Jacobs School of Medicine and Biomedical Sciences
University at Buffalo

IMC 535 Neuroscience and Behavior

1. Course Director(s)

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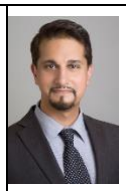
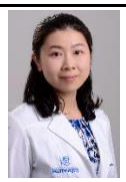
2. Administrative Details

Course Designation: Phase 1
Course Type: Required
Year/Semester: 2nd/Fall 25
Credit Hours:12
Grading Schema: Pass/Fail

* https://buffalo.zoom.us/j/94454293084?pwd=JBQylG6rLlcbrfYc9aaX5mxhoXAeog.1

Meeting ID: 944 5429 3084, Passcode: 333784

3. Participating Faculty

 Name: Ashley Alex, MD Dept: Neurology Office: Buffalo General Email: aalex@buffalo.edu	 Name: Osman Farooq, MD Dept: Neurology Office: Oshei Email: ofarooq3@buffalo.edu	 Name: Robert Glover, MD Dept: Neurology Office: Oshei Phone: 716-829-4415 Email: rlglover@buffalo.edu
 Name: Amit Kandel, MD Dept: Neurology Office: Buffalo General Email: akandel@buffalo.edu	 Name: Rosalind Lai, MD Dept: Neurosurgery Office: Buffalo General Email: puimanro@buffalo.edu	 Name: Douglas Moreland, MD Dept: Neurosurgery Office: Buff Neurosurg Grp Phone: 716-839-9402 Email: dmoreland@ubns.com
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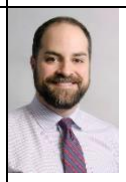
 Name: Arthur Weissman, MD Dept: Fam Med Office: 22077 Goodell Email: aw@buffalo.edu	 Name: Sergio Hernandez, MD Dept: Psychiatry Phone: 716-898-5940 Email: sh52@buffalo.edu	 Name: Cynthia A. Pristach MD Dept: Psychiatry Office: ECME Phone: 716-898-3169 Email: pristac@buffalo.edu
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4. Course Start and End Dates

Monday September 29, 2025 – Friday December 12, 2025

5. Course Description

This required system-based block provides an integrated study of neuroscience and behavior in both health and disease, combining foundational science with clinical relevance. Students will explore neuroanatomy, neurophysiology, neurology, neuropharmacology, neuropathology, psychiatry, and human behavior as a cohesive body of knowledge. The course emphasizes active learning through a blend of didactic instruction, self-directed study, and clinical models, fostering a comprehensive understanding of the nervous system and its disorders

6. Course Map

MD graduates must achieve competency in several areas prior to graduation. Every course contributes to many of our Medical Education Program Objectives.

"At the end of this course, students should be able to…"	**Jacobs School Medical Education Program Objectives**	**Instructional Methods**	**Assessment Methods**
Identify the major structures of the CNS in histologic and gross specimens, cross sections, and CT/MRI images	**2.2, 2.3**	Reading, Medium group discussion	Medium group participation, exam
Summarize the normal abnormal findings on a CT/MRI in a concise, complete statement	**1.2, 1.4**	Cases work	Medium group participation
Describe the development of the nervous system across the lifespan and how it manifests in functional and behavioral milestones	**2.4, 2.6**	Readings	Exam
Describe the location and function of cognitive areas of the brain and the functional organization of the brainstem and spinal cord	**2.2, 2.3**	Readings	Medium group participation, exam
Draw diagrams to represent the overall route of sensory and motor pathways, the cross-sectional shapes of CNS structures at different levels, and the blood supply to the brain and spinal cord that demonstrate a working knowledge of structure and function that form the basis of neurological disorders.	**2.2, 2.3, 2.5**	Reading, Medium group discussion	Medium group participation, exam
Describe the common diagnostic tests used to assess neurological disorders	**1.4, 2.7**	Read, Medium group discuss	Medium group participation
Describe the physiological and structural properties of nerve cells and glial cells	**2.2**	Reading, Medium group discussion	Medium group participation, exam
Describe the major pathological features of nervous system disorders at the cellular and gross organ levels	**2.3, 2.5**	Reading, Medium group discussion	Medium group participation, exam

Describe the clinical application, mechanism of action, and important side effects of pharmacological therapies used for treatment of common nervous system disorders and psychiatric illnesses	**2.3, 2.5**	Reading, Medium group discussion	exam
Differentiate the cause, symptoms, and treatment of common neurological disorders	**1.3, 1.6**	Reading, Medium group discussion	Medium group participation, exam
Use deductive reasoning to localize the site of lesions and their likely cause based upon sensory and motor deficits described in patient cases	**1.3, 1.4**	Reading, Medium group discussion	Medium group participation, exam
Describe the DSM-5 criteria of the most common psychiatric illnesses and discuss their epidemiology	**2.5, 2.6**	USLME-Rx modules; Lectures; Medium grp sessions	Final Exam (multiple choice)
List the components of and execute the mental status exam using appropriate terminology	**1.1, 1.2**	ADMSEP learning modules & cases; Lecture	Final Exam (multiple choice)
Explain the known neurobiology of the most common psychiatric illnesses	**2.2, 2.3**	USLME-Rx modules; Lectures; Medium grp sessions	Final Exam (multiple choice)
Outline the treatment plan for the most common psychiatric illnesses, including both pharmacotherapy and psychotherapy	**1.6, 2.5**	USLME-Rx modules; Lectures; Medium grp sessions	Final Exam (multiple choice)
Describe the major components of a lethality assessment	**1.6, 4.7**	**Lectures**	**Final Exam (MCQ)**
Identify the signs of intoxication and withdrawal of commonly used substances and discuss the appropriate management	**1.6, 2.5**	**USMLE-Rx modules, Lectures**	**Final Exam (MCQ)**
Differentiate between substance use and the most common psychiatric illnesses	**2.5, 2.6**	**USMLE-Rx modules, Lectures**	**Final Exam (MCQ)**
Discuss the stigma faced by individuals with psychiatric illness and substance use disorders	**2.6, 5.1**	**Lectures, Medium group sessions**	**Final Exam (MCQ)**

CBIL Course Objectives In: IMC530, 531, 532, 533, 534, 535	Jacobs School Medical Education Program Objectives	Instructional Methods	Assessment Methods
By the end of the Case-Based Inquiry Learning (CBIL) program students will demonstrate and receive feedback on their communication, teamwork, self-directed learning, critical thinking, and professionalism skills, while contextualizing foundational science knowledge to process clinical scenarios in medium groups.			
Work collaboratively with group members to develop knowledge and skills needed to synthesize clinical insights, develop and then apply self-directed learning skills toward patient-centered outcomes. Knowledge for Practice 2.1,2.2,2.3,2.4,2.5,2.6,2.7		SDL Worksheet, Concept Maps, Case-based student discussion, faculty formative feedback	Facilitator's mid-semester formative feedback and end of semester final evaluation.
Demonstrate professional behaviors, including punctuality, reliability, preparation, and participation in interactions with other students, faculty, and other members of the medical education team. Interpersonal and Communication Skills 4.2, 4.3, 4.8 Professionalism 5.1, 5.3, 5.6, 5.7 Personal and Professional Development 8.1, 8.2, 8.3, 8.4, 8.5, 8.6		Case-based guided student discussion, faculty formative feedback.	Facilitator's mid-semester formative feedback and end of semester final evaluation.
Collaborate and communicate effectively in a medium group setting, demonstrating accountability to others, while working together to solve clinical problems. Interpersonal and Communication Skills 4.2, 4.3, 4.5, 4.8 Professionalism 5.1, 5.4, 5.7		Case-based guided student discussion, faculty formative feedback	Facilitator's mid-semester formative feedback and end of semester final evaluation.
Demonstrate the use of clinical judgment based on evidence to solve clinical problems presented in medium group sessions. Patient Care 1.1, 1,3, 1.4, 1.7 Knowledge for Practice 2.1, 2.2, 2.3, 2.4, 2.5 Interpersonal and Communication Skills 4.3 Professionalism 5.1, 5.4		Case-based guided student discussion, faculty formative feedback	Facilitator's mid-semester formative feedback and end of semester final evaluation.

Apply established and emerging principles of biomedical, clinical, epidemiological and social-behavioral sciences to the identification of health problems, treatment, and prevention for patients and populations. (see specific course objectives) Knowledge for Practice 2.2, 2.3, 2.5, 2.6	Independent reading and study, AV material review and students' visual presentation of concepts.	Course quizzes and examinations

7. Changes made in the Course since the last time it was offered

1. Addition of brain removal in Gross Anatomy lab
2. Addition of quizzes and cumulative NBME exam towards final grade
3. Revised cases based on CBIL format
4. Continue use of AI-related questions to cases to provide familiarity with AI use in medicine with changes to questionnaire for students
5. Additional training for TAs to have more continuity between groups
6. Inclusion of guest speakers during review of topic sessions to have more patient perspective

8. Grading Policy

There are five scheduled examinations during the module. The spacing of these examinations is based on continuity of topics. Final grades will be calculated based on the following weighting:

	Grade Elements	Percentage
Exam	Exam 1 *	16%
	Exam 2 *	17%
	Exam 3 *	22%
	Exam 4 *	20%
Custom NBME	NBME*	10%
Quiz	Quiz 1 **	1%
	Quiz 2 **	1%
	Quiz 3 **	1%
	Quiz 4 **	1%
	Quiz 5 **	1%
Other	CBIL	10%
*Summative Exam		
**Lowest quiz will be dropped, remaining 4 quizzes worth 1.25% each		

Examinations 1, 2, and 3 are based on the Neurology component of the module, while exam 4 is based on the Psychiatry component. At the end of the course there is a custom 100 question NBME exam encompassing both Neurology and Behavior. Exams 1-3 will consist of a **practical portion (20%)**, based on the *Neuroanatomy Guide* (sections and gross), and a **written portion (80%)** composed of multiple-choice questions (ExamSoft), case problem solving, and anatomical drawing based upon lectures, notes, and readings. Case problem solving requires drawing a representative area of the nervous system to localize the site of a lesion causing a patient's symptoms.

Examinations will depend upon cumulative information about each functional pathway that will enable you to solve case studies and localize lesions.

There are 5 quizzes in this course. 3 in Neurology and 2 in Behavior. The quizzes will consist of 10 questions and are to be completed in 15 min. The lowest quiz score will not be included in the final grade assessment. The four highest scores will contribute 5% to the final grade with each quiz worth 1.25%. Each quiz will be representative of the material taught during the time between each assessment.

Questions almost exclusively will be USMLE format using case scenarios to test your understanding of concepts and your ability to ***apply*** information to diagnose neurological problems. These questions place less emphasis on smaller details of systems, which may be important for your overall understanding, but will not be included in exams. Consequently, your strategy for studying should reflect this emphasis. All questions are uniform in style and emphasis to ensure that they are fair, accurate, and unambiguous.

Assessment in Case Based Inquiry Learning:

CBIL Grading

The CBIL component will represent 10% of the final course grade for IMC 530, IMC 531, IMC 532, IMC 533, IMC 534, IMC 535, excluding Medicine & Society. The CBIL grade will be derived from the average scores of the weekly Teamwork & Professionalism grade sheet. Facilitators are expected to complete the grade sheet on a weekly basis for their students. Students will be scored for completing pre-work responsibilities, in-person group activities, and overall collaborative learning. There are seven total and equally weighted criteria on the grade sheet. The average of each week will be used for their final grade of the respective course. (see Weekly Grade Sheet for details)

The week with the lowest score will be dropped.

Example:

Case	Weekly Grade Sheet	Score
Week 1	6/7 points	85%
Week 2	5/7 points *(Score dropped)*	*(Score dropped)*
Week 3	7/7 points	100%
Week 4	7/7 points	100%
Final CBIL grade		**95%**

As a program requirement, students are also expected to have a one-on-one narrative feedback session with their facilitator at the mid-point and end of each semester. Prior to the feedback session, students are expected to complete a reflection worksheet that they bring to their feedback session to discuss with their facilitator. Failure to do this will result in a CBIL grade of *incomplete.*

Course Failure and Remediation

Failure to meet the CBIL passing threshold (69.5% or above) and fulfill the mid-point and final self-reflection worksheet and facilitator meetings will result in failure of the CBIL component of the course. The student may then be contacted by the Course Director and the CBIL Program Director to organize remediation. The student may be contacted by the Office of Student and Academic Affairs to determine the next steps based on the Academic Status Policy.

If a student feels their grade sheet does not accurately reflect their performance, it is their responsibility to notify the CBIL director as soon as possible via email. CBIL director will evaluate each scenario individually, assessing for any discrepancies. Judgment will be determined on a case-by-case basis. If the CBIL director feels it would be

helpful, the student's Learning Communities coach may also be notified to assist with feedback and developing plans for improvement.

Reporting of Exam Grades
Students will receive their grades on each exam and/or quiz through the ExamSoft portal. An individual's scores and grades will be accessible only to that individual student.

Reporting of Final Grades
Students will receive final grades in the course via email and/or on the myUB HUB system. Final course grades will not be released to the student until he/she completes the course evaluations on MedHub or within four weeks of the course end date.

Grades are rounded to the nearest tenth of a point.

Pass	≥ 69.5
Fail	< 69.5

The course is graded as Pass/Unsatisfactory. **To achieve a passing grade, students must have an overall course average of greater than or equal to 69.50% (all scored evaluations in the Jacobs School are rounded to 2 significant digits). In addition, students must have a weighted average of greater than or equal to 69.50% on all summative exams, including the customized NBME exam, in order to achieve a passing grade.** (Summative assessments are denoted with an asterisk) in the table above.

Reporting of Exam Grades
Students will receive their grades on each exam confidentially through the Examsoft portal.

Reporting of Final Grades
Students will receive final module grades via email and/or on the myUB HUB system. Final module grades will not be released to a student until the course evaluation on MedHub is completed within four weeks of the module end date.

9. Learning Resources *(list textbooks, sites, software programs, etc.)*

- ***Dedicated Module web site*** *(https://ubneuro-ccohan.webapps.buffalo.edu)* containing
  - ***ATLAS Page*** – contains an outstanding collection of stained cross sections of nervous tissue created at UB and radiological images
  - ***TUTORIALS Page*** – contains interactive tutorials to help you learn pathways, blood supply, the ventricular system, and subarachnoid cisterns.
  - ***EXAMS Page*** – contains over 300 practice questions to help you review for exams
  - ***DOWNLOADS Page*** – containing templates, information sheets, and diagrams to help learn structures and pathways
  - ***RESOURCES Page*** – containing links to helpful external web sites
  - ***GLOSSARY Page*** – includes definitions for anatomical terms
  - ***Other Pages –*** contain the module schedule, module policies, faculty, and research areas of school faculty for shadowing.

- ***Brain Museum (Room 1110)*** – containing gross brain specimens and pathological examples of neurological disorders to illustrate nervous system structures we will cover.
- ***Neuroanatomy Guide*** – provides material for learning structures and pathways of the CNS.
- A list of textbooks for reference can be found on the neuro web site at https://ubneuro-ccohan.webapps.buffalo.edu/NBinfocss.html#Bk.
- ***Introductory Textbook of Psychiatry, 6th Edition:*** ProQuest Ebook Central
- ***Diagnostic and Statistical Manual of Mental Disorders, 5th Edition****:* Psychiatry Online | DSM Library

10. Course Schedule

Please see the UBLearns course for the course schedule. Any changes will be made there, and students will be notified via email as early as possible. Please note, that some last-minute changes may occur due to unforeseen circumstances.

11. Module Format

Format for the Neurology Component

1. **Module Content** – The ScholarRX Bricks curriculum in Neurology provides the foundation for learning content in the module. Bricks emphasize self-directed learning that you complete outside of class time in preparation for subsequent discussion. Brick readings are comprehensive, but concise. It takes time to understand their content, so please adjust your schedules to provide enough time to read through and learn the material. Neuroanatomy content will be provided primarily through our *Neuroanatomy Guide* and lectures.

2. **Lectures** – Most days will have a 1-hour lecture to supplement information in the Bricks curriculum and to highlight important information.

3. **Medium Group Sessions** – occur regularly in the morning. Their goal is to develop your problem-solving skills in all aspects of the module content. They are designed to: 1) increase your understanding of neuroanatomical structures and pathways, 2) help you apply your new knowledge to clinical disorders, and 3) continue development of your communication skills. Materials available to help you are listed below under Learning Resources and are all accessed from the module web site.

   Location: 8 medium group rooms within the Jacobs School

   Format: Medium group sessions start times vary depending on days, with most days starting at 9am. They run for 1.5 hours. You will work in teams of 3-4 on activities. Each session will be divided into 2 sections: Neuroanatomy and Neuropathology review and case application. ***These are required sessions***.

   Neuroanatomy/Neuropathology Review – Understanding the basis of neurological disorders requires knowledge of the structure of the nervous system. Medium group sessions will begin with a knowledge check requiring you to identify structures learned from the *Neuroanatomy Guide* that you prepared prior to the session. Neuropathology images will also be included for identification of neurological disorders. *Using recall through frequent testing promotes long term memory of material*.

   Case Application Section – Working with your team-mates, you will develop answers to patient cases related to topics being studied, with the goal of applying your knowledge to clinical situations. Multiple cases are provided each day so you have a wide perspective of the types of clinical applications that relate to each topic. Subsequently, you will present your answers to others in

your room for discussion. *Strive to make these sessions informal, enjoyable, and productive*.

4. **Review of Topics** – each week there will be either 1 or 2 review sessions with discussion of questions you post about daily topics. These are optional and will be recorded. This ensures clarity and consistency between medium group discussions. Post any unanswered questions from your activities to the ***Muddiest Points Google Doc*** for discussion https://drive.google.com/drive/folders/1H4JI340BFK8Hoo-7r9ILTOdYFt5Yrh7d

5. **Faculty-Facilitated Case Sessions** – There are 2 sessions where you will have an opportunity to work with Neurologists and Neurosurgeons on neurological cases. These cases are similar in style to CBIL, being more complex than the typical morning problem-solving sessions. They involve the topics of neuroimaging and stroke.

   Timing and Dates: Sessions will begin at 8 AM to allow you to compose answers to your assigned question. Discussion with faculty facilitators begins at 8:30 AM. The session ends at 9:30 AM. The two Case Sessions are scheduled for **10/6/25 and 11/14/25.**

   Format: In each session, a case history will be provided along with a list of questions. The goal is for you to discuss the information you have learned so you can demonstrate your understanding, develop verbal communication skills, and promote group discussion.

   - Each case contains 7 questions that explore different aspects of the disorder.
   - You are expected to review the cases with your team and prepare answers for the 7 questions ahead of time.
   - On the morning of the session, the 7 questions will be assigned randomly to the 7 teams in each room.
   - Use 30 min to compose your answer to the assigned question before room discussion begins at 8:30 AM.
   - When you present your answer you should: 1) indicate the source used for your research, 2) discuss the answer in your own words without use of PowerPoint tools, but whiteboard diagrams can be helpful for some explanations, 3) allow each team member to participate in the presentation.
   - Case answers will be available after the session. *Be aware that it is unprofessional and defeating to your learning experience to use answer handouts from previous years for your case discussion.*

6. **4th year medical students** will be teaching assistants who will facilitate the medium group sessions. Fourth-year students have participated in this module for many years. They provide a unique learning opportunity for **peer teaching**. TAs experienced the same learning environment as you and now they have added clinical experience to deepen their understanding and application of information to help you.

7. **Weekend Practice Questions** – Questions from the Scholar$_{RX}$ question bank will be **assigned each weekend** to practice application of the week's material. Questions will be assigned on Friday and should be completed by Sunday night. ***You are required to complete these practice quizzes each weekend***. Questions will appear in tutor mode so that answers are available to you. No grade is assigned for this activity. These questions do not require previous review of material. They prompt you to retrieve information from memory, helping to identify your strengths and weaknesses, and indicating which topics need review.

12. Attendance

This module requires mandatory, daily attendance for medium group activities. Attendance will be recorded by facilitators at these sessions. We recognize that this requires additional effort from you, but we also want to make this manageable for you. We are keeping in line with other courses and trying to maintain one day a week, when manageable, where mandatory attendance is not required usually a Wednesday. Preclinical Years (Phase 1) Absence and Attendance Policy

13. Opportunities for Self-Regulated Learning

- **ScholarRX Bricks** will allow you to develop an understanding of module content on your own before you discuss it with others.
- **Module web site Tutorials page** contains multiple tutorials to help you learn nervous system pathways.
- **Module web site Atlas page** contains a complete collection of stained cross sections that can be selected from a brain diagram, spinal cord cross sections, a labelled MRI atlas, and labelled diagrams of sensory structures.
- **Medium group sessions** provide time for you to work independently with your team.

The web site material was created by Dr. Cohan and previous students specifically for this module to help you. A video guide to the web site is available at the Tutorials Tab.

14. Support Services Available

Personal Support Services

Counseling Services are available both on and off campus. Please see the website for more information.

Academic Support

The Educational Success Program offers workshops, interactive learning sessions, and individual academic counseling for exploring content, processes, and thinking skills to maximize student success. Please see the website for more information.

In addition, students seeking support with course content are encouraged to contact the course directors.

Student Health Services

Student Health Services provides high-quality medical services and patient education for all UB students. Our team of health care providers — including board-certified physicians, physician assistants, nurse practitioners, registered nurses, and medical support staff — offers primary care, preventative treatment and specialty services designed to meet the needs of our students. If you are a UB student who is currently registered for classes, you can be seen by Student Health Services regardless of the type of health insurance plan you have. You do not need to be insured through one of UB's health insurance plans to utilize Student Health Services.

http://www.buffalo.edu/studentlife/who-we-are/departments/health.html

Phone: (716) 829-3316

Location: Michael Hall, South Campus

Library Services

University at Buffalo Libraries provide access to Access Medicine, ClinicalKey, UpToDate, PubMed, and many more databases, books, and journals. Go to the Abbott Library Health Sciences website to search and browse materials. Log in with your UBIT name and password for offsite access. Take advantage of the libraries' free request service, Delivery+, if there is something you need that the libraries do not have. HUBNET is a collection of clinical resources provided by UB and area hospitals. Access HUBNET on campus or from any of our affiliated hospitals. Create an account using your UB credentials for remote access.

The library in Jacobs School is open to student card access 24/7.

Nell Aronoff, MLS, is the librarian and liaison to the Jacobs School. She can be reached at naronoff@buffalo.edu.

OMC
The OMC can assist with your Jacobs School Account, printing, and Computer Lab needs.

Phone: (716) 829-2106
Email: omc-req@buffalo.edu

UBIT
UB Information Technology can assist with your UBIT name and password, connecting to the Internet, file storage through UBbox, downloading and purchasing software, and UBLearns technical support.

UBIT Help Center:
(716) 645-3542
https://www.buffalo.edu/ubit/get-help/help-center.html

15. Course Policies

ExamSoft/Examplify
The medical school is using the ExamSoft/Examplify exam management system. This course will utilize the system for *[quizzes and exams]*. Questions will be tagged to categories to provide a customized report for your review. You will be able to use the reports to identify strengths and weaknesses. You are encouraged to use them to reflect, self-assess, and develop your own self-directed learning plans. You are responsible for the operation of your computer for exams including successfully downloading and uploading the exam in the allotted time. Exams must be uploaded, and "green screens" shown to faculty/proctors upon exiting the exam. Support is available online at https://examsoft.force.com/etcommunity/s/, or by phone (866) 429-8889. You can also contact Nicholas Becker in the Office of Medical Curriculum at nabecker@buffalo.edu or 716-829-2164.

Top Hat
Per UB policy, each student is required to purchase a license for Top Hat. This will be used for active learning and review sessions throughout the course, and students are responsible for bringing a compatible device (computer, tablet, or phone) and having an active license to be able to participate. Please refer to the UBIT page for instructions on purchasing a license, downloading, and using the software. For help you can contact Top Hat, or Nicholas Becker in the Office of Medical Curriculum.

Course Failure and Remediation
Students who earn an Unsatisfactory grade in this course will be notified via email by the course director. The student may then be contacted by the Office of Student and Academic Affairs to determine the next steps based on the Academic Status Policy. Students should contact the course director to arrange a schedule for remediation.
If remediation is recommended, it will take the form of multiple choice exams. The material covered and the difficulty of the examinations will be equivalent to that of the original module. Students have full access to the same learning material that was used during the regular module. A grade of 69.5 will be required to successfully

remediate this course. The resulting grade will be listed on the transcript as a U, with the remediation grade also indicated.

Accessibility Resources
If you require classroom or testing accommodations due to a disability, please contact Accessibility Resources: http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html
If accommodations are recommended, the Accessibility Resources office will give you an official document stating the accommodation needs. The student is responsible for communicating any accessibility needs with the Office of Medical Curriculum, including submitting a copy of the document from Accessibility Resources.

Absence and Attendance
Please refer to the Preclinical Years (Phase 1) Absence and Attendance Policy for information on excused absences. Attendance is mandatory at exams, patient presentations, and designated medium group activities and active learning sessions. Attendance at lecture is not mandatory, but highly encouraged. Students may watch lectures via the recordings on UBLearns, however students should be aware that because technology is not always reliable, these recordings are not guaranteed.

Course Evaluation
MedHub is the Jacobs School tool for evaluating courses, clerkships, and other experiences. Results from the questions can help both the faculty and the curriculum committee identify changes to improve students' experience and learning outcomes. Students are expected to participate fully in this important process. Students are reminded to be professional in their comments and that specific constructive criticism drives improvement. Final course grades will not be sent to a student until he or she has completed the evaluations or until 3 weeks have passed since the end of the course. Student responses are completely anonymous.

Academic Integrity and Professional Conduct
The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name or student identifier on assignments, quizzes, examinations, and sign-in sheets, students certify that the work is theirs and theirs alone. Students may not refer to any material or look at other student's papers during quizzes or examinations. Students observed so doing will receive a grade of zero for that quiz or examination. As students in a health professions school, students are expected to display conduct consistent with their status as entering members of the profession. Incidents of academic dishonesty and/or professional misconduct will be addressed as described in the University at Buffalo Student Code of Conduct and the Jacobs School of Medicine and Biomedical Sciences Code of Professional Conduct.

Allowable AI Usage Within This Course:
- Students are required to review the Generative AI Use Policy for Medical Students in Phase 1 of the Medical Curriculum and follow the requirements to ensure adherence to the University at Buffalo Academic Integrity Policy and to the Jacobs School Code of Professional Conduct.
- Students are expected to use AI responsibly and critically evaluate the outputs of AI tools, ensuring transparency, accountability, and ethical considerations in their utilization.
- Students should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that overuse of AI may stifle your own independent thinking and creativity, and it is important to use any tools (for generating text, video, audio, or images) wisely and carefully.

- Students can use basic AI tools for specific tasks approved by the instructor. There will be specific times in the content and cases where you will be asked to input questions and material into AI in order to compare results.
- Students are encouraged to consult with the instructor if they have any questions or concerns regarding the appropriate use of AI in this course.
- Information shared with Gen AI is not private and could expose proprietary or sensitive information to unauthorized parties. Information provided in prompts to Gen AI is often stored by the AI software to be used in future outputs and to train or re-train Gen AI models. Consistent with copyright and intellectual property rights, students can only upload system or course session materials, presentation slides, learning guides, written feedback, de-identified patient data, practice exam questions or unpublished research data into AI systems that offer contractual data protection and have been approved by University at Buffalo Information Technology. UBIT ensures that all software and applications procured on behalf of the University have the appropriate privacy, security and accessibility protections in place. **Currently, the only generative AI tool approved by UBIT is the version of Microsoft Copilot that requires a UBIT login. Login directions can be found at https://www.buffalo.edu/ubit/services/microsoft365/copilot.html**
- If a student thinks that other applications meet the above criteria, please contact the Office of Medical Education.

Learning Environment and Discrimination and Harassment Policies

The purpose of this policy is to define student mistreatment and provide mechanisms for reporting violations of this policy. The Jacobs School of Medicine and Biomedical Sciences recognizes that preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the doctor–patient relationship and that sustain the profession of medicine as a moral enterprise. This Policy serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values. Details of this policy can be found here. Students can report violations through the measures outlined in the policy, which includes the University at Buffalo anonymous system.

Jacobs School of Medicine and Biomedical Sciences also follows the University at Buffalo Discrimination and Harassment Policy.