. Patrick, 460 Madison Avenue (at 50<sup>th</sup> Street)  
St. John the Evangelist Parish, 348 E. 55<sup>th</sup> Street, NY NY 10022

## JEWISH

Shaaray Tefila (Reform), East 79th Street at Second Avenue  
Park East Synagogue (Orthodox), East 67th Street between Third and Lexington Avenues  
Central Synagogue, 123 East 55th Street  
East 55<sup>th</sup> Conservative Synagogue, 308 East 55<sup>th</sup> Street

## PROTESTANT

Bethany Memorial Reformed Church, East 67th St. and First Avenue  
Epiphany Episcopal Church, East 74th Street and York Avenue  
Jan Hus Presbyterian Church, East 74th Street between First and Second Avenues  
Christ Church United Methodist, East 60th Street and Park Avenue  
Trinity Baptist Church, East 61st Street at Second Avenue  
Heritage Baptist Church, 8<sup>th</sup> Avenue at 36<sup>th</sup> Street  
Holy Trinity Lutheran Church, 3 West 65th Street at Central Park West (Use 66th Street Crosstown Bus)

## NON-DENOMINATIONAL

New York-Presbyterian Hospital Chapel (Cornell Campus)  
Lobby of the 68<sup>th</sup> Street Entrance  
Schedule of services posted at that location

## **Weill Cornell Medicine Directory**

Students may search for faculty and staff contact information via the Weill Cornell Medicine directory, which is accessible online at <https://directory.weill.cornell.edu/>. If any difficulty is encountered in locating this information, students should contact the WCGS or Master of Science Program in Clinical Epidemiology and Health Services Research Program for assistance.