Contents

MISSION STATEMENT, PROFESSIONALISM, & SHARED CODE OF VALUES ................................................................. 3
  Mission Statement ............................................................................................................................................ 3
  Professionalism and the Shared Code of Values ......................................................................................... 3
  The Sidney Kimmel Medical College Honor Code .................................................................................... 5

SKMC CODE OF CONDUCT .......................................................................................................................... 7
  Code of Conduct .......................................................................................................................................... 7
  Statement of Voluntary Participation ........................................................................................................ 7

DIVERSITY AND INCLUSION ........................................................................................................................ 8
  Committee on Diversity, Equity, and Inclusion ......................................................................................... 9
  Equal Opportunity Statement .................................................................................................................... 9

ADMINISTRATION ........................................................................................................................................ 10

ACADEMIC CALENDARS ................................................................................................................................. 12

ADMISSIONS ................................................................................................................................................ 20

CURRICULUM STRUCTURE, POLICIES, & PROCEDURES .................................................................................. 25
  Sidney Kimmel Medical College Graduation Competencies .................................................................. 25
  JeffMD Curriculum ................................................................................................................................... 29
  Scholarly Inquiry ....................................................................................................................................... 30
  Grading in Phase 1 ..................................................................................................................................... 33
  Grading in Phases 2 and 3 ............................................................................................................................ 33
  Process of Grade Reporting and Grade Change Approvals .................................................................... 34

COMMITTEE ON STUDENT PROMOTIONS ...................................................................................................... 35
  General Requirements for Promotion/Graduation .................................................................................. 36
  Specific Academic/Promotion Guidelines ................................................................................................. 37
  Additional Requirements for Promotion ..................................................................................................... 37
  Flexible Phase 3 Curriculum (FLEX Year) ................................................................................................. 39
  Withdrews .................................................................................................................................................. 42
  Leaves of Absence ...................................................................................................................................... 42
  Commencement Procedures for Students with RemainingRequirements .............................................. 42

SKMC CURRICULUM COMMITTEE POLICIES ................................................................................................ 44
  Alternative Educational Assignment Policy ............................................................................................... 44
  Academic Workload Policy – Phase 1 ........................................................................................................ 46
  Class Position Policy .................................................................................................................................. 47
  Clinical Grading Policy ............................................................................................................................... 48
  Course Grade Grievance Policy .................................................................................................................. 54
  Clinical Supervision of Medical Students Policy ...................................................................................... 55
  Electives Policy ........................................................................................................................................... 59
  Faculty Recusal from Student Assessment and Promotion ........................................................................ 61
Mission Statement, Professionalism, & Shared Code of Values

Mission Statement

Sidney Kimmel Medical College is committed to: educating physicians who will form and lead the integrated healthcare delivery and research teams of tomorrow; discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside, and into the community; and setting the standard for quality, compassionate and efficient patient care for our community and for the nation. Jefferson recognizes that a diverse community is imperative to achieving excellence in patient care, education, and research. As we carry out our mission, we are committed to the highest standards of professionalism and aspire to be a community of discovery, learning, and inclusion.

Professionalism and the Shared Code of Values

The Core Values of Sidney Kimmel Medical College

At Jefferson, we are committed to the highest principles of professionalism. We aspire to be a community that is not only academically and fiscally successful, but also a community of discovery, learning, caring, and sharing. The core values of professionalism guide our actions. At Jefferson:

Our word is our bond (Integrity).
We respect each other and all with whom we come into contact (Respect).
We contribute to society’s intellectual, cultural, and spiritual well-being to the highest possible extent (Social Responsibility).
We recognize that diversity and excellence go hand-in-hand, enhancing our education and patient care and welcome our ability to interact with other people (Diversity).
We care about and attempt to ameliorate the suffering and pain of illness; we care about and attempt to ameliorate the trials and tribulations of the Jefferson family (Compassion).
We are committed to excellence and the life-long pursuit of new knowledge and personal and professional growth (Excellence).
We aspire to do the right thing, for the right reason, even if it involves pain or sacrifice (Altruism).
We are committed to each other and to those we serve. We work together to achieve our mission and goals (Collaboration).

We are committed to the prudent use of the resources made available to us by the hard work of the faculty, the tuition of our learners, the support of the public, and the philanthropic giving that sustains us and helps us grow (Stewardship).

**Professionalism: Faculty Commitment**

At this time when the medical profession is beset by an explosion of technology, changes in market forces, serious problems in health care delivery, conflicts of interest, and the threat of bioterrorism, the Faculty of Sidney Kimmel Medical College reaffirms its commitment to professionalism. Understanding that at its core the medical profession places the welfare of the patient above self-interest, we accept our responsibility to educate future physicians in the values and ethical standards of medical professionalism. We acknowledge that we can best achieve this by serving as role models and advocates while maintaining professional relationships based on mutual respect and concern. We must promote an atmosphere of cooperation and learning, of intellectual openness, honesty, and sincerity in order to constantly protect and redefine and make meaningful our core values and covenant of trust with society.

**Professionalism: The Teacher-Student Relationship**

The faculty of Sidney Kimmel Medical College is committed to principles of mutual respect and trust between teachers and students. Training future physicians who are entrusted with the lives of others must be based on faculty embodying the values of professionalism. A critical part of the values of professionalism in the teacher-student relationship is that faculty should not use their professional position to engage in romantic or sexual relationships with students. Faculty should be role models and mentors in their interaction with each other, students, nursing staff and other health professionals, as well as patients. In all of these relationships, the faculty acts to enhance the learning experience based on shared professional values.

**Professionalism: Self-Regulation**

As part of its contract with society, Medicine is given the privilege of self-regulation. As part of self-regulation, faculty and students must contribute to the spirit and principles of the Sidney Kimmel Medical College Honor Code. The faculty and students have individual responsibility and community responsibility, to uphold the Honor Code.
The Sidney Kimmel Medical College Honor Code

As Jefferson students and faculty we seek to establish a community based on honor, integrity and awareness of others. Our commitment to this community begins with our first day of professional or educational association with Sidney Kimmel Medical College when we sign a pledge to uphold the values and rules of the Honor Code that follows:

As faculty, residents, fellows, and medical students, we pledge to embrace the academic and social integrity on which Jefferson was founded, pursuing honesty, equality and fairness in all aspects of our lives. This includes not seeking an unfair advantage over our peers, teachers, students, residents, fellows or any other member of the Thomas Jefferson University community. These goals are dependent on our personal concern for ourselves and one another, as well as our collective concern for the maintenance of the community standards that are reflected in the Code.

The Honor Code assumes that all faculty, residents, fellows, and students conduct themselves in an ethical and professional manner. Altruism, accountability, commitment to excellence, duty to serve, honor, integrity and respect for others are essential characteristics of a physician. In addition, the code is dependent on the collective desire of all members of the academic community to prevent and deter violations, rather than on proceedings to impose penalties after violations have occurred. If violations do occur within this system, each member of the community is expected to support and uphold all aspects of the code.

Community — A goal of each member of the college is to foster an environment of trust and cooperation with respect for the work and efforts of others. When we speak of community we imply the student body, the faculty, the staff, and the administration, each of which contributes to the combined concept of community.

Academic Integrity — We seek to enhance our knowledge of medicine and achieve excellence in our time spent at Jefferson but not at the cost of honesty, integrity and trust, all integral aspects to the development of a physician.

Social Integrity — Jefferson is dependent on equality among all its members, regardless of race, culture, religion, gender, or sexual orientation. Each individual should be treated with equal respect by his or her peers, faculty and staff.

Responsibility — All members of the college must be willing and encouraged to discuss with their peers and all members of the community any action or issue that appears to be unacceptable and take the necessary actions in a timely manner to address the situation. The failure to deal with the breach in professional conduct not only jeopardizes the strength of the code but also puts the observer in direct violation of the code.

Mediation — Resources exist for students, faculty and staff to meet with other people within the Jefferson community to work out any differences and disagreements with the help of a third party. If these efforts fail to
reach a resolution, further resources through official college channels can be used to review any disagreement and determine the appropriate course of action.

Shared Professional Values of Sidney Kimmel Medical College

As a physician or future physician, I recognize the implicit trust placed in me by patients and society. Therefore, I commit to embodying the highest standards of civility, honesty, and integrity in all aspects of my personal and professional life. These standards include my interpersonal relationships, my academic pursuits, and my medical practice. I will strive to communicate sincerely and effectively with my patients and their families. I will treat everyone compassionately, providing respect and protection of privacy, dignity, and individuality. As part of the trust that society has placed in me, I will advocate for outstanding patient care. I will endeavor to work effectively with other members of the health care team to provide the safest and highest quality patient care. Because I recognize limitations in my knowledge and skills, I will commit to lifelong learning to improve my ability to care for my patients.
SKMC Code of Conduct

Code of Conduct

SKMC’s Shared Code of Values and Professionalism statements, as can be found in the student handbook, provide the cornerstone of our Code of Conduct. In addition, given the recent pandemic, the following requirements are in place to ensure the safety of our students, faculty, staff, patients, and community. The requirements apply to all faculty, students, and staff.

- Comply with state, local and University regulations on and off campus (i.e. regulations regarding face covering, physical distancing, and strategies to decrease risk of infection in social settings)
- Comply with all Jefferson Health COVID-19 testing requirements and any recommended follow up

Lack of adherence to these requirements will be seen as a professionalism lapse and will be subject to possible disciplinary action.

Statement of Voluntary Participation

Return to the clinical environment or any learning environment is voluntary. Graduation requirements must be met, but students may elect research activities, engage in other curricular requirements that they have met the prerequisites for such as virtual electives or may inquire about and request a leave of absence without penalty. To inquire about and/or request a leave of absence, students should contact their Student Affairs Dean.

Revision approved by Curriculum Committee 7/20/2021
Approved by Curriculum Committee 7/21/2020
Diversity and Inclusion

Diversity is the richness in human differences. It includes all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability and age. It encompasses a variety of backgrounds and life experiences.

In an inclusive environment, we value and cherish the different identities that each person brings. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community.

When health equity is achieved, everyone has the opportunity to attain their full health potential and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.

In pursuit of its mission, the Sidney Kimmel Medical College recognizes that a diverse and inclusive community is imperative in achieving excellence in patient care, education, and research and ensuring health equity. We promote and cultivate an inclusive environment that values and cherishes the diversity of our people. Given its location in metropolitan Philadelphia and in the commonwealth of Pennsylvania, SKMC gives special emphasis to the recruitment of students from racial and ethnic groups that are underrepresented in medicine (URiM), those that identify as lesbian, gay, bisexual, transgender, and those questioning their sexual identity (LGBTQ), first-generation college, and those from disadvantaged socioeconomic status.

To support its commitment to diversity and inclusion, SKMC sponsors the Office of Diversity and Inclusion Initiatives (ODII) whose mission is to support, promote and integrate diversity and inclusion into the fabric of the medical college. The Senior Associate Dean for Diversity and Community Engagement along with the Associate Dean for Diversity and Student Diversity Programs provide guidance and direction in the following key areas: policies and guidelines; recruitment and retention; structural and cultural competency education in the curriculum; pipeline programs; and community health.

The ODII, together with the Office of Student Affairs and Career Counseling and the Office of Student Life and Engagement, supports student affinity groups and activities which enhance multicultural awareness and cultural sensitivity and promote diversity within the community. Examples of activities have included the regional and national conferences of the Latino Medical Students Association and the Student National Medical Association, the Gay Pride march, Black Heritage Month, and Diversity Week. ODII sponsors the Medical Spanish Program where medical students fluent in Spanish learn the application of medical terminology and develop into physicians who can care for Spanish-speaking patients.
Committee on Diversity, Equity, and Inclusion

SKMC also supports the Committee on Diversity, Equity, and Inclusion. This Committee is comprised of students, resident physicians, faculty, department chairs and senior administration. The Committee is charged with assessing the status and effectiveness of diversity and inclusion initiatives and determines the course of diversity and inclusion within the medical college. It makes recommendations regarding initiatives, policies, and resources needed to achieve desired outcomes, and is charged with assuring the implementation of its recommendations. More information on diversity and inclusion at SKMC can be found at: https://www.jefferson.edu/university/skmc/diversity.html.

Equal Opportunity Statement

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability or veteran’s status. The consideration of factors unrelated to a person’s ability, qualifications and performance is inconsistent with this policy. Any person having inquiries or complaints concerning Jefferson’s compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean or Human Resources – Employee Relations, who have been designated by Jefferson to coordinate the institution’s efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University’s compliance with the equal opportunity laws. The Jefferson community is deeply committed to upholding the ethical standards and professional values of Medicine. The sections that follow, which have been adopted by the students, the Executive Council and the Professorial Faculty, are our expression of this commitment.
Administration

Dean

Mark L. Tykocinski, MD
President, Thomas Jefferson University
The Anthony F. & Gertrude M. DePalma Dean, Sidney Kimmel Medical College

Deans & Senior Leadership

David Abraham, PhD, Associate Dean, Undergraduate Medical Education & Academic Affairs
Katherine Berg MD, MPH, Associate Dean, Assessment
John Caruso, MD, Senior Associate Dean, Graduate Medical Education & Affiliations
Karen Chojnacki, MD, Associate Dean, Graduate Medical Education & Affiliations
Kristin DeSimone, MD, Associate Dean, Student Affairs & Career Counseling
Gretchen Diemer, MD, Senior Associate Dean, Graduate Medical Education & Affiliations
Ronald V. Hall, MD, FACEP, FCPP, Assistant Dean for Diversity and Student Diversity Programs
Steven Herrine, MD, Vice Dean, Academic Affairs & Undergraduate Medical Education
Judd Hollander, MD, Associate Dean, Strategic Health Initiatives
Abigail Kay, MD, Associate Dean, Undergraduate Medical Education & Academic Affairs
Bon Ku, MD, Associate Dean, Undergraduate Medical Education & Academic Affairs
Wayne Bond Lau, MD, Assistant Dean, Student Affairs & Career Counseling
Leonard Levine, MD, Associate Dean, Student Affairs & Career Counseling
Bernard Lopez, MD, Associate Provost, Diversity and Inclusion and Senior Associate Dean, Diversity & Community Engagement
Alisa LoSasso, MD, Senior Associate Dean, Admissions
Karen Novielli, MD, Vice Provost, Faculty Affairs (TJU) and Vice Dean, Faculty Affairs (SKMC)
Dimitrios Papanagnou, MD, MPH, Assistant Provost, Faculty Development and Associate Dean, Faculty Development
David Paskin, MD, Vice Dean, Graduate Medical Education & Affiliates
Charles Pohl, MD, Vice Provost, Student Affairs and Vice Dean, Student Affairs & Career Counseling

Peter V. Scoles, MD, Vice Dean, Academic Program Development

John Spandorfer, MD, Roger B. Daniels Associate Dean for Professionalism in Medicine

Brian Squilla, MBA, Senior Vice President, Administration
Chief Research Officer and Chief of Staff

Michael Stillman, MD, Assistant Dean, Undergraduate Medical Education & Academic Affairs

Kathryn Trayes, MD, Associate Dean, Student Affairs & Career Counseling

Howard Weitz, MD, Senior Associate Dean, Undergraduate Medical Education & Academic Affairs

David Whellan, MD, Senior Associate Provost for Clinical Research & Associate Dean, Clinical Research

Alliric Willis, MD, Associate Dean, Faculty Affairs

Deborah Ziring, MD, Senior Associate Dean, Undergraduate Medical Education & Academic Affairs
# Academic Calendars

*Updated February 10, 2022*

All dates listed are subject to revision. For the most recent versions, please reference the [University Office of the Registrar website](#).

## First-Year (Class of 2026)

### Orientation

<table>
<thead>
<tr>
<th>Orientation</th>
<th>July 18 – July 22, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 18, 2022</td>
<td>Registration 8:00 a.m.-12:00 p.m.</td>
</tr>
<tr>
<td>July 18-22, 2022</td>
<td>Orientation Week</td>
</tr>
<tr>
<td>July 22, 2022</td>
<td>White Coat Ceremony <em>(tentative)</em></td>
</tr>
</tbody>
</table>

### Fall Semester

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>July 25 – December 16, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 25, 2022</td>
<td>Classes begin 8:00 a.m.</td>
</tr>
<tr>
<td>September 5, 2022</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>November 24, 2022</td>
<td>Thanksgiving Holiday begins 12:00 p.m.</td>
</tr>
<tr>
<td>November 28, 2022</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>December 16, 2022</td>
<td>Winter Recess begins 5:00 p.m.</td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>January 2 – May 12, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2, 2023</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>January 16, 2023</td>
<td>Martin Luther King Jr. Holiday</td>
</tr>
<tr>
<td>March 6-10, 2023</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 13, 2023</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>May 12, 2023</td>
<td>Summer Recess begins 5:00 p.m.</td>
</tr>
<tr>
<td>July 7, 2023</td>
<td>End of 2022-2023 Academic Year</td>
</tr>
</tbody>
</table>

July 7, 2023 | End of 2022-2023 Academic Year |
# Second-Year (Class of 2025)

## Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 25, 2022</td>
<td>Classes begin 8:00 a.m.</td>
</tr>
<tr>
<td>September 5, 2022</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>November 24, 2022</td>
<td>Thanksgiving Holiday begins 12:00 p.m.</td>
</tr>
<tr>
<td>November 28, 2022</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>December 16, 2022</td>
<td>Winter Recess begins 5:00 p.m.</td>
</tr>
</tbody>
</table>

## Spring Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2, 2023</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>January 16, 2023</td>
<td>Martin Luther King Jr. Holiday</td>
</tr>
<tr>
<td>February 10, 2023</td>
<td>Phase 1 Ends</td>
</tr>
<tr>
<td>February 13-April 7, 2023</td>
<td>Phase I Comprehensive Examination/USMLE Step 1 Review Period</td>
</tr>
</tbody>
</table>

## Phase 2: Core Clinical Clerkships

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 10-14, 2023</td>
<td>Transition to Clerkships Course</td>
</tr>
<tr>
<td>April 17-July 8, 2023</td>
<td>Blocks MY-MZ</td>
</tr>
<tr>
<td>July 8, 2023</td>
<td>End of 2022-2023 Academic Year</td>
</tr>
</tbody>
</table>
Third-Year (Class of 2024)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>JULY 11, 2022 – JANUARY 14, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11-October 1, 2022</td>
<td>Blocks MA-MB (12-weeks)*</td>
</tr>
<tr>
<td>October 3-9, 2022</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 10, 2022-January 14, 2023</td>
<td>Blocks MC-MX (12-weeks)*</td>
</tr>
<tr>
<td>November 24, 2022</td>
<td>Thanksgiving Holiday**</td>
</tr>
<tr>
<td>December 19, 2022</td>
<td>Winter Recess begins</td>
</tr>
<tr>
<td>January 1, 2023</td>
<td>Winter Recess ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>JANUARY 16 – JULY 2, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16-April 8, 2023</td>
<td>Blocks MF-MG (12-weeks)*</td>
</tr>
<tr>
<td>January 16, 2023</td>
<td>Martin Luther King Jr. Holiday**</td>
</tr>
<tr>
<td>April 10-April 23, 2023</td>
<td>Vacation</td>
</tr>
</tbody>
</table>

**Phase 3: Differentiation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 24-May 5, 2023</td>
<td>Gateway to Internship A</td>
</tr>
<tr>
<td>May 8-June 4, 2023</td>
<td>Block MU (4 weeks)</td>
</tr>
<tr>
<td>June 5–July 2, 2023</td>
<td>Block MV (4 weeks)</td>
</tr>
<tr>
<td>July 2, 2023</td>
<td>End of 2022-2023 Academic Year</td>
</tr>
</tbody>
</table>

*Each 12-week block is divided into clinical rotations of three, four, or six weeks. Students will complete a total of four 12-week blocks and nine rotations in Phase 2. Clerkships are grouped into blocks: Internal Medicine (two 4-week rotations) & Neurology (four); General Surgery (six), Surgical Sub-specialty (three) & Emergency Medicine (three); Family Medicine (six) & Psychiatry (six); Obstetrics/Gynecology (six); & Pediatrics (six).

**Students may be expected to report to rotations on Memorial Day, Independence Day, and Labor Day. Students are off for Thanksgiving Day but should expect to report to rotations the rest of the week (i.e. Friday of Thanksgiving week and weekend) if scheduled. Students can take the Martin Luther King Jr. Holiday off for service-related activities.
### Phase 2 Clinical Calendar (Class of 2024)

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>IM/Neuro</th>
<th>EM/Surgical Subspecialty</th>
<th>FM/Psych/OB/Peds/Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/11/22</td>
<td>4/15/22</td>
<td>Block MY1</td>
<td>Block MY4</td>
<td>Block MY</td>
</tr>
<tr>
<td>4/18/22</td>
<td>4/23/22</td>
<td>Block MY2</td>
<td>Block MY5</td>
<td>Block MZ</td>
</tr>
<tr>
<td>4/25/22</td>
<td>4/30/22</td>
<td>Block MY3</td>
<td>Block MZ4</td>
<td>Block MZ</td>
</tr>
<tr>
<td>5/2/22</td>
<td>5/7/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>5/9/22</td>
<td>5/14/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>5/16/22</td>
<td>5/21/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>5/23/22</td>
<td>5/28/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>5/30/22</td>
<td>6/4/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>6/6/22</td>
<td>6/11/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>6/13/22</td>
<td>6/18/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>6/20/22</td>
<td>6/25/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>6/27/22</td>
<td>7/2/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>7/4/22</td>
<td>7/9/22</td>
<td>Block MY</td>
<td>Block MZ</td>
<td>Block MZ</td>
</tr>
<tr>
<td>7/11/22</td>
<td>7/16/22</td>
<td>Block MA1</td>
<td>Block MA4</td>
<td>Block MA</td>
</tr>
<tr>
<td>7/18/22</td>
<td>7/23/22</td>
<td>Block MA2</td>
<td>Block MA5</td>
<td>Block MB</td>
</tr>
<tr>
<td>7/25/22</td>
<td>7/30/22</td>
<td>Block MA3</td>
<td>Block MB4</td>
<td>Block MB</td>
</tr>
<tr>
<td>8/1/22</td>
<td>8/6/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>8/8/22</td>
<td>8/13/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>8/15/22</td>
<td>8/20/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>8/22/22</td>
<td>8/27/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>8/29/22</td>
<td>9/3/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>9/5/22</td>
<td>9/10/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>9/12/22</td>
<td>9/17/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>9/19/22</td>
<td>9/24/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>9/26/22</td>
<td>10/1/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>10/3/22</td>
<td>10/8/22</td>
<td>Block MA</td>
<td>Block MB</td>
<td>Block MB</td>
</tr>
<tr>
<td>10/10/22</td>
<td>10/15/22</td>
<td>Block MC1</td>
<td>Block MC4</td>
<td>Block MC</td>
</tr>
<tr>
<td>10/17/22</td>
<td>10/22/22</td>
<td>Block MC2</td>
<td>Block MC5</td>
<td>Block MX</td>
</tr>
<tr>
<td>10/24/22</td>
<td>10/29/22</td>
<td>Block MC3</td>
<td>Block MX4</td>
<td>Block MX</td>
</tr>
<tr>
<td>10/31/22</td>
<td>11/5/22</td>
<td>Block MC</td>
<td>Block MX</td>
<td>Block MX</td>
</tr>
<tr>
<td>11/7/22</td>
<td>11/12/22</td>
<td>Block MC</td>
<td>Block MX</td>
<td>Block MX</td>
</tr>
<tr>
<td>11/14/22</td>
<td>11/19/22</td>
<td>Block MC</td>
<td>Block MX</td>
<td>Block MX</td>
</tr>
<tr>
<td>11/21/22</td>
<td>11/26/22</td>
<td>Block MC</td>
<td>Block MX</td>
<td>Block MX</td>
</tr>
<tr>
<td>11/28/22</td>
<td>12/3/22</td>
<td>Block MC</td>
<td>Block MX</td>
<td>Block MX</td>
</tr>
<tr>
<td>12/5/22</td>
<td>12/10/22</td>
<td>Block MC</td>
<td>Block MX</td>
<td>Block MX</td>
</tr>
<tr>
<td>12/12/22</td>
<td>12/17/22</td>
<td>Block MC</td>
<td>Block MX</td>
<td>Block MX</td>
</tr>
</tbody>
</table>
# Fourth-Year (Class of 2023)

## FALL SEMESTER

<table>
<thead>
<tr>
<th>Dates</th>
<th>MJ (4 week block)</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 4-July 31, 2022</td>
<td>Independence Day Holiday*</td>
</tr>
<tr>
<td>July 4</td>
<td></td>
</tr>
<tr>
<td>July 4-17</td>
<td>MJ1 (2 week block)</td>
</tr>
<tr>
<td>July 18-31</td>
<td>MJ2 (2 week block)</td>
</tr>
<tr>
<td>August 1-August 28, 2022</td>
<td>MK (4 week block)</td>
</tr>
<tr>
<td>August 1-14</td>
<td>MK1 (2 week block)</td>
</tr>
<tr>
<td>August 15-28</td>
<td>MK2 (2 week block)</td>
</tr>
<tr>
<td>August 29-September 25, 2022</td>
<td>ML (4 week block)</td>
</tr>
<tr>
<td>August 29-September 11</td>
<td>ML1 (2 week block)</td>
</tr>
<tr>
<td>September 5</td>
<td>Labor Day Holiday*</td>
</tr>
<tr>
<td>September 12-25</td>
<td>ML2 (2 week block)</td>
</tr>
<tr>
<td>September 26-October 23, 2022</td>
<td>MM (4 week block)</td>
</tr>
<tr>
<td>September 26-October 9</td>
<td>MM1 (2 week block)</td>
</tr>
<tr>
<td>October 10-23</td>
<td>MM2 (2 week block)</td>
</tr>
<tr>
<td>October 24-November 20, 2022</td>
<td>MN (4 week block)</td>
</tr>
<tr>
<td>October 24-November 6</td>
<td>MN1 (2 week block)</td>
</tr>
<tr>
<td>November 7-20</td>
<td>MN2 (2 week block)</td>
</tr>
<tr>
<td>November 21-December 18, 2022</td>
<td>MP (4 week block)</td>
</tr>
<tr>
<td>November 21-December 4</td>
<td>MP1 (2 week block)</td>
</tr>
<tr>
<td>November 24</td>
<td>Thanksgiving Holiday*</td>
</tr>
<tr>
<td>December 5-18</td>
<td>MP2 (2 week block)</td>
</tr>
<tr>
<td>December 19, 2022</td>
<td>Winter Recess begins</td>
</tr>
<tr>
<td>January 1, 2023</td>
<td>Winter Recess ends</td>
</tr>
</tbody>
</table>

## SPRING SEMESTER

<table>
<thead>
<tr>
<th>Dates</th>
<th>MQ (4 week block)</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2-29, 2023</td>
<td></td>
</tr>
<tr>
<td>January 2-15</td>
<td>MQ1 (2 week block)</td>
</tr>
<tr>
<td>January 16</td>
<td>Martin Luther King Jr. Holiday*</td>
</tr>
<tr>
<td>January 16-29</td>
<td>MQ2 (2 week block)</td>
</tr>
<tr>
<td>January 30-February 26, 2023</td>
<td>MR (4 week block)</td>
</tr>
<tr>
<td>January 30-February 12</td>
<td>MR1 (2 week block)</td>
</tr>
<tr>
<td>February 13-26</td>
<td>MR2 (2 week block)</td>
</tr>
<tr>
<td>February 27-April 9, 2023</td>
<td>MS (4 week block)</td>
</tr>
<tr>
<td>February 27-March 12</td>
<td>MS1 (2 week block)</td>
</tr>
</tbody>
</table>
Phase 3 students may use a total of eight weeks of vacation, taken as either two- or four-week blocks during Phase 3. Students who do not start their first rotation in block MU due to a delay of Phase 2 or other factors may have less vacation time in their 4th year. Students can check with the Registrar regarding their status.

All students must complete four weeks of Gateway to Internship spread across the Phase (April, May, and March) and 40 weeks of rotations (60 credits) which can be taken as two- or four-week rotations and include requirements, electives, away rotations, and research. A full list of requirements are available on the Phase 3 Canvas site or the Academic Catalog. Students may only be enrolled in one rotation or credit bearing activity (including research) for any given date span.

*Students may be expected to report to rotations on Memorial Day, Independence Day, and Labor Day. Students are off for Thanksgiving Day but should expect to report to rotations the rest of the week (i.e. Friday of Thanksgiving week and weekend) if scheduled. Students can take the Martin Luther King Jr. Holiday off for service-related activities.
# Phase 3 Clinical Calendar (Class of 2023)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Block</th>
<th>Add/Drop Deadline*</th>
<th>Dates</th>
<th>2 week Block</th>
<th>Add/Drop Deadline*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2022</td>
<td></td>
<td></td>
<td>Spring 2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07/04 – 07/31</td>
<td>MJ</td>
<td>05/23</td>
<td>07/04 – 07/17</td>
<td>MJ1</td>
<td>05/23</td>
</tr>
<tr>
<td>08/01 – 08/28</td>
<td>MK</td>
<td>06/20</td>
<td>08/01 – 08/14</td>
<td>MK1</td>
<td>06/20</td>
</tr>
<tr>
<td>08/29 – 09/25</td>
<td>ML</td>
<td>07/18</td>
<td>08/29 – 09/11</td>
<td>ML1</td>
<td>07/18</td>
</tr>
<tr>
<td>09/26 – 10/23</td>
<td>MM</td>
<td>08/15</td>
<td>09/26 – 10/09</td>
<td>MM1</td>
<td>08/15</td>
</tr>
<tr>
<td>10/24 – 11/20</td>
<td>MN</td>
<td>09/12</td>
<td>10/24 – 11/06</td>
<td>MN1</td>
<td>09/12</td>
</tr>
<tr>
<td>11/21 – 12/18</td>
<td>MP</td>
<td>10/10</td>
<td>11/21 – 12/04</td>
<td>MP1</td>
<td>10/10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BREAK (12/19/2022 - 01/01/2023)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/02 – 01/29</td>
<td>MQ</td>
<td>11/21</td>
<td>01/02 – 01/15</td>
<td>MQ1</td>
<td>11/21</td>
</tr>
<tr>
<td>01/30 – 02/26</td>
<td>MR</td>
<td>12/19</td>
<td>01/30 – 02/12</td>
<td>MR1</td>
<td>12/19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/27 – 04/09</td>
<td>MS</td>
<td>01/16</td>
<td>Gateway to Internship B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>03/13 – 03/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MS cont.</td>
<td>03/27 – 04/09</td>
<td>MS2</td>
</tr>
<tr>
<td>04/10 – 05/07</td>
<td>MT</td>
<td>02/27</td>
<td>04/10 – 04/23</td>
<td>MT1</td>
<td>02/27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>04/24 – 05/07</td>
<td>MT2</td>
<td>03/13</td>
</tr>
</tbody>
</table>

*Add/drop deadline is six weeks prior to the start of the block. Students must be registered for each block, including all away rotations, vacation, and research by the deadline.
Admissions

Sidney Kimmel Medical College (SKMC) at Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons, without regard to race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, age and veteran status. The selection of students is made after careful consideration of many factors, including the academic record, letters of recommendation, quantitative scores, and interview results regarding the applicant’s personal qualities, motivation, interpersonal skills, and achievement in nonacademic areas. Specialized consideration is maintained for applicants from groups underrepresented in medicine and Jefferson's scholars programs. International applicants must have a baccalaureate degree from an accredited U.S. or Canadian college or university.

Above and beyond the applicants' academic profile, SKMC looks favorably on applicants who have demonstrated strong interpersonal and intrapersonal competencies, including a service orientation, cultural competence, teamwork skills, strong oral communication, ethical responsibility to self and others, reliability and dependability, resilience and adaptability and the capacity for improvement.

Definitions

**Diversity**: The Association of American Medical Colleges (AAMC) defines Diversity as a core value that embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity. In this context, we are mindful of all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability and age. We recognize that diversity and excellence go hand-in-hand, enhancing our education and patient care and welcome our ability to interact with other people. Diversity, thus, is an SKMC core value. SKMC is committed to a community of cultural understanding and mutual respect among students, faculty and staff while promoting the overall mission of excellence in education, scholarship, research and patient care.

For the purposes of focus in its student recruitment, admissions and retention practices, SKMC will give special emphasis to the recruitment of racial and ethnic groups that are underrepresented in medicine (URM). URM students are those that self-identify as Black or African-American, Native American or Alaska Native, Native Hawaiian/Other Pacific Islander (OPI), Cuban, Mexican American, Puerto Rican, Other Hispanic, Multiple Hispanic, or Multiple Race that includes one of the aforementioned groups. Additionally, based on the demographics of Philadelphia and Pennsylvania and the corresponding ethnic breakdown of physicians, SKMC widened the definition of URM to include people of Vietnamese descent. Lesbian, Gay, Bi-Sexual, Transgender, and those
Questioning their sexual identity (LGBTQ+) will also be considered underrepresented as are those students who are financially disadvantaged, first generation college and/or from rural areas.

**Inclusion**: The AAMC defines Inclusion as a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy and practice. The objective is creating a climate that fosters empathy, belonging, respect, and value for all and encourages engagement and connection throughout the institution and community. SKMC believes that this climate provides an environment that promotes optimum education of its students.

**SKMC Policy for Student Admissions**

1. A diversity of backgrounds and interests is desirable and a legitimate goal of medical education. SKMC believes that the education of a student is enhanced by diversity of the student body. SKMC seeks a student body that reflects a broad array of qualities, including exceptional personal talents; unique life, work, or service experience; demonstrated leadership or potential; maturity; demonstrated compassion; a history of overcoming disadvantage and adversity; ability to communicate and work with the indigent and underprivileged; or other qualifications judged to be important. SKMC will seek a broadly representative student body.

2. SKMC is committed firmly to the educational goal of enrolling a diverse body of talented students who will reflect the character of the American people whose health needs the medical profession must serve. Essential in meeting this goal is the recruitment and matriculation of students from groups that are underrepresented in medicine. No targets or quotas exist, however, for the number of such students (or the number of students possessing any other personal qualities) admitted in any given year. We allow flexibility in this definition to include other individuals or groups.

3. A diverse group of students and faculty will participate as members of the admissions committee and will conduct applicant interviews and participate in the selection of the medical school class.

**Composition of the Admissions Committee**

1. A committee of the Faculty composed of at least twenty-four members of the General Faculty, three undergraduate medical students, the Dean Of Students and Admissions, and the Associate Dean for Diversity and Community Engagement shall constitute the Committee on Admissions.*

2. A Faculty Committee on Committees shall appoint the members and the acting Dean of Admissions serves as the chair of the Committee on Admissions.

3. A Quorum of Fifty-Percent is required to conduct the business of the Committee on Admissions.
Application Review

1. All applications for admission to SKMC shall be received and processed by the Admissions Office in preparation for action by the Committee on Admissions. A holistic review of all qualified applicants will be undertaken by the executive committee of the Committee on Admissions.

2. The Committee on Admissions shall be responsible for the selection of all students and shall have the authority to act in all matters pertaining to admissions in accord with the general policies on admissions.

3. No applicant shall be admitted to SKMC without a personal interview by a member of the Committee on Admissions.

Education of the Committee Members

1. Newly appointed members of the Committee on Admissions will undergo a formal orientation process that includes:

2. Formal didactic session with Dean/Chair of the Committee on Admissions and the Director of Admissions.

3. Explanation of all portions of the AAMC application as well as the SKMC secondary application.

4. Review of the application screening process.

5. The interview process.

6. Unconscious bias training in the admissions process.

7. Required and correct conduct for a member of the Committee on Admissions.

8. SKMC Diversity Policies for Student Admissions

9. Observation of Committee on Admissions weekly meeting.

10. All members of the Admissions Committee will undertake an annual review of the, application review and interview process, unconscious bias, the SKMC Diversity Policies for Student Admissions, the required conduct of a CoA member and sign a conflict of interest statement.

Access to Applications

Access to all applications for admissions and other applicant data shall be limited to members of the Admissions Committee and the staff of the Office of Admissions. Committee members may interview applicants and otherwise assist in the survey of applications, but all correspondence, including notification of acceptance or rejection, shall be conducted through the Admissions Office.
Conflict of Interest

Committee members must decline to interview any applicant with whom they have had a previous personal or professional relationship. Additionally, the committee member must recuse themselves from the Admissions Committee discussion and decision about acceptance of said applicant.

Conduct after Interview of a Candidate

1. All deliberations of the Committee on Admissions concerning specific applicants and all data on individual applicants shall be considered privileged and held confidential. This information shall be available only to members of the Committee on Admissions.
2. No information shall be given to anyone of any action taken on an application by the Committee on Admissions until after the applicant has been notified.
3. Once an applicant’s interview has taken place, the interviewer is not allowed to discuss the interview or the applicant (with anyone, including other faculty members, the applicant, or other interested individuals). All communications, after the interview has taken place, should be referred to the Dean and/or the Director of Admissions.

Governance: Committee on Admissions | Version 2 | Approved 3/14/2022

SKMC Policy for Student Retention

Purpose
To assure that the unique challenges faced by Underrepresented Minority (URM) and Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) students are explored and addressed to ensure that each student receives the optimal experience in order to successfully graduate from medical school.

Overview
This policy outlines the resources available to URM and LGBTQ+ students to address the unique retention challenges.

Related LCME Element
3.3 Diversity/Pipeline Programs and Partnership

Principles
SKMC recognizes that the retention of a diverse student body requires attention to climate, inclusion, equity, financial aid and to fostering the education of students. While SKMC promotes a mentoring, educational and
financial plan for all students, URM and LGBTQ+ students, in particular, may have unique needs that should be explored and met whenever possible.

**Policy**

SKMC promotes an advising and educational plan for all of its students. All students partake of a formal academic, personal, and career counseling program through the Office of Student Affairs and Career Counseling in order to optimize the experience of the student.

The unique needs and challenges faced by URM and LGBTQ+ students will be addressed through the Office of Student Affairs and Career Counseling, and/or the Office of Diversity and Inclusion Initiatives.

SKMC recognizes the financial burden of a medical school education on all students. The Office of Financial Aid reviews all accepted and current students to match unique qualifications for scholarships, loans, and grants. While all students are at risk for this burden, SKMC recognizes that URM, disadvantaged, those from rural backgrounds, and LGBTQ+ may have a much higher burden. Assistance in meeting the needs of these students may be obtained through the Office of Financial Aid.

*Governance: SKMC Office of Admissions, Student Affairs and Career Counseling, and Diversity and Inclusion Initiatives | Approved 5/27/2014*
Sidney Kimmel Medical College Graduation Competencies

SKMC has established the following medical educational program objectives to align with the AAMC competencies within eight domains: patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, inter-professional collaboration, and personal and professional development.

As a consequence, the school will ensure that before graduation, every student will have demonstrated to the satisfaction of the faculty competence in the following domains:

**Competency #1 - Patient Care:** Physicians should provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

**Educational Program Objectives - Graduates will:**

- **PC1** Perform essential basic procedures
- **PC2** Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- **PC3** Organize and prioritize responsibilities to provide care that is safe, effective, and efficient including in urgent and emergent situations
- **PC4** Interpret laboratory data, imaging studies, and other tests required for the area of practice
- **PC5** Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- **PC6** Develop and carry out patient management plans including provision of palliative and end-of-life care
- **PC7** Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- **PC8** Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- **PC9** Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
Competency #2-Knowledge for practice: Physicians should demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

Educational Program Objectives-Graduates will:

KP1 Demonstrate an investigatory and analytic approach to clinical situations

KP2 Apply established and emerging biomedical scientific principles fundamental to health care for patients and population

KP3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care

KP4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations

KP5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care

KP6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices

Competency #3-Practice based learning and improvement: Physicians should demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

Educational Program Objectives-Graduates will:

PBLI1 Identify strengths, deficiencies, and limits in one’s knowledge and expertise

PBLI2 Set learning and improvement goals

PBLI3 Identify and perform learning activities that address one’s gaps in knowledge, skills, or attitudes

PBLI4 Systematically analyze practice using quality-improvement methods and implement changes with the goal of practice improvement

PBLI5 Incorporate regular feedback into practice

PBLI6 Locate, appraise, assimilate and apply evidence from timely scientific studies related to patients’ health problems

PBLI7 Participate in the education of patients, families, students, peers, and other health professionals

PBLI8 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
Competency #4-Interpersonal and communication skills: Physicians should demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Educational Program Objectives-Graduates will:

ICS1 Communicate effectively with patients, families, peers, and other team members of diverse backgrounds, languages, cultures, and communities using strategies to build therapeutic alliances, promote inclusion and equity, and ensure understanding.

ICS2 Communicate effectively with colleagues within one’s profession or specialty, other health professionals, and health-related agencies.

ICS3 Maintain comprehensive, timely, and clear medical records.

ICS4 Demonstrate sensitivity, honesty, and compassion in difficult conversations.

ICS5 Demonstrate empathy and an understanding about human emotions that allow one to develop and manage interpersonal interactions.

Competency #5-Professionalism: Physicians should demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

Educational Program Objectives-Graduates will:

P1 Demonstrate compassion, integrity, and respect for others.

P2 Demonstrate accountability to patients, society and the profession.

P3 Demonstrate respect for patient privacy and autonomy.

P4 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in ability, age, culture, gender, race, religion and sexual orientation.

P5 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and conflicts of interest.

Competency #6-System-based practice: Physicians should demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Educational Program Objectives-Graduates will:

SBP1 Work effectively in various health care delivery settings.

SBP2 Coordinate patient care within the health care system.

SBP3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population based care.
SBP4 Advocate for access, quality patient care and safety

SBP5 Participate in identifying system errors and implementing potential systems solutions

SBP6 Demonstrate understanding of various approaches to the organization, financing and delivery of health care at the regional, national and global levels.

SBP7 Apply understanding of current and historical factors affecting health equity, including structural inequities in access to and quality of health care, to improve the health of patients and communities

**Competency #7-Interprofessional collaboration:** Physicians should demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care.

**Educational Program Objectives-Graduates will:**

IPC1 Work with other health professionals to establish and maintain a climate of mutual respect

IPC2 Recognize the roles and responsibilities of other health/healthcare providers and how the team works together to provide care

IPC3 Work to ensure common understanding of information, treatment, and health/healthcare decisions by listening actively, communicating effectively, encouraging ideas and opinions of other team members and expressing one’s knowledge and opinions with confidence, clarity and respect

IPC4 Reflect on the attributes of highly functioning teams and demonstrate the responsibilities and practices of effective team members

**Competency #8-Personal and professional development:** Physicians should demonstrate the qualities required to sustain lifelong personal and professional growth.

**Educational Program Objectives-Graduates will:**

PPD1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors

PPD2 Develop healthy coping strategies

PPD3 Manage competing needs of personal and professional responsibility, and recognize that patient needs may supersede self-interest

PPD4 Demonstrate trustworthiness to one’s colleagues regarding the care of patients

PPD5 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system

PPD6 Recognize that uncertainty is part of clinical health care and respond by using appropriate resources in dealing with this uncertainty

_Governing Body: Curriculum Committee | Approved 7/21/2020_
JeffMD Curriculum

JeffMD is a three-phase curriculum that emphasizes inquiry-based learning integrating basic science, clinical science and health systems science as well as the promotion of professional development. The curriculum balances the acquisition of a “core” of scientific information with the development of demonstrable communication and interpersonal skills and medical problem solving. An exposure to medical humanities early in the curriculum acknowledges the importance of keen observation skills, cultural competence and emotional intelligence. Longitudinal scholarly inquiry is a core requirement of JeffMD.

Phase 1 (Pre-Clerkship Phase) focuses on small group case-based learning, enhanced by other forms of active learning with less time in the lecture hall. Foundations of Medicine is an integrated course sequence encompassing basic, clinical, and health systems sciences. Core concepts are introduced in blocks organized by organ systems. Lectures, labs and clinical skills sessions support the case of the week, giving the student clinical context for basic science content. Foundations of Medicine expects from students rigorous independent study and critical thinking to prepare them for the clinical problems they will encounter.

The Humanities Selectives provide opportunities to strengthen key skills of doctoring through engagement in the arts and humanities. These skills include close observation; listening; emotional awareness and empathy; self-care; comfort with ambiguity and making mistakes; team and interpersonal communication; appreciating the perspectives of patients and colleagues; and understanding social contexts of health.

All students choose an area of concentration for Scholarly Inquiry. Students are assigned a mentor and complete independent projects appropriate for that track throughout their four years. See next section for detailed information on Scholarly Inquiry.

During Clinical Experience, students learn about the broader context of health, including interprofessional teamwork and community-based resources. Students are assigned to a clinical setting and work with patients to address underlying social and environmental factors that impact health as well as employ systems-thinking to optimize health.

Phase 2 (Core Clerkship Phase) shifts to core clinical rotations while incorporating basic science and health systems concepts. The phase starts with a week-long Transition to Clerkships course, after which the students will rotate through four 12-week blocks of paired core clerkships. These pairings are intentionally designed to create a deeper well of knowledge for students, illuminating similarities in processes and care of patients throughout the core clerkships. Pairings are: Internal Medicine and Neurology; Surgery, Surgery Sub-Specialty, and Emergency Medicine; Family Medicine and Psychiatry; and Obstetrics/Gynecology and Pediatrics. Dimensions in Clinical Medicine is a longitudinal course that runs during the entire Phase 2, bringing students together at 6 week intervals for discussion of interdisciplinary topics, career guidance, small group activities that focus on reflection...
and difficult topics. Scholarly inquiry continues during this phase. A longitudinal integrated clerkship (LIC) option is also available for a subset of students. For more information on the LIC, please see the Phase 2 Information and Affiliates Guide.

**Phase 3 (Differentiation)** allows flexibility and specialization opportunities based on specialty specific residency pathways. All students complete core rotations including Inpatient Sub-internship, Outpatient Experience, Gateway to Internship, Critical Care Experience and Advanced Basic Science. In addition, students complete electives of their choice and scholarly inquiry requirements. In order to graduate, they must achieve all SKMC competencies as listed above.

Medical school is the first formal step in the lifelong process of medical education. The skills developed in meeting the challenges of adjusting to medical school will be honed as each individual progresses through residency training and into a career in medicine. There is no one formula for success. Each individual must take responsibility for his or her own mastery of the curriculum and professional development. The faculty, administration, staff, and fellow students are here to guide you through this challenging and rewarding experience.

**Scholarly Inquiry**

Scholarly Inquiry (SI) is a required component of the JeffMD curriculum of the Sidney Kimmel Medical College. It is intended to provide medical students with skills and experience that they need to become critical consumers and producers of healthcare knowledge. As part of an integrated curriculum, Scholarly Inquiry overlaps and synergizes with the Evidence-Based Medicine thread, the Health Systems Science thread, the Professionalism/Ethics thread, the Wellness thread, the Humanities selectives, and the Clinical Experience program.

Students select from seven tracks, which each serve as a distinct lens through which to train in a range of research domains and topics, and complete self-directed scholarly projects under the supervision of faculty members. Educational modalities include lectures, small-group seminars, workshops, team-based learning sessions, and online modules/training.

In Phase 1 students learn aspects of research/scholarship through both common curriculum and track-specific sessions in order to gain skills needed to undertake and complete their mentored scholarly project. In Phase 2, students transition to independent discovery of and proposing solutions to scholarly questions in the clinical space with more limited mentor guidance. Additionally, students learn how to present themselves and their scholarly work in written formats. In Phase 3, students transition to independent, life-long learning by choosing a series of ‘selective’ activities to continue scholarly pursuits in the formats and topics they find most interesting.
and unique to their career paths. Students also learn to present themselves and their scholarly work in oral formats in preparation for residency applications.

**Seven Scholarly Inquiry Track Options**

**Clinical and Translational Research**

The Clinical and Translational Research track is designed to use the precepts of the scientific method to develop critical thinking skills. Modern medicine is based upon a foundation of science. Physician scientists identify clinical practice needs that drive new research, and play a key role in producing and translating scientific discovery to the care of patients. Student research work involves hypothesis-driven research with an advisor, augmented by a program mentor, and a curriculum of core research topics.

**Design**

The Design track teaches design and creative problem solving methods and it aims to equip the next generation of doctors with the skills and confidence to transform healthcare systems, services, spaces, and devices. As part of a broader *Medicine+Design* initiative at Jefferson, the track draws from diverse fields, including architecture, industrial design, and systems engineering. Workshops and content are dynamic, incorporating the latest techniques from emerging design and healthcare movements, such as DIY makers, design thinking, and rapid prototyping. Students master essential concepts and methods through hands-on workshops and/or field immersions, and pursue applied research and development of real-world projects.

**Digital Health**

The Digital Health track trains students in ways that new disruptive technologies can be used to promote health and well-being. The broad scope of digital health includes (but is not limited to) mobile health, health information technology, wearable devices, telehealth, and telemedicine. This track is part of Jefferson’s *Center for Digital Health* and is designed to help future physicians improve clinical care and patient outcomes through the use of new technologies, in collaboration with a variety of stakeholders, including developers, payers, healthcare professionals, and patients.

**Health Policy & Systems**

The Health Policy and Systems track is designed for students who wish to advance their understanding of and their ability to assess the effectiveness of current models of care and how healthcare is delivered and experienced, as well as understand the levers that shape and guide public policy as it relates to healthcare and population health. The track promotes an integrated approach to health policy and systems thinking about healthcare delivery, policy development, and engagement of stakeholders, through consideration of innovations in care models, practice transformation efforts, analyses of legislative, regulatory, or budgetary health policy
proposals, and consideration of how social determinants of health and built environment affect health policy and healthcare systems.

**Humanities**

The Humanities track offers students an opportunity to pursue a self-directed course of creative practice and research with a focus on the arts and humanities, in parallel with their medical education. As part of a broader *Medicine+Humanities* initiative at Jefferson, the track’s program is guided by the principle that the arts and humanities provide a rich context for practicing habits of mind related to observation, interpretation, and reflection, which are as essential to the successful practice of medicine as mastery of basic science and other clinical skills. Students work closely with professional artists, as well as Jefferson-affiliated faculty, to build technical and conceptual skills in the arts and humanities and carry out independent scholarly work that ties the arts and humanities with medicine and healthcare.

**Medical Education**

The Medical Education track is designed for students who seek advanced training in pedagogy and learning theory, instructional design, medical simulation, and curriculum development. The track aims to prepare students for careers as educational leaders in academic medicine. The track provides formalized training in adult learning in clinical and academic medicine and leverages simulation training, patient safety/clinical quality tools, and point-of-care technologies as vehicles to inform educational initiatives. Students master essential concepts in pedagogy through hands-on workshops, field immersions, and self-reflection exercises, and pursue real-world projects in undergraduate and graduate medical education.

**Population Health Research**

The Population Health Research track is designed to provide an understanding of how social, political, and economic factors determine the health and health outcomes of individuals, communities, and populations. The track draws from epidemiology, biostatistics, social and behavioral science, health services research and evaluation, environmental health, health policy, and advocacy, to enhance the skills of future physicians. Students work closely with faculty engaged in public health activities in the US and abroad, and/or with partner organizations addressing the health of their communities.
Grading in Phase 1

All Phase 1 courses are pass/fail. Please refer to specific passing requirements in the Foundations of Medicine Course Guide and detailed course materials for Scholarly Inquiry, Clinical Experience, and the Humanities Selectives. Students are required to pass Step 1 of the United States Medical Licensing Examinations (USMLE) of the National Board of Medical Examiners (NBME) to be promoted to Phase 2 of the curriculum.

USMLE Step 1 and Step 2 CK Examination Policy

Grading in Phases 2 and 3

The following courses are graded Pass/Fail: Transition to Clerkships (JMD 300), Dimensions of Clinical Medicine (JMD 301), Gateway to Internship courses (JMD 490, JMD 491, JMD 492, & JMD 493), Scholarly Inquiry (JMD 350 & JMD 450), and any 2-week course. Attendance of all curricular sessions and completion of all required assignments is required to pass each course. Grading specifics for each course will be discussed during the course orientation and posted on the course Canvas page.

End-of-Clerkship NBME Subject Examinations

All core clinical clerkships use NBME Subject Examination, also known as the “shelf exam,” as one of the required assessments. NBME Subject Examination is a secure, standardized exam administered in a monitored setting with a proctor.

NBME Subject Examination must be taken at the end of the corresponding clerkship at the time scheduled by and for that clerkship. Exams may not be moved or rescheduled unless the timing of the exam will pose significant hardship for the student. Each such instance must be approved by the Office of Student Affairs & Career Counseling (OSACC) as well as the clerkship director at least 4 weeks in advance of the scheduled exam date. Students requiring special academic exam day accommodations must be approved by OSACC to do so, and must notify the clerkship director and coordinator at least 4 weeks in advance of the scheduled exam date.

Students must pass the NBME Subject Examination in order to pass the clerkship. First failure on the NBME Subject Examination will result in a grade of “Conditional Pass” for the entire clerkship. COSP will review each such instance, and grant, if appropriate, a permission to retake the examination, notifying the student of their decision in writing. Students must contact the clerkship director and coordinator to schedule the “make-up” exam, which is administered during a predetermined date and time, several times throughout the year.

Second failure on the NBME Subject Examination will result in a failing grade for the entire clerkship.
Clerkship Objective Structured Clinical Examinations

Several core clinical clerkships use the Objective Structured Clinical Examination (OSCE) as one of the required assessments. OSCE must be taken at the end of the corresponding clerkship at the time scheduled by and for that clerkship. OSCE may not be moved or rescheduled unless the timing of the exam will pose significant hardship for the student. Each such instance must be approved by the Office of Student Affairs as well as the clerkship director at least 4 weeks in advance of the scheduled exam date.

Students requiring special accommodations must be approved by of the Office of Student Affairs to do so, and must notify the clerkship director and coordinator at least 4 weeks in advance of the scheduled exam date.

By direction of the Clerkship Director, a student may be required to review the video of his clerkship OSCE. When the need for such a session is made known to the student by the clerkship director, the student must contact designated faculty in the University Rector Clinical Skills & Simulation Center in a timely fashion to arrange a time to review the OSCE video. The designated faculty will collect pertinent information from the clerkship director. After this OSCE review, a report will be sent to the clerkship director. Failure to review the OSCE will result in the student receiving an Conditional Pass grade until this requirement is completed.

Comprehensive Clinical Science Self-Assessment (CCSSA)

Students are required to take the CCSSA as an online take-home assessment, in preparation for the Step 2 exam.

Process of Grade Reporting and Grade Change Approvals

Grades of Honors, High Pass, Pass, and Fail will be reported on the transcript.

Clinical Courses Grading Policy
Committee on Student Promotions

The Committee on Student Promotions (COSP) is charged with determining that the institutional requirements for each of the General Requirements for Promotion/Graduation are met by all Sidney Kimmel Medical College students.

Committee Membership

COSP is composed of at least 12 members of the Professorial Faculty including six basic science and six clinical science faculty and a representative from the Office of the Dean.

Meetings

COSP meets monthly. At least one-half of the members must be present to constitute a quorum; however, the Executive Council of Sidney Kimmel Medical College may, at its sole discretion, provide for a different quorum requirement. Written minutes of each committee meeting shall be prepared and retained in the Office of the Dean.

The Bylaws of the Medical College require that COSP recommend to the Professorial Faculty evaluation procedures, requirements, and general policies for satisfactory scholarship. The Professorial Faculty shall apply such policies as the Committee may adopt from time to time.

The Committee’s decisions with respect to particular students may not be reversed by another faculty body or individual at Sidney Kimmel Medical College, except as expressly provided herein.

Grades and Evaluations

All final grades are signed, or electronically approved, by the Phase 1 Director or course director, and then transmitted to the University Office of the Registrar.

Unsatisfactory and remediated grades are submitted (by the Student Assessment office for Phase 1 courses and by the Course director or Course Coordinator for Phase 2 and Phase 3 courses) to the Registrar, the Office of Academic Affairs/Undergraduate Medical Education, COSP, and the Office of Student Affairs and Career Counseling. COSP will review any non-passing grades and grade change requests.
Any student who wishes to challenge a grade should follow the procedure outlined in the COSP Grade Change Policy. The Committee on Student Promotions will notify each student in writing about any actions it has taken regarding their student status, except for the routine acceptance of grades. COSP has the ultimate decision regarding any action to be taken on unsatisfactory grades or changes of evaluations. Students who do not have passing grades will have their entire record reviewed for appropriate action, which may include counseling, academic probation, or other actions as described in the Phase 1 Promotions and Phase 2 and Phase 3 Promotions policies. COSP may review at any time the entire academic history and record of any student for consideration of cognitive and noncognitive behavior, including professional, social, moral, and personal attributes.

Grade Change Policy
Phase 1 Promotion Policy
Phase 2 and Phase 3 Promotion Policy

Policies Concerning Promotion and Graduation

There are areas of competency that must be met for students to be promoted and graduated from Sidney Kimmel Medical College. These are medical knowledge, psychomotor skills, communication skills, interpersonal skills, attitudes, professional and ethical conduct, and personal attributes. If a student fails to meet any of these requirements, they may not be promoted or graduated. It is the responsibility of COSP to evaluate each individual in light of each of these requirements and to make determinations based upon the circumstances of each individual case.

General Requirements for Promotion/Graduation

The student must meet all of the requirements of the curriculum in terms of specific courses taken as defined by the Curriculum Committee. The student must meet all of the requirements specified by each contributing department for each course taken.

1. Demonstration of adequate knowledge.
2. Demonstration of appropriate skills, attitudes, professional and ethical conduct, and personal attributes.
3. Attendance, punctuality and respect for property of the College and its affiliated training sites.
Specific Academic/Promotion Guidelines

Phase 1
Phase 1 of JeffMD consists of four discrete course sequences: The Foundations of Medicine series (JMD 101/102/201/202); Scholarly Inquiry courses (JMD 150 and JMD 250); Clinical Experience courses (JMD 151 and JMD 251) and Humanities Selectives (JMD 152/153/252).

All Phase 1 Year 1 requirements must be met and all courses passed in order to progress to Phase 1 Year 2. All Phase 1 requirements must be met and all courses passed in order to progress to Phase 2.

Phase 1 Promotion Policy

Phase 2 and Phase 3
Successful completion of each course in each phase is required for advancement to the next phase of the curriculum.

Phase 2 and Phase 3 Promotion Policy

Clinical Grading Policy

USMLE

USMLE Step 1 Examination
Students are required to pass Step 1 of the United States Medical Licensing Examinations (USMLE) of the National Board of Medical Examiners (NBME) to be promoted to Phase 2 of the curriculum.

USMLE Step 2 CK Examination
Students are eligible to take the USMLE Step 2 Clinical Knowledge (CK) Examination after all Phase 2 requirements have been successfully completed. A student must receive a passing score on the USMLE Step 2 CK examination to satisfy graduation requirements. If a student has not obtained a passing grade on the USMLE Step 2 CK Examination by April of their graduation year, the residency program to which the student has matched will be notified.

USMLE Step 1 and Step 2 CK Examination Policy

Additional Requirements for Promotion
Each student must demonstrate appropriate standards of professional and ethical conduct, attitudes, moral, and personal attributes deemed necessary for the practice of medicine. These behavioral traits include, but are not limited to: honesty, integrity, willingness to assume responsibility, good interpersonal skills, compassion, logical thinking, good judgment, the absence of chemical dependency, and appropriate professional, social, moral, and
personal behavior. COSP may dismiss a student for failure to meet these standards. If a student poses a threat to the health, welfare, or safety of patients, staff, or colleagues, COSP will remove such a student from the classroom or clinical setting immediately and, if warranted, dismiss them from the College. COSP may require a psychiatric evaluation and report from a psychiatrist selected by Sidney Kimmel Medical College for any student whose conduct during a course is deemed to warrant such an evaluation.

There must be no legal or other impediments to the student’s being promoted or graduated. Legal impediments to the student’s promotion or graduation will be resolved by the joint action of the Judicial Board and COSP, in consultation as necessary with college administration and legal counsel.

**Repeat of Year/Phase**

A student will only be permitted to repeat one academic year during their career at Sidney Kimmel Medical College. Students repeating a year must pass all courses. COSP may terminate a student’s SKMC enrollment if they fail to pass any course in its timely sequence during a second attempt at a curricular year.

*Phase 1 Promotion Policy*

*Phase 2 and Phase 3 Promotion Policy*

**Maximum Time Frame**

A student is expected to complete the medical curriculum, as a full-time student, in a maximum of six (6) years, inclusive of approved leaves of absence, unless extenuating circumstances are presented to and approved by Committee on Student Promotions.

A student enrolled in the MD/PhD program is expected to complete the combined curriculum in twelve (12) years, inclusive of approved leaves of absence, unless extenuating circumstances are presented to and approved by Committee on Student Promotions.

A student who exceeds the maximum time, and for whom an exception to this policy has not been approved by the Committee on Student Promotions, may be administratively dismissed by the Committee.

*Maximum Time Frame Policy*

**Academic Status**

*Academic Probation*

Academic Probation is an administrative warning for any student who does not achieve a grade of Pass in a course, Step 1 or 2 CK of the USMLE, or receives a grade of Conditional Pass (if the student is already on Academic Probation) or Fail in a clinical clerkship. Academic Probation is not recorded on a student’s permanent academic record. It is used as an internal early academic warning to the student and will be considered should the student’s subsequent performance warrant review by COSP.
A student who is on Academic Probation will remain in such status for at least the equivalent of 12 months. The student who is required to repeat a year for academic reasons or has received an Academic Dismissal and subsequent reinstatement, will be on Academic Probation as long as they remain a student at SKMC. Students on Academic Probation for the repeat of a year and/or reinstatement are expected to achieve passing grades in all subsequent courses. Failure to achieve passing grades while on Academic Probation may result in Academic Dismissal.

Each student’s continuing probationary status in medical school will be dependent on the individual student’s entire record as evaluated by COSP. A student who is on Academic Probation who receives a grade of Fail on clinical clerkship/course evaluations, fails any course, or manifests unprofessional behavior, may be subject to any of the following actions: reexamination, repeat of the course or clerkship, repeat of the year, or Academic Dismissal.

**Flexible Phase 3 Curriculum (FLEX Year)**

Under certain circumstances, a student may apply for and receive a voluntary extension of their medical education curriculum by one year via a flexible Phase 3 year, or FLEX year. Students in Phase 3 who are unsuccessful in matching for a PGY-1 position during Phase 3, or who make a career/specialty change too late in the process to participate in the residency application and Match cycle, may benefit from an ability to extend their medical education for an additional year. This extension would allow them to enhance their progress toward a successful match in the next application cycle, including the ability to gain additional clinical experience and/or fully explore a new specialty, while still enrolled as a senior medical student. Eligibility for such an extension is based on a student not having completed all SKMC graduation requirements prior to commencement.

**Eligibility**

- Under certain circumstances, a voluntary extension of a student’s medical education by one year via a flexible Phase 3 year, or FLEX year, may be approved by the SKMC Committee on Student Promotion (COSP).
- Unless otherwise approved by COSP, a student must fall within the maximum period for graduation to be eligible for this one-year only extension. That is,

  “A student is expected to complete the medical curriculum, as a full-time student, in a maximum of six (6) years, inclusive of approved leaves of absences...Students who are enrolled in the MD/PhD program are expected to complete the combined curriculum in twelve (12) years, inclusive of approved leaves of absence...” (SKMC Student Handbook).
• In order to be eligible for the FLEX year, a student must not have completed all SKMC graduation requirements.

• The flexible 4th year is not available to students who wish to do a year of research or a separate degree program (e.g., MPH). That work is categorized as a Leave of Absence.

• Student who fit the following criteria may be considered for this program:
  o One unsuccessful attempt at matching for a PGY-1 residency position,
  o A late career/specialty change that prevents them from participating in the residency application and Match process,
  o Or, by appeal to the Vice Dean of Student Affairs

**Application and Approval Process**

• Any student wishing to engage in a FLEX year should first discuss this option with their Student Affairs dean. If both agree that an extension is necessary to enhance a student’s progress toward a particular specialty, and thus to be successful in the Match the following year, the student must first be approved by the Vice Dean for Student Affairs. The list of students approved by the Vice Dean for Student Affairs will be forwarded for approval by COSP, and updated and reviewed by COSP whenever changes occur.

• Students may not apply for the flexible 4th year earlier than January of their Phase 3 year.

• Students who have not been successful in a residency match and wish to participate in the flexed Phase 3 program must notify their assigned Student Affairs Dean of their request to participate in the program by the last day of the “Gateway to Internship B” course. Once approved, Student Affairs will notify the Office of the Registrar and, if applicable, the Director of Financial Aid.

**Program Requirements**

• Tuition/Enrollment Fee
  o Tuition must have been paid in full for the first year of Phase 3 before moving on to the second year of this two-year program. A student will not be charged full tuition for the second (extended) Phase 3 year but will be required to pay fees for that second year. Those fees will be determined by the University on an annual basis and communicated with the student prior to committing to the FLEX year.

• Schedules
  o Students will work with a Student Affairs dean and specialty advisor to design a schedule for the extended year. In addition to coursework and clinical rotations at SKMC and its clinical affiliates, students may participate in away electives at other institutions in accordance with SKMC policy on extramural electives.
Students participating in the FLEX program must enroll in courses during every block of the extended Phase 3 year, with a maximum of 8 weeks of vacation. A proposed schedule for the year must be submitted and approved by a Student Affairs Dean before the start of the FLEX year.

Once approved, students may begin scheduling courses/rotations for their extended Phase 3 year, but not before the regularly scheduled fourth-year students have completed registration for their Phase 3 courses.

Students are subject to the same limits on the number of weeks of Pass/Fail and non-clinical course (e.g., research electives) as the new class with which they are graduating. This information is posted on the Phase 3 Canvas page.

- **Required Meetings**
  - Students must provide documentation of a meeting with the Director of Financial Aid, if applicable, to their assigned Student Affairs Dean before the start of the flexed 4th year.
  - At a minimum, students are REQUIRED to meet with their Student Affairs Dean (in person, by phone, or by Zoom) during the FLEX year as follows: May, September, and January. Students are also expected to communicate with their subspecialty on the same May, September, and January timeline.

- **Graduation from SKMC**
  - Flex students are enrolled for a full academic year (Fall and Spring Semesters), will be subject to two semesters of payment, and will graduate with the determined University Spring conferral date, provided all graduation requirements are met.
  - In the rare and extenuating case that a student’s circumstances change and they anticipate needing to meet the necessary graduation requirements earlier than the end of the flexed 4th year, the student should discuss this with their Student Affairs dean and seek approval from the Vice Dean for Student Affairs and the Committee on Student Promotions. In this situation, the student will graduate upon completing their requirements. In the event that a student is approved to graduate prior to completing a full semester, there will not be a refund of any portion of the reduced tuition/enrollment fee for that semester.

**Process for Monitoring**

Students are responsible for completing a “Checklist of Student Responsibilities” that includes tasks to complete prior to beginning the FLEX year as well as documentation of their required advising meetings. This form will be reviewed by the Office of Student Affairs on an ongoing basis.
Withdraws

Students seeking to withdraw from SKMC must first consult with their Dean in the Office of Student Affairs and Career Counseling. Once they have completed this step, they may submit a letter of withdraw to the Committee on Student Promotions.

Any student who withdraws from the medical college and wishes to subsequently return within two calendar years must submit a letter with this request to the Committee on Student Promotions. This request must be submitted by the 14th of the month, so that it may be added to the next COSP agenda, and evaluated by the committee, prior to the student’s requested return date. Any and all such requests for readmission will be decided on by COSP on a case-by-case basis.

Withdraws from the Sidney Kimmel Medical College Policy

Leaves of Absence

Under certain circumstances, leaves of absence may be granted to students upon request to the Committee on Student Promotions. A leave of absence is required for any gap of enrollment during Sidney Kimmel Medical College’s required educational program that exceeds the duration specified under a “Short Term Break” based on the student’s curricular phase. Details about types of leave are specified in this policy.

Leave of Absence Policy

Commencement Procedures for Students with Remaining Requirements

Official Graduation List Published in the Graduation Program

If the student has not fulfilled the requirements for the degree their name may not appear on the graduation list for their class (except in extenuating circumstances and with written approval of the Vice Dean for Student Affairs and Career Counseling and the Vice Dean for Academic Affairs). The student’s name will be included on the graduation list for the next scheduled Commencement, following the approval to issue the student the degree. The entry on the list will indicate, following the student’s name, the date the degree was conferred.

Attendance at Commencement

Students who have not fulfilled the requirements of the degree cannot participate in the Commencement program (except in extenuating circumstances and with written approval of the Vice Dean for Student Affairs and Career Counseling and the Vice Dean for Academic Affairs). A degree cannot be conferred until all requirements for the degree have been completed and approved. After a student has the degree conferred during the year, they may participate in the following year’s Commencement program. Attendance at Commencement is required.
**Yearbook**

At the beginning of the school year, the yearbook editor verifies the members of the class to be included in the yearbook. In the event a student is not able to graduate, they should contact the editor and indicate their status and preference (1) to be continued in the yearbook or (2) to be included in the next published yearbook. Inclusion in the yearbook is not official confirmation of graduation.

**Alumni Records**

When a student will not graduate with their original class, it is recommended that the student contact the Alumni Office and express their desire to be included with their class of Alumni functions.

**Awarding Degrees**

All students who have not completed the requirements for their degree at the scheduled time for Commencement will:

1. Be required to meet with their OSACC Dean to discuss what they need to do to fulfill the requirements for graduation.
2. Receive access to the schedule of courses and be informed that they must register for each course with the University Office of the Registrar.
3. Should update their permanent address and phone number with the University Office of the Registrar.

Upon receipt of the final grade or test scores for outstanding degree requirements, the University Office of the Registrar will review the student’s academic record. Once complete, the University Office of the Registrar will notify OSACC who will arrange for the Oath of Hippocrates to be administered as below and confer the student’s degree. The student will be notified of their degree conferral date.

In all cases, the student will be asked to receive their diploma in person from the Dean or their representative after administration of the Oath of Hippocrates by the Dean in the Office of Student Affairs and Career Counseling. If this is not feasible, arrangements will be made to have another physician known to the Office of Student Affairs and Career Counseling complete this process.
SKMC Curriculum Committee Policies

In addition to the SKMC Policies listed below, students are responsible for knowing and adhering to academic policies as outlined in the Academic Policies Handbook: https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies.html

Alternative Educational Assignment Policy

Purpose
The purpose of this policy is to outline the responsibility of assigning clinical training sites to students in Phases 2 and 3 and the process by which students can request a change to clinical site assignments.

Overview
SKMC assumes responsibility for managing students’ selection of and assignment to learning experiences. The Registrar’s Office fulfills this responsibility in consultation with the Phase Director. This policy describes the process for a medical student with an appropriate rationale to request considerations for an alternative educational assignment, when circumstances allow.

Related LCME Element
10.9 Student Assignment

Policy
1. SKMC clinical rotation process creates student schedules optimizing student rotation site and order preferences
2. Phase 2 students are not permitted the opportunity to change their schedule once the schedule is assigned and the swap period closes.
3. Phase 2 students who feel their personal circumstances warrant special consideration in clinical site assignment can submit a request for the consideration of their special circumstances.
4. Phase 3 students can change their education assignments as described in the procedure below
Procedure

Clinical Site Assignments for Phase 2

1. The clinical assignment process, request for Special Circumstances, and request to change sites after assignment are posted for students under the Registration Information on the respective phase Canvas pages. The information is also presented in the schedule overview presentations given by the Registrar’s Office prior to Phase registration.

2. After the process has been presented to the students, those students who feel they have special circumstances which warrant special considering in scheduling are asked to submit a special circumstances form for review. Students with documented disability that require ADA accommodations should work with the Accessibility Services office to request formal accommodations.

3. A special circumstances form is available at least two weeks prior to site preference opening and requests must be received by the stated deadline to be reviewed. All requests are reviewed by the Phase 2 Director, Senior Associate Registrar, and the student’s Student Affair’s Dean. After the requests are considered for rationale and impact to other students, students are notified of their request outcome and any the accommodation for their scheduling.

4. Clerkship site assignments will be made by the Registrar’s Office based on the student’s lottery preferences, ADA accommodations, and approved special circumstances requests.

5. Students can swap sites with another student in the same clerkship scheduled for the same block during the designated site swap period and up to 6 weeks prior to the start of the rotation.

6. After schedules have been assigned and the swap period closes, if a student’s circumstances warrant a change in clinical sites for one or more clinical rotations, the student should write to their Student Affairs Dean. Only requests due to extenuating circumstances will be considered.
   a. If the Student Affairs Dean feels the request is appropriate, they will contact the Phase Director and Senior Associate Registrar for a request to change the student’s clinical site placement.
   b. Phase 2 students will be manually changed by the Registrar’s Office after approval and on a space available basis.

Clinical Site Assignments for Phase 3

1. The clinical assignment process and change of registration process are posted for students under the Registration Information on the respective phase Canvas pages. The information is also presented in the schedule overview presentations given by the Registrar’s Office prior to phase registration.

2. Course site assignments will be made by the Registrar’s Office based on the student’s lottery preferences.
3. Students with documented disability that require ADA accommodations, should work with the Accessibility Services office to request formal accommodations prior to the preferencing period opening.

4. There is no swap period for Phase 3 students.

5. Phase 3 students who need an alternative clinical site should make the registration changes needed following the regular add/drop process. Should the change need to be made after the registration deadline has closed for that block, the student should complete the add/drop form and seek the permission of the clinical department to make the change.

Academic Workload Policy - Phase 1

Purpose
This policy establishes guidelines for maximum required curricular activities for Phase 1 (pre-clerkship) students at SKMC to maximize educational benefit while also attending to students' needs for rest, study, and personal time.

Overview
Sidney Kimmel Medical College is committed to providing a safe and supportive learning environment for all students throughout their educational program to maximize student success. A current, separate duty hour policy exists for the educational program during Phases 2 and 3 (clinical phases).

Related LCME Element
8.8 Monitoring Student Time

Definitions:
In-class activity: An in-class activity refers to an educational session on the academic schedule and involves presentation of curricular content through direct interaction between medical students and faculty. Although these sessions appear on the weekly academic calendar, not all sessions are considered mandatory.

Required out-of-class activity: A required out-of-class activity refers to an educational activity that is required to be completed outside of scheduled class time, generally in preparation for a scheduled in-class activity. Examples of required out-of-class activities include, but are not limited to, preparation for Case based learning sessions, required reading assignments, preparation for Team based learning sessions and writing reflective essays.

Required out-of-class activities do not include time to study material presented during in-class activities.

Policy
1. Scheduled required in-class activities, averaged over the course of the academic year should not exceed 30 hours per week during Phase 1.
2. Required out-of-class activities averaged over the course of the academic year should not exceed 10 hours per week during Phase 1.

Monitoring

1. The Phase 1 Director is responsible for ensuring compliance with this policy. Data on total time for required activities is collected by the Academic Affairs office and presented to the Phase 1 Curriculum Subcommittee during all Block and Course reviews in Phase 1.

2. The Phase 1 Curriculum Subcommittee report and recommendations will be forwarded to the Curriculum Committee to ensure compliance.

3. Annual student surveys are conducted to collect average time spent out-of-class for recurring weekly activities such as case-based learning preparation and Scholarly Inquiry project work to ensure accuracy of these estimates.

4. If individual blocks or courses are found to be out of compliance with this policy or the overall policy guidelines are deemed to no longer be appropriate, the Curriculum Committee will take action to remedy the situation and re-establish compliance.

Class Position Policy

Alpha Omega Alpha (AΩA) Honor Society Eligibility

1. Students with scores in the top 25% at the end of Phase 1 will be eligible for junior AΩA nomination

2. Quizzes are not considered in determining class position

3. Numerical scores applicable to class position decisions will be from the following components:

   For Academic Year 2018-2019 and subsequent years:
   a. End of block examinations including anatomy practical exams
   b. Clinical skills examinations

   For Academic Year 2017-2018:
   a. End of block MCQ examinations
   b. Anatomy practical examinations
   c. Clinical skills examinations

4. Two-digit percent correct scores will be averaged to determine overall score in each component

5. Weighted average of the component scores will be used to determine AΩA eligibility score:
a. $Score = \frac{2}{3} * (\text{MEAN}_{MCQ-ANATOMY}) + \frac{1}{3} * (\text{MEAN}_{CS})$

6. Satisfactory performance is required in the following to qualify for AΩA nomination
   a. Scholarly Inquiry
   b. Humanities
   c. Case-Based Learning (<5 “did not meet expectations” scores)
   d. Clinical Experience
   e. Professionalism record

7. Nominated students will be selected for AΩA according to previously determined policy

8. Students with scores in the top 25% at the end of Phase 2 will be eligible for senior AΩA nomination. This determination will be made using Phase 1 performance as described above in addition to a weighted score derived from performance in clinical clerkships

Class Position for Medical Student Performance Evaluation (MSPE)

1. Class position will be determined at the end of Phase 2
2. Class position will be reported in the MSPE as students scoring in the top ten students, top 10%, top third, middle third and lower third
3. Class position is not included on the academic transcript
4. Phase 1 AΩA eligibility score will be used as described above
5. Grades of Honors, High Pass, Pass, Fail earned during the Phase 2 clerkships will be assigned numeric values and will be weighted based on course credit
6. Overall class position score will be the average of AΩA eligibility score and and the Phase 2 clerkship score

Clinical Grading Policy

Purpose
To establish and maintain a structured grading process during all Phase 2 and Phase 3 courses.

Policy
1. Grading systems
   a. Grading system for all clinical Phase 2 and Phase 3 courses longer than 2 weeks has 4 tiers – Honors, High Pass, Pass, Fail. Conditions to receive grades of Honors, High Pass, and Pass are defined by each course director.
      • In courses using the NBME shelf exam, the exam comprises 20% of the final course grade;
• In courses using a summative OSCE, the OSCE score comprises 10% of the final course grade;
• Every required course has a professionalism component which comprises 5% of the final course grade. This is awarded or reduced in its entirety (i.e. no partial credit);
• Courses may choose to include other projects or assignments as a part of their final course grade. The contribution of each such this component towards the final course grade is determined by the course director;
• Courses performed in the clinical setting include a clinical component as a part of a final grade. The contribution of this component to the final course grade is determined by the course director.

b. Grading for Transition to Clerkships, Dimensions of Clinical Medicine, Advanced Basic Sciences, and Gateway to Internship is Pass/Fail. Conditions to receive a grade of Pass is defined by each course director.

c. Grading for 2-week courses is Pass/Fail. Conditions to receive a grade of Pass is defined by each course director.

d. All passing grades are reported on the transcript.

2. Grade of “Incomplete”

a. An Incomplete will be assigned to students who are not able to complete a component of a course, or who complete at least 50% of a course due to personal or medical leave of absence or significant life event, with the understanding that they will make up the missing portion of the course upon their return.

b. A grade of Incomplete will be submitted by the course director to the registrar and will be presented to the Committee on Student Promotion as an informational item.

c. All missing components of the course that lead to a grade of Incomplete (I) must be completed within 1 year of the end date of the course. If the student does not complete the missing components of the course within 1 year of the course end date, the grade will be changed to a withdrawal (W) and, if a required course, the student will be required to repeat the course in its entirety.

d. When the student successfully completes the missing portion of the course, the assigned grade will replace the Incomplete (I). At that time, the change will be sent to the Committee on Student Promotion as an action item.

e. A grade of Incomplete (I) will be reported on the transcript until the student successfully completes the course. At that time, the actual course grade will replace Incomplete. No permanent annotation on the transcript or mention in Medical Student Performance Evaluation will be made. If a student is withdrawn from the course at the 1-year deadline, the Incomplete on the transcript will be replaced with a designation of withdrawn (W).
f. A student will not be permitted to advance to subsequent Phases of the curriculum nor graduate with a grade of Incomplete on the transcript.

3. Grade of Conditional Pass

a. Conditional Pass is a temporary grade assigned to students who do not successfully complete the requirements of a course but are deemed by the course director not to have failed the course.

b. Conditional Pass is a temporary grade only and is considered neither a passing nor a failing grade. It does not grant the student graduation credit for a given course. A student will not be allowed to graduate, nor advance to subsequent Phases of the curriculum with a grade of Conditional Pass on the transcript.

c. Conditional Pass is assigned to a student who has one or more deficiencies in their clinical performance; whose unprofessional behavior impairs clinical performance, resulting in a clinical deficiency; or who did not complete or submit course assignments, including clinical observation documentation and electronic patient logs.

- The initial grade of Conditional Pass will be presented to the Committee on Student Promotion as an information item and any subsequent grades of Conditional Pass will be presented to COSP as an action item. COSP will review each such instance, and grant, if appropriate, a permission to retake the examination or remediate the identified deficiencies that led to the grade of Conditional Pass

- Conditional Pass for these stated reasons will trigger a mandatory Individualized Learning Plan (ILP) process and remediation. An ILP team will be assembled, including at least the student, course director, Director of Clinical Proficiency Remediation, and the Student Affairs Dean. Additional team members may include the director of clinical phase in which student is enrolled, Clinical Skills Center staff, Dean of Professionalism, other course directors, or others as deemed appropriate.

   The ILP team will determine the contents and conditions of the remediation, providing the plan in writing to each ILP team member and the student. Examples of remediation include but are not limited to more clinical time (duration to be determined by the ILP team), submission of a missing project and completion of electronic patient logs. If the ILP team determines that the student needs additional clinical time in a given course in excess of 50% of the course duration, the student will be assigned a failing grade for the course; “Failure” grade policies will apply in that instance.
• Each ILP plan must contain a deadline for completion, not to exceed 1 year from the end date of the course. After the deadline has passed, the grade will become a failure. If medically necessary, a deadline in excess of one year may be granted with support from the Student Affairs Dean, and permission of the Phase Director, Course Director, and COSP, in consultation with the ILP team.

• The course director will supervise the remediation process and determine by the end of the remediation process whether the student met the course goals and objectives to receive a passing grade.
  • The course director will determine how to grade the clinical performance in this instance, and what final course grade will be assigned based on other course components.
  • Students who received a grade of Conditional Pass due to missing course assignments or components will receive no credit for the professionalism component of the final passing grade.
  • Students who do not meet the course goals and objectives by the end of the remediation period will be assigned a grade of Failure.
  • Students who fail to meet with the ILP team upon receipt of the grade of Conditional Pass, or fail to fulfill the plan outlined by the ILP team, will receive a grade of Failure for the course.

d. Conditional Pass is assigned to a student who fails the end-of-course NBME exam once. A student receiving Conditional Pass for this reason is required to meet with their Student Affairs Dean and the course director to determine the study plan and the best time to retake the exam.
  • A student who passes the remediation exam will be assigned a passing grade for the course if they were on track to pass the course based on other grading components. During the calculation of the final grade, the NBME score will be replaced by the minimum passing NBME exam score determined by the course.
  • Students who fail the retake exam will be assigned a grade of Failure for the course.

e. Conditional Pass is assigned to a student who fails the end-of-Phase OSCE examination in a corresponding course.
  • Conditional Pass for this stated reasons will trigger a mandatory Individualized Learning Plan (ILP) process and remediation. An ILP team will be assembled, including at least the Student, Director of Clinical Proficiency Remediation, and the Student Affairs Dean. Additional team members may include
the director of clinical phase in which student is enrolled, Clinical Skills Center staff, Dean of Professionalism, other course directors, or others as deemed appropriate.

- Student will participate in a mandatory OSCE remediation course with the Director of Clinical Proficiency Remediation. Upon successful completion of the course, the grade of Pass will be assigned for the corresponding course.

- Student who fails to participate in the OSCE remediation course, or who does not successfully complete the OSCE remediation course will be assigned a grade of Failure for the corresponding course of which the end-of Phase OSCE is a component.

f. Student may only receive a grade of Conditional Pass once per each course – i.e. they must either successfully pass the course or fail the course at the end of the remediation period. The remediation period cannot be extended and must not exceed one year from the end date of the course.

g. A grade of Conditional Pass will be replaced on the transcript by the grade the student ultimately earns, whether passing or failing. No transcript annotation will be made once “Conditional Pass” is replaced by a final grade. All grades of Conditional Pass will be reported on the Medical Student Performance Evaluation with an explanation of type of remediation the student received.

h. Any student with a grade of Conditional Pass will be presented to the Committee on Student Promotion as a potential actionable item.

4. Grade of “Failure”

a. A grade of Failure will be assigned to:

- Students who fail to meet goals and objectives of the course and are deemed by the course director and/or grading committee to benefit from repeating the entire course;

- Students who are determined by the ILP team to need to repeat clinical time greater than 50% of the course duration;

- Students who received a Conditional Pass but failed to meet goals and objectives of the course at the end of the remediation period that was determined by the ILP team;

- Students who received a Conditional Pass but fail to fulfill the remediation plan as determined by the ILP team;

- Students who fail the course NBME subject exam twice;

- Students who display unprofessional behavior during the course that is determined by the course director and/or grading committee to be too egregious to be remediated via the ILP process.

b. All grades of Failure are permanent and will be reported on the transcript.

c. All grades of Failure will be presented to the Committee on Student Promotion as action items.
• The Committee on Student Promotion will determine if the student is allowed to repeat the course. If the student is allowed to repeat the course, the ILP process will be invoked:
  o An ILP team will be assembled, including at least the Student, course director, Director of Clinical Proficiency Remediation and the Student Affairs Dean. Additional team members may include the director of clinical phase in which student is enrolled, Clinical Skills Center staff, Dean of Professionalism, other course directors, or others as deemed appropriate.
• The ILP team will determine what additional resources and processes the student will require to maximize the chances of success. The ILP team will provide, in writing, a copy of the plan to each ILP team member and the student.

d. A student repeating the course due to course failure may receive a grade of either Pass or Fail upon completion of the clerkship.
  • A grade of “Conditional Pass” is not available for the repeat; the student must either successfully pass the course or fail the course upon the completion of the repeat course.
• A student failing the course twice will be presented to the Committee on Student Promotion for action. Possible outcomes include repeat of the entire phase of the curriculum or academic dismissal.

5. All grade changes must be presented to the Committee on Student Promotion for approval.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>FAILURE</th>
<th>INCOMPLETE</th>
<th>CLINICAL DEFICIENCY</th>
<th>NBME FAILURE</th>
<th>MISSED ASSIGNMENT</th>
<th>OSCE FAILURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course repeat</td>
<td>Student to complete</td>
<td>ILP</td>
<td>Exam Retake</td>
<td>ILP</td>
<td>ILP</td>
<td></td>
</tr>
<tr>
<td>Transient Impact</td>
<td>Failure reported</td>
<td>None</td>
<td>CP to new grade</td>
<td>CP to new grade</td>
<td>CP to new grade</td>
<td>CP to new grade</td>
</tr>
<tr>
<td>MSPE Impact</td>
<td>Failure reported</td>
<td>None</td>
<td>Notation</td>
<td>Notation</td>
<td>Notation</td>
<td>Notation</td>
</tr>
<tr>
<td>GRADE IMPACT</td>
<td>Failure reported</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CSP Actionable</td>
<td>Yes</td>
<td>No</td>
<td>Information unless past academic issue</td>
<td>Information unless past academic issue</td>
<td>Information unless past academic issue</td>
<td>Information unless past academic issue</td>
</tr>
</tbody>
</table>

1. If need for remediation/repeat is <50% of course duration
2. Minimum passing score is assigned when calculating final grade
3. Student receives no credit for professionalism component on final grade

Governance: Curriculum Committee | Version 3 | Approved 4/25/2022
Course Grade Grievance Policy

Purpose
This policy establishes the grievance process to be followed if a student disagrees with the final grade they were assigned for a course or clinical rotation.

Overview
SKMC is committed to establishing and following a process for students who have a grievance with the final grade assigned to them for a course or clinical rotation. The following policy outlines the timing and the process students should follow in case of such a grievance.

Related LCME Element
1.6 Student Access to Educational Records

Policy Statement

Grievance Process Timing

1. Once the grade is published, a 1-week reflection period will be enforced during which student cannot appeal their grade.

2. After the reflection period, students have up to 20 business days to appeal their grade. No grade appeal will be considered if received more than 25 business days after the grade is published.

Grievance Process

1. After the reflection period, the student may contact the course director* for clarification of their grade, and to state why they believe that grade does not accurately represent their performance. The course director* will respond within 10 business days by either scheduling a meeting with the student, or by responding to the student in writing with the explanation.

   *For Foundations of Medicine (FOM) the Phase 1 Director will serve as the course director.

2. If the student is dissatisfied with the outcome of the initial grade appeal, they will meet with their Student Affairs dean to review the information and seek further guidance. With such guidance, students can choose to appeal their grade to the director of the curricular phase* during which the course occurred. Such appeal must be made in writing and within 10 business days of the final decision by the course director and will only be considered if it was made first to the course director.

   *For Foundations of Medicine the appeal should be made to the Senior Associate Dean of Academic Affairs (AA).

3. If the student is dissatisfied with the outcome of their appeal as detailed above, they will again meet with their Student Affairs dean to review the information and seek further guidance. With such guidance,
students can choose to appeal their grade further, to the Vice Dean of Academic Affairs and Undergraduate Medical Education. Such appeal must be made in writing. Such appeal must be made in writing and within 10 business days of the final decision by the phase director and will only be considered if it was made first to the phase director.

4. The decisions made by the Vice Dean of Academic Affairs and Undergraduate Medical Education are final.

For all courses except FOM

For FOM courses

Clinical Supervision of Medical Students Policy

Purpose
In its efforts to ensure effective learning, professionalism, and quality patient care, this policy statement should guide faculty physicians and housestaff officers (i.e., resident physicians) when supervising medical students in clinical learning contexts. This policy will also guide the students in what supervision they will receive during clinical duties. The statement defines the graded supervision of medical students in clinical environments at sites where medical students rotate and/or participate in learning activities throughout their medical training at SKMC.

Overview
During clinical rotations, students are valuable members of the healthcare team, participating in the evaluation and management of patients. It is imperative that students receive appropriate supervision during patient care at
all times. SKMC has dual responsibility to its students and patients. This policy describes the requirements to meet the standards of appropriate supervision in the clinical environment to ensure safety in the delivery of care, while still serving to maximize student learning.

Related LCME Standards

9.3 Clinical Supervision of Medical Students

Principles

The Clinical Learning Environment

SKMC is committed to bringing the core values outlined by the American Medical Association (i.e., advocacy, leadership, excellence, and integrity) to its clinical learning environments for undergraduate medical student education. Appropriate, adequate, graded, and progressive faculty supervision in clinical learning environments at SKMC and its affiliated clinical sites will provide for the efficacious guidance, observation, and assessment of students’ clinical activities.

It is the responsibility of the supervising faculty member to ensure policy standards are followed for all students participating in clinical rotations. It is also expected that supervising faculty will provide for a learning environment that is free from mistreatment, including, but not limited to, exploitation of the power differential in the faculty-student relationship; intimidation; harassment (i.e., physical, emotional, or sexual); embarrassment; and humiliation.

Supervision: Definition and Roles

Medical students are not to provide care in an unsupervised environment. Medical students participating in patient care must be supervised at all times. It is understood that the primary supervising physician will be an faculty physician employed by Thomas Jefferson University (TJU) or a volunteer/affiliated/community faculty physician provider with a SKMC faculty or adjunct faculty appointment, practicing within the scope of his/her discipline as delineated by the credentialing body of the physician’s respective clinical site and/or department. Faculty supervising medical students will have their credentials verified by the Office of Faculty Records of SKMC at the time of their initial faculty appointment.

During instances in which a medical student is participating in a clinical setting where resident/fellow physicians or other healthcare professionals are actively involved in medical student education, it is the responsibility of the supervising faculty physician to assure all personnel are appropriately prepared for their roles for teaching and supervision of medical students within the scope of their practices. When the faculty physician is not physically present in the clinical area, the responsibility for supervising medical students will be delegated to the appropriately prepared resident/fellow physician at the discretion of the primary faculty physician.
It is expected that supervising physicians will be involved in the education of medical students. Supervising faculty will set a model of professionalism, collegiality, compassion, and quality cost-conscious care; demonstrate an ethical approach to patient care and health delivery; maintain professional relationships with medical students and all members of the clinical team; and uphold the SKMC Code of Professional Conduct.

Clinical supervision is designed to foster progressive responsibility. Supervision will be based on the medical student’s level of training, demonstrated competence, and the objectives for the clinical experience.

**Supervision During Clinical Experiences**

Students may be supervised at one of two broad levels:

1. Direct Observation: the supervising faculty member is present with the student and the patient.
2. Immediately Available, Indirect Supervision: the supervising faculty member, while not in the presence of the student and/or patient, is immediately available to the learners and/or at the site of care to provide direct supervision, when required.

The amount of supervision required for each medical student will vary according to the circumstance of each clinical encounter, and will be commensurate with the level of training, education, and experience of the student that is involved with the patient’s care. Course directors and clerkship directors will provide specific guidance for each clinical experience, including the student’s level of responsibility and scope of approved activities and procedures that are permitted and/or expected during the rotation. Faculty and clinical preceptors will have SKMC Competencies, rotation-/experience-specific objectives, supervisory recommendations, and access to educational resources, including assessment instruments. Resources will be available to faculty at the start of the medical student’s clinical experience, and will also be available remotely via a Learning Management System (LMS).

To facilitate student education, supervising physicians are expected to provide opportunities for students to demonstrate ownership for patient care responsibilities; these opportunities may be in the form of taking patient histories; performing complete and/or focused physical examinations; reporting and entering findings in the patient’s electronic health record (EHR) with the explicit approval of the patient’s supervising faculty member. History and physical examination findings must be reviewed with a supervising faculty or housestaff member immediately after such a clinical encounter.

The supervising faculty or housestaff member is responsible for reviewing all student documentation, and will countersign documentation and progress notes, while providing constructive feedback on documentation.

Students may perform discharge counseling of a patient only under direct supervision of the housestaff officer or faculty member. All other counseling can be performed under immediately available indirect supervision, as long as the content of such counseling is discussed in advance with a housestaff officer or faculty member.
Supervising physicians, faculty and/or housestaff, must provide medical students with regular, periodic, timely, and specific feedback. The clerkship or course director will be expeditiously contacted if there is concern for any potential academic and/or professional gaps in student performance. Should there be any concern regarding clinical, administrative, professional, educational, or safety issues during their rotation, students will be encouraged to immediately contact the supervising physician, clerkship/course director, or Dean for Student Affairs.

**Graded Responsibility of Medical Students**

Clinical supervision of medical students is designed to foster progressive responsibility across the four years of training.

In the clinical setting, Phase 1 medical students can gather history and perform a physical examination under immediately-available indirect supervision of a faculty member with immediate follow up with such faculty member immediately after such encounter.

Phase 2 and 3 medical students participate in the care and management of patients, including procedures (discussed below). Students may collect history and perform a physical examination under immediately available indirect supervision, and must review the history and physical exam findings with either a member of the housestaff or a faculty member immediately after such an encounter. Findings may be noted in the medical record by Phase 2 and 3 medical students only with the approval of the patient’s supervising physician. It is the responsibility of the supervising physician to review medical student documentation, and provide feedback for educational purposes. Clinical interventions are never to be executed by medical students without a supervising physician’s awareness and/or permission.

Concerns about adequacy and availability of supervision should be reported to the course/clerkship director verbally or in writing at any time. Concerns will be reviewed by the course/clerkship director upon receipt, with the respective clinical service, to investigate the situation and remediate any noted deficiencies. Repeat issues concerning student supervision will be escalated by the course/clerkship director to the Phase director.

**Procedural Supervision**

Medical student participation in invasive and non-invasive procedures requires direct supervision by the supervising faculty physician or duly-credentialed housestaff physician at all times of the procedure. The supervising physician must have the privileges and authorization to perform the procedure being supervised. According to standard protocol, patient consent must be obtained prior to the procedure. Students may obtain informed consent, under direct supervision, for procedures they will perform under the supervision of the
housestaff officer or faculty member. Students must not obtain informed consent for procedures they will not perform.

In addition, assisting in procedures may only be performed when the supervising faculty physician agrees that the student has achieved the required level of competence, maturity, and responsibility to perform the procedure. Occasionally, the student may perform first-assistant duties when judged competent by the faculty physician, and permission is granted by the patient.

Students may perform basic procedures, including but not limited to, Foley catheter placement, venous cannulation, phlebotomy, arterial blood sampling, and nasogastric tube placement, only once they received education about such a procedure, and only under direct supervision by a member of the housestaff, fellow, nursing (if appropriate), or a faculty member. This includes students who may possess knowledge of such procedures due to prior clinical experiences. Students must not perform any procedure, even under supervision, that they do not feel comfortable performing.

**Governance: Curriculum Committee | Version 5 | Approved 2/15/2022**

---

**Electives Policy**

**Purpose**

This policy provides clarity on elective opportunities and procedures regarding these courses for Phase 3 students.

**Overview**

SKMC is committed to policies and practices that encourage medical students to use electives to pursue a broad range of interests.

**Related LCME Element**

6.5 Elective Opportunities

**Policy**

1. All students must complete a minimum of 28 total elective weeks to be eligible for graduation.

2. Electives taken during Phase 3 will be graded according to the SKMC Grade Policy.

3. All electives will follow the SKMC Phase 3 attendance policy. Students who are unable to meet the requirements necessary to satisfy any elective experience should contact the Course Director and Course Coordinator immediately.

4. Approved Electives may be selected from:
a. Electives in the SKMC Course Catalog.

b. Electives in the Course Catalog of other LCME-accredited Medical Schools.

c. Courses required during active duty service for those students with Military obligations

5. General Information on Electives

A three credit elective consists of a minimum of 135 hours of educational and/or clinical activities over four weeks. A 1.5 credit elective consists of a minimum of 67.5 hours of educational and/or clinical activities over two weeks.

6. Students may not be assessed by a family member during an elective.

Procedures

1. Phase 3 Director oversees all electives offered at SKMC.

2. Each Elective will have a designated Course Director at SKMC (and each affiliate site if offered at affiliates).

3. The Course Director and the Pathway Director are responsible for ensuring that:
   a. Electives have clear goals, objectives and evaluations.
   b. Evaluations of the student are completed in a timely fashion (per SKMC Grade Timeliness Policy).
   c. All failures are referred to the COSP for review.

4. Creation of Electives
   a. New electives must be approved by the Phase 3 curriculum subcommittee and SKMC Curriculum Committee.
   b. Requests for new electives must be submitted to the Phase 3 Director using the New Elective course proposal.
   c. New elective proposals must be submitted no later than 4 months prior to the start of the new academic year.

5. Independent Electives
   a. Faculty sponsored independent electives must be designed by student and mentor using SKMC competencies with clear objectives and deliverables.
   b. Faculty must submit the request to Phase 3 director at least 6 weeks prior to the start date.

6. Special Circumstances
   a. The Vice Dean of Academic Affairs must approve electives that fall outside this policy.
Faculty Recusal from Student Assessment and Promotion

Purpose
To describe faculty recusal from decisions on student assessment and/or promotion at the Sidney Kimmel Medical College (SKMC).

Overview
This policy outlines expectations for when faculty at SKMC are expected to recuse themselves from being involved in student academic assessment and/or promotion.

Related LCME Element
9.9 Student Advancement and Appeal Process
12.5 Non-Involvement of Providers of Student Health Services in Student Assessment / Location of Student Health Records

Principles
Faculty who provide or have provided health services, including psychological/psychiatric counseling, to SKMC students or who have any personal and/or financial association with a student, must have no involvement in their academic assessment and/or promotion. Faculty who have had a direct impact on educational outcomes of a student; e.g., failed a student, must have no involvement in their academic promotion. SKMC is committed to ensuring student privacy and confidentiality, as well as fair assessment and promotion.

Policy
1. SKMC faculty physicians who provide or have provided medical and/or psychiatric care, psychological counseling, or other sensitive health services to an SKMC medical student, whether in person or through telehealth, must recuse themselves from the student’s academic assessment. In addition, SKMC faculty who have any personal and/or financial association with a student must recuse themselves from the student’s academic assessment. In such cases, the faculty physician must have no involvement in assessing or evaluating the medical student’s academic performance. Medical student privacy is to be preserved at all times. Should the potential for this conflict of interest arise, the faculty physician and/or the medical student are advised to immediately contact the appropriate course/clerkship director and/or Dean for Student Affairs.

2. A member of the Committee on Student Promotions (COSP) who provides medical and/or psychiatric care, psychological counseling, or other sensitive health services to a medical student, whether in person or through telehealth, or who has a personal and/or financial association with a student, must recuse
themselves from discussions and decisions regarding the medical student’s promotion and/or graduation. Medical student privacy is to be preserved at all times. In addition, a member of COSP who has had a direct impact on educational outcomes of a student; e.g., failed a student, must recuse themselves from discussions and decisions regarding the medical student’s promotion and/or graduation. In all such situations where the potential for a conflict of interest exists, the COSP member is advised to immediately contact the Chair of COSP and the Associate Dean for Academic Affairs. The COSP Chair and the Associate Dean for Academic Affairs will review the nature of the conflict of interest and make a determination as to whether the COSP member may participate in the meeting, with the exception of the case in conflict, or be excused from the entire meeting.

**Formative Assessment and Feedback Policy**

**Purpose**

This policy establishes expectations that students are provided with assessment and formative feedback sufficient in quality and timing to provide all students an opportunity to improve and enhance their achievement.

**Related LCME Element**

9.7 Formative Assessment and Feedback

The medical school's curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning.

**Policy Statement**

In all required courses and clerkships, each student must be assessed and provided with formative feedback that allows progress in learning to be monitored. Feedback must be provided early enough to allow sufficient time for remediation at least by the approximate midpoint of a course or clerkship to enable opportunity for improvement prior to awarding final grades.

**Required Phase 1 Courses**

- For all Phase 1 courses, students will receive formative formal feedback by at-least the mid-point of each required course.
**Required Phase 2 and 3 Courses**

- For all required clerkships and courses four or more weeks in length, students will receive formative feedback by at least the mid-point of the rotation.

- For all required clerkships and courses less than 4 weeks in duration, students will be provided timely verbal and/or written formative feedback.

**Responsibility**

It is the responsibility of the course/clerkship director to ensure all students receive formative feedback early enough in each required course/clerkship to enable mid-course correction before awarding final grades. Compliance is monitored by Phase Directors on an ongoing basis and is part of the course/clerkship review process at the relevant Phase 1, 2 or 3 Curriculum Subcommittees. Data from these reviews is forwarded to the Curriculum Committee to ensure compliance.

Throughout all courses and clerkships, course directors or their faculty designee must be available to meet with students on as-needed basis to discuss their progress, obtain additional feedback, or discuss the experience in the course.

---

**Policy on Continuous Quality Improvement (CQI)**

**Purpose**

To identify Liaison Committee for Medical Education (LCME) accreditation elements that the SKMC will monitor on a regular basis to improve the quality of its medical education programs.

**Overview**

It is the policy of the Sidney Kimmel Medical College to continuously engage in ongoing quality improvements of all college policies, programs and processes to ensure the achievement of the mission and the effective monitoring of the medical education program’s compliance with Liaison Committee for Medical Education (LCME) accreditation standards.

**Related LMCE Standard**

1.1 Strategic Planning and Continuous Improvement
**Principles**

1. Accreditation elements that impact student well-being and educational operations are subject to ongoing review. Examples include elements related to learning environment, grade timeliness, curricular review.

2. This policy outlines the minimum standards for Continuous Quality Improvement (CQI)

**Policy**

1. Monitoring of selected LCME elements and SKMC identified elements will occur on a regular basis.

2. The Vice Dean for Academic Affairs and Undergraduate Medical Education or their designee has primary responsibility for and authority over this monitoring and the process of CQI.

3. The Vice Dean for Academic Affairs and Undergraduate Medical Education or their designee is responsible for managing the process, as well as receiving and analyzing relevant data. Standing committees and senior administrators within the college contribute to the monitoring effort, and additional associated personnel provide coordination and support the process.

4. The Vice Dean for Academic Affairs and Undergraduate Medical Education ensures that appropriate resources are allocated for these activities, including personnel, information technology systems and infrastructure for the collecting and reporting of data.

5. Areas for monitoring and/or improvement are identified from the following categories:

6. Elements identified as areas of focus by SKMC strategic plan goals.

7. Elements that have been cited as “not in compliance” or “compliance with monitoring” during previous accreditation visits.

8. New elements or elements in which Liaison Committee on Medical Education (LCME) expectations have evolved, as communicated through Association of American Medical Colleges meetings, the LCME website or other communication from the Secretariat.

9. Elements that are affected by review or changes to Sidney Kimmel Medical College policies.

10. Elements that explicitly require regular monitoring or relate to regularly occurring processes.

11. Other components brought forth as a result of the program evaluation process, and items brought forward to the Curriculum Committee as areas of concern from the faculty or students, including results of institutional or national surveys such as internal questionnaires, student feedback surveys and the AAMC Graduation Questionnaire.

*Governance: Vice Dean, SKMC / Approved 12/17/2019*
Student Absence Policy

Purpose
To outline the policy regarding student absences from pre-clinical and clinical educational requirements.

Overview
SKMC recognizes that need for absences during education may arise due to students’ personal or medical needs. SKMC has a responsibility to ensure that each student is present during the academic time to ensure appropriate participation in all curricular elements that will ultimately lead to successful attainment of the SKMC graduation competencies.

Related LCME Element
12.4 Student Access to Health Care Services

Principles
The policy allows for adequate absences to accommodate medical and personal needs of students while ensuring appropriate academic contact time for each student.

Policy

Phase I Absences
Attendance is required for case-based sessions, clinical skills sessions, clinical experience, patient sessions, quizzes, and all other sessions labeled mandatory. Excused absences may be granted in the case of illness, personal/family emergency, or religious holidays.

Acute Illness or Emergency
Block and Clinical Examinations: A student must contact their Student Affairs Dean to be excused. The student must contact their Dean at 215-503-6988 if during business hours or via pager (877-656-4337) at all other times. All health-related excuses for missing examinations must also have documented approval from the Medical Director of Jefferson Occupational Health Network (JOHN) or their designee. Make-up for the missed examination will take place on designated exam make-up dates and times, published on the university calendar. If the Student Affairs office approves the absence from the examination as excused, they will notify Academic Affairs. Academic Affairs will communicate this information to the Phase 1 Director, Associate Dean of Assessment, and applicable faculty/staff for informational purposes. Students with grievance of decision should contact the Vice Dean of UME or their designee.

Other Mandatory Sessions (such as case-based sessions, clinical skills sessions, quizzes, etc.): A student must submit the absence online via the absence reporting system to be excused. If it is within two hours of a mandatory session, the student must contact the Academic Affairs office (JeffMD@jefferson.edu or 215-955-
9714; a student must leave a voicemail for all unanswered calls). Students are responsible for make-up arrangements for all missed work. Students with grievance of decision should contact Student Affairs.

Requests for Absence due to Religious Holidays

- Students must notify Academic Affairs in writing via the online absence reporting system, of any days they will miss class because of religious holidays within three business days of the start of classes on a semester by semester basis. Students will not be excused from class for days intended for travel for religious observance.
- (For more information refer to [https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/student-religious-observance-policy.html](https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/student-religious-observance-policy.html)).
- Students with grievance of decision should contact the Office of the Provost.

Requests for Absence due to Special Circumstances

Examples of special circumstances where absences from mandatory sessions (which include examinations) may be approved include family member weddings or student presentation at a conference. Since dates for these special circumstances are known in advance, requests must be made in writing via the online reporting system to the Office of Academic Affairs as early as possible but at least four weeks prior to the event. The more advance
notice that is given, the more likely the request will be able to be accommodated. Students with grievance of
decision should contact Student Affairs.

**Phase 2 and Phase 3 Absences**

Active participation in the clinical rotations and related activities indicates the student’s understanding and
mastery of professional responsibilities. When it is necessary for students to be absent from a required activity,
students must approach such absences with the same standard of professional responsibility required of
practicing physicians; professional responsibility extends to one’s patients and members of one’s team.
Extracurricular activities at this point in medical school should not interfere with clinical obligations. Any existing
obligations should be discussed with the Clerkship or Course Director at least four weeks before such obligation.
Students at all times should prioritize attending clinical rotations.

A central tenet of the attendance policy is that students provide timely and valid requests. The course/clerkship
director relies on a student’s honesty in presenting a compelling reason for an absence from a required activity to
be the core principle underlying professional communication regarding such absences; integrity is a core value for
physicians. Course/clerkship directors will likewise apply the attendance policy without preconceived judgment or
assumptions in a way that is both fair and consistent, but which also considers a student’s individual situation.

When a student does not attend a required session and has not provided, in advance, an appropriate request for
permission, the student is in violation of the standards of conduct.

Only the course/clerkship director may excuse a student from a course/clerkship, not a site director, clerkship
coordinator, supervising faculty or housestaff. All absences must be reported by students via an online Absence
Portal.

No more than 1 day can be missed per a 2-week time period for any reason. Any absences in excess of this
allowance will need to made up at the course director’s discretion, and may include additional clinical shifts at the
location and time deemed appropriate by the course director or additional assignments. The student will carry a
grade of Incomplete until missed time is made up. For extended absences, the entire rotation may need to be
repeated, as determined by the Committee on Student Promotion.

Any necessary appointments, such as medical and dental appointments, should be scheduled in the least
disruptive way possible. Any recurring medical appointments, such as physical therapy or psychological
counselling, apart from being scheduled in a least disruptive way, must be discussed with the course/clerkship
director in advance of the course/rotation. Absences for appointments do not need to be submitted via Absence
Portal unless the student will be absent for an entire day.

An absence day is defined as any day student was expected to be present for didactic or clinical activities. This
includes weekend days and holidays if clinical duties for the course/clerkship are scheduled during those times.
Four different absence types are recognized:

**Category 1 Absence – Unexpected and excused**

*Definition:* Absence for personal, medical, and family emergencies. The student shall use their judgment about whether they are too sick to work safely.

*Notification:* Notification should occur as soon as possible. Student must submit their absence through the Absence Portal and must notify via e-mail the course/clerkship director and coordinator, the site director (if applicable) and their clinical team (if applicable). Failure to notify will make these absences considered a Category 4 absence.

*Limits:* No more than 1 day can be missed per a 2-week time period. If absence in excess of this limit is needed, student, course/clerkship director, and responsible Student Affairs dean will agree on a plan to make up the missed time.

**Category 2 Absence – Planned in advance**

*Definition:* absences for special personal events (weddings, graduations, family events) and professional events (scientific meetings where the student is the first author, or presenting an oral abstract or poster, for the day of their presentation and associated travel time). This also includes planned legal activities.

*Notification:* These requests need to be submitted at least four weeks in advance of the absence via the Absence Portal, and will be approved at the course/clerkship director’s discretion.

*Limits:* Absence requests for critical dates, during which orientation, OSCE, or NBME exam are scheduled, will be denied. No more than 4 Category 2 absences will be granted in the entire Phase 2; no more than 4 Category 2 absences will be granted in the entire Phase 3. If any student has reasons to request more than 4 Category 2 absences during Phase 2 or Phase 3, they must meet with their Student Affairs dean to discuss their needs and formulate a plan. No more than 1 day can be missed per a 2-week time period. If absence in excess of this limit is needed, student, course/clerkship director, and responsible Student Affairs dean will agree on a plan to make up the missed time.

**Category 3 Absence – Religious exemption planned in advance**

*Definition:* Any religious observance that a student feels impacts their ability to care for patients or participate in educational activities.

*Notification:* Requests must be submitted at least four weeks before the start of the course/clerkship during which the absence is to occur via the Absence Portal.
Limits: On average, no more than 1 day can be missed per each 2 weeks period of the clerkship; missed days can be consecutive (e.g. for a 6 week rotation, a student can miss up to 3 days). If absence in excess of this limit is needed, student, course/clerkship director, and responsible Student Affairs dean will agree on a plan to make up the missed time. Recurrent religious obligations should be addressed with the Student Affairs dean and a plan should be made that reflects the nature of clinical medicine and educational opportunities while respecting the importance of religious obligations.

Category 4 Absence – Unexcused

Definition: Any absence not falling into the above categories, or any absences outlined above without appropriate notification. Repeated tardiness is also considered unprofessional and an unexcused absence.

Limits: Category 4 absences are unexcused and not allowed. They are considered unprofessional and will result in student being reported to the Dean of Professionalism.

University Closure

If Thomas Jefferson University announces a closure due to inclement weather or an event, students will be excused from clinical duties, regardless of the site of current clinical rotation. Absences from clinical duties during university-wide closures are considered excused. They do not need to be submitted via the Absence Portal and do not count towards students’ total number of absences.

Instances may arise when the inclement weather is present at a clinical site where the student rotates, yet does not affect the center city campus of Thomas Jefferson University, and the University remains open. If student feels that they will not be able to get to their clinical site safely, they should request an absence. Such absence requests will be treated as Category 1 absences.

Jury Duty

While civic duty is an important responsibility of all citizens, the time students spend directly caring for patients is paramount for their professional growth. Any student who receives a jury summons should discuss this immediately with their Student Affairs dean, who will help the student get a postponement or an excusal. Students who choose to serve on Jury Duty can treat Jury Duty absences as excused (Category 3) absence.

Governing Body: Curriculum Committee | Version 3 | Approved 9/21/2021
Student Clinical Duty Hours Policy

Purpose
To outline the total number of hours medical students are required to spend in clinical and educational activities during clinical courses.

Overview
This policy outlines expectations for clinical students’ workloads during clinical courses in order to allow participation while also attending to their needs for rest, study, and personal time.

Related LCME Element
8.8 Monitoring Student Time

Principles
Medical students must learn to balance the long hours that patient care and learning demand while at the same time getting adequate rest to ensure that they function at the highest level while caring for their patients. Sidney Kimmel Medical College is committed to providing a safe and supportive learning environment for our students.

Policy
1. “Duty hours” are defined as all clinical and academic activities undertaken by students. These activities include patient care, time spent on call in the hospital, and scheduled academic activities such as conferences. Duty hours do not include reading and preparation time spent away from duty site.
2. Each student must have no more than 80 hours per week of duty hours, averaged over a four-week period.
3. One day in seven must be free from required clinical and educational experiences averaged over a 4-week period. A day is defined as one continuous 24-hour period free from all clinical, educational, and administrative activities.
4. Continuous on-site duty hours must not exceed 24 hours.
5. Work periods must be separated by at least 8 hours free from duty.
6. Students must have at least 14 hours free of duty after a continuous 24 hours of in-house call.
7. Compliance is monitored by the course directors who receive the data from student questionnaires administered at the end of each clinical course.
8. Any violations of this policy should be reported by the student to the course director. The faculty member or resident who is responsible for the violation will be contacted to make sure that the policy is understood, and future violations do not occur. If repeated violations occur, the course director will report the problem to the phase director.
9. This policy must be discussed annually by the course director with each clinical site director and with students at the beginning of each block.

**Student Mistreatment Policy**

**Purpose and Overview**
The Sidney Kimmel Medical College is committed to fostering a positive learning environment where student mistreatment is prohibited. The SKMC Honor Code directs students, housestaff and faculty to create a community based on honor, integrity and awareness of others. All community members are expected to conduct themselves in an ethical and professional manner and demonstrate respect for others. As defined in this policy, student mistreatment by employees including faculty and housestaff is a violation of the SKMC Honor Code.

**Related LCME Standard**
3.6 Student Mistreatment

**Definition of Mistreatment**
As defined by the AAMC, mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Examples of mistreatment include but are not limited to: sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender, sexual orientation or personal physical characteristic; humiliation, psychological or physical punishment; and the use of grading and other forms of assessment in a punitive manner.

**Mechanisms to Report Mistreatment**
A student who feels that they have been subjected to mistreatment by another member of the Jefferson community is urged to report their concern through any of the following means (more than one may be used):

1. contacting a SKMC Dean;
2. contacting the University’s Title IX Coordinator (titleIX@jefferson.edu);
3. contacting the course/clerkship/phase director, or the site clerkship director;
4. posting the concern confidentially on the end of clerkship evaluation via New Innovations, or
5. posting the concern confidentially or anonymously on the online reporting site.

**Responding to and Adjudicating Allegations of Mistreatment**
SKMC takes every report of alleged mistreatment seriously and makes every effort to respond to such reports in a responsible manner, prevent any risk of retaliation, and conduct investigations in a manner that upholds a duty of care to its community members.
Sexual Misconduct: Allegations of sexual misconduct, including sexual harassment, sexual assault, stalking and relationship violence that are submitted to SKMC through one of the reporting options identified in this policy will referred to the University’s Title IX Coordinator. More information about the University’s Title IX Office and the University’s Sex and Gender-Based Misconduct Policy can be found at https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/sexual-misconduct/Overview.html.

Other Forms of Misconduct: The Dean’s Office will determine how to address other allegations of mistreatment and may work or consult with other appropriate offices depending on the nature of the allegations. If a complainant is not satisfied with the resolution of the complaint, the complainant should contact their Student Affairs Dean for further discussion.

Policy on Retaliation
Retaliation, which may include but is not limited to threats, intimidation, lowered grades of evaluations, demotion, or discharge, is strictly prohibited and anyone found to have engaged in retaliation may face disciplinary action up to and including dismissal/termination of employment.

False claims
A person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, may be subject to disciplinary action.

Student Narrative Assessment Policy

Purpose
This policy relates to LCME Element 9.5, which states: “...that a narrative description of a medical student’s performance, including his or her non-cognitive achievement, is included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment.”

Overview
SKMC provides meaningful narrative feedback to students wherever possible. Written narrative feedback provides students with the opportunity to reflect on their attributes and skills, contributing to their growth and improvement as professionals.

Related LCME Element
9.5 Narrative Assessment
Policy

1. Students receive written narrative feedback from faculty whenever teacher-student interaction permits. Students in courses with classroom settings utilizing groups of 10 students or less for all enrollees and that have longitudinal teacher continuity of at least 4 weeks, will receive written narrative feedback as part of the final course assessment.

2. Written narrative feedback is required on all clinical evaluation forms. Teachers are required to provide global written narrative evaluation of the student’s performance for inclusion in the student’s MSPE. Additionally, formative comments are gathered from teachers who evaluate students in order to provide specific directions for improvement or encouragement to continue excellent work and behavior.

_Governing Body: Curriculum Committee | Version 2 | Approved 2/15/2022_

Student Unscheduled Study Time Policy

Purpose
To outline expectations regarding pre-clerkship student scheduling for in-class and out-of-class activities, with the goal of ensuring time for independent study and a manageable workload.

Overview
The faculty of SKMC is committed to assuring that there is sufficient time available for independent study and other non-curricular activities during the pre-clerkship phase of the curriculum. This policy provides guidelines on the density of weekly scheduling and the provision of unscheduled time to foster students’ independent and self-directed learning skills.

Related LCME Element
6.3 Self-Directed and Life-Long learning

Policy
The pre-clerkship courses must provide the students with, on average, two half-days for each 5-day academic week free from scheduled didactic activities.

Unscheduled free time must not be converted to any mandatory curricular activity, including, but not limited to lecture, directed small group sessions, laboratory activities or clinical skills training.

Adherence to this policy will be reviewed by the Curriculum Committee at least annually, or as needed.

_Governance: Curriculum Committee | Approved 2/18/2020_
Technical Standards Policy

Purpose
Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The purpose of this policy is to outline the technical standards defined by the medical school as necessary for admission and required for completion of the medical education program.

Related LCME Element
10.5 Technical Standards

Policy
Applicants to Sidney Kimmel Medical College (SKMC) are selected based on academic credentials, extracurricular accomplishments, and personal characteristics critical for developing competent physicians. Additionally, certain minimum physical and cognitive abilities, defined here as technical standards, are deemed necessary to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study, participate fully in all aspects of medical training, and ensure patient safety.

As requirements for admission, promotion, and graduation, a candidate for the MD degree at SKMC must possess the abilities and skills to meet the technical standards listed below, with or without accommodations:

1. The ability to analyze, synthesize and solve problems, and reach diagnostic and therapeutic judgments.
2. Sufficient use of the senses of vision and hearing and somatic sensation necessary to perform a physical examination using observation, palpation, auscultation and percussion and the ability to execute motor movements reasonably required to provide both general patient care and emergency treatment.
3. The ability to relate to patients and to establish sensitive, professional relationships with patients.
4. The ability to work as an effective team member of the health care team.
5. The ability to communicate in writing and verbally with patients and medical colleagues with accuracy, clarity and efficiency in both routine and emergency conditions. Accommodation through use of a trained intermediary or other communications aide may be appropriate when this intermediary functions as an information conduit.
6. The ability to learn and perform certain laboratory and diagnostic procedures.
7. The ability to use good judgment in the assessment and treatment of patients.
8. The ability to accept criticism and to respond by appropriate modification of behavior.
9. No infectious disease which would prevent the performance of essential clinical activities required to complete the curriculum.
10. The perseverance, diligence and consistency to complete the medical school curriculum and to enter the independent practice of medicine.

Sidney Kimmel Medical College is committed to providing all students with opportunities to take full advantage of the educational and academic programs. The medical school recognizes that students with documented disabilities may require reasonable accommodations in order to achieve curricular objectives and to meet the technical standards listed above. Students who believe they require accommodations to meet medical program objectives and technical standards should contact Student Accessibility Services as early as possible.

Process for Monitoring
All candidates who are accepted to the medical school are expected to review these technical standards and attest that they are capable of meeting them, with or without accommodation. Enrolled students will reaffirm their ability to meet the technical standards through an online attestation at the beginning of each curricular year.

Timely Summative Assessment Policy

Purpose
This policy relates to LCME Element 9.8, which states: “A medical school has in place a system of fair and timely summative assessment of medical student achievement in each course and clerkship of the medical education program. Final grades are available within six weeks of the end of a course or clerkship.”

Overview
SKMC is committed to the timely reporting of summative assessment. The following policy and procedures outline the mechanisms, oversight and monitoring for timely reporting of grades.

Related LCME Element
9.8 Fair and Timely Summative Assessment

Policy
1. Grades are expected within four (4) weeks after the completion of the course or clerkship.
2. Grades are considered late at 6 weeks after completion of the course or clerkship.
3. The end of course/clerkship is defined as completion of all course/clerkship components.
Process for Monitoring

1. At 3 weeks after the completion of a course/clerkship, the Registrar will contact the Office of Assessment (Phase 1) or course/clerkship directors and Educational Coordinators (Phases 2 and 3) of the upcoming deadline.

2. At 4 weeks after the completion of a course/clerkship, the Registrar will provide the Educational Coordinators and Phase Director with a list of unsubmitted grades.

3. At 5 weeks after the completion of a course/clerkship, the Registrar will provide the Phase Director, Department Chair and Vice Dean for UME with a list of unsubmitted grades.

4. Repeated episodes of grade lateness will be reported to the Vice Dean for Academic Affairs and Undergraduate Medical Education, and potentially to the Department Chair and Dean.

_Governing Body: Curriculum Committee / Approved 11/16/2021_
SKMC Committee on Student Promotions Policies

In addition to the SKMC Policies listed below, students are responsible for knowing and adhering to academic polices as outlined in the Academic Policies Handbook: https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies.html

Academic Dismissal Policy

Academic Dismissal is the separation of a student from the medical college because the student has not met the academic requirements of Sidney Kimmel Medical College. Students who are at risk of academic dismissal are invited to attend a COSP meeting to present information regarding their academic deficiencies and answer questions from COSP members. The student may bring one support person before the COSP. Such an individual is not permitted to be a legal counsel or to take part in the proceedings.

Appeal of Academic Dismissal

1. Following receipt of notification of Academic Dismissal by the Committee on Student Promotions, a student may submit a written appeal request to the Dean of the Medical College and the Office of Academic Affairs/Undergraduate Medical Education within 10 days. This written request must state the basis for the appeal and should include new information that would warrant a reconsideration of the decision to dismiss.

2. Upon review of the student’s request, the Dean may either deny the appeal or refer the matter to the Appeals Committee on Student Promotions for reconsideration. A denial of appeal rendered by the Dean is final and binding.

3. The student will be notified in writing of the Dean’s decision within 14 days after receipt of their written request.

4. If the Dean refers the matter, the Appeals Committee on Student Promotions will convene review and evaluate the appeal within 30 days. The student has the right to appear at this meeting to give a brief summary of information presented to the Dean and to respond to questions. The student may bring one
support person before the Appeals Committee; such an individual is not permitted to be a legal counsel or to take part in the proceedings. The Appeals Committee on Student Promotions may decide either to rescind or maintain the dismissal. A final decision may be postponed for up to 10 days if additional investigation is required. A letter stating the decision including the rationale and any recommendations will be sent to the student, Dean of SKMC, Registrar, COSP Chair and Student Affairs Dean.

5. The decision rendered by the Appeals Committee on Student Promotions is final and binding with reference to the current appeal of dismissal.

6. The Appeals Committee on Student Promotions is an ad hoc Committee comprised of 5 senior faculty drawn from the Professorial Faculty with knowledge of and/or experience with COSP policies and procedures, and one designee appointed by the Dean. Members of the Appeals Committee on Student Promotions will not attend regular monthly meetings of the Committee on Student Promotions and will not have deliberated or voted on original dismissal actions for the case under appeal. The COSP chair may be invited to attend the Appeals Committee proceedings in an ex officio capacity but will not participate in deliberations or voting.

Reinstatement of Students after Academic Dismissal

1. Any student dismissed from Sidney Kimmel Medical College wishing to continue their medical studies within two years after Academic Dismissal may apply to the Committee on Student Promotions once in writing for reinstatement.

2. A student whose dismissal includes failure of a USMLE must obtain the support of the Committee on Student Promotions to retake that examination.

3. In evaluating a request for reinstatement, the Committee on Student Promotions will consider all factors related to the student’s performance and potential to succeed, including, but not limited to, results of repeat USMLE, remedial work during time away from school, motivational and other behavioral factors.

4. The Committee on Student Promotions may request additional information and/or personal interview(s) with the student.

Policy following reversal of dismissal

Following the COSP Appeal decision, Deans from Academic Affairs, Student Affairs and the Chair of COSP will meet to finalize a plan for the student’s next steps for the return to the curriculum.

The Student Affairs Dean will meet with the student to review this plan.

Governance: Committee on Student Promotions / Version 3 / Approved 7/13/2022
Due Process for Decisions other than Academic Dismissal Policy

Principles
A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal. Students who disagree with a decision made by COSP are due a fair and streamlined process for appeal of the decision.

Policy
A student who is at risk of repeating an academic year, phase, or course may submit a letter in advance of the monthly COSP meeting at which their case will be discussed. The student may provide relevant information related to their academic performance that may be helpful for COSP deliberations. Students will be informed of an adverse decision by COSP (other than Academic Dismissal), including repeat of an academic year, phase, or course, or of altered curriculum stipulations upon extension to a leave of absence within 3 days of the COSP meeting at which the decision was made. Student appeal of such an adverse decision by COSP may be made in writing to the Vice Dean of Academic Affairs & Undergraduate Medical Education within 10 calendar days of receipt of the COSP letter outlining its decision. The letter of appeal should include new and relevant information. The appeal will be reviewed by the Vice Dean of Academic Affairs and three Associate Deans, selected by the Vice Dean, from the Office of Academic Affairs. A written decision on the appeal must be made within 15 calendar days of receipt of the appeal and sent to the student and to the Chair of COSP. Decisions following appeal are final.

Governance: Committee on Student Promotions | Version 2 | Approved 7/13/2022

Grade Change Policy
All requests for a course grade change must be submitted by the course director or educational coordinator to COSP for approval. The Chair of COSP and the Dean’s Representative to COSP will carry out administrative evaluation of the request for the grade change, with their recommendation reported at the next meeting of COSP. COSP approval is required for acceptance of grade change.

Governance: Committee on Student Promotions | Version 2 | Approved 7/13/2022
Leave of Absence Policy

Under certain circumstances, leaves of absence may be granted to students upon request to the Committee on Student Promotions. A leave of absence is required for any gap in enrollment during Sidney Kimmel Medical College’s required educational program that exceeds the duration specified under a “Short Term Break” based on the student’s curricular phase. Details about types of leaves are specified in this policy.

Upon the initiation of a leave of absence, a grade of Withdrawal or Incomplete will be assigned on the transcript for any course that has not received a final grade [see Grade policy]. If an Incomplete is assigned, it must be resolved prior to the student’s advancement to the next year/phase of the curriculum. A student cannot graduate with a grade of Incomplete. If the course is required in the curriculum and a Withdrawal is awarded, the student is required to repeat that course prior to being promoted to the next year or Phase of the curriculum.

A request for Leave of Absence should be made at least 30 days prior to the start of the leave of absence, when reasonably possible. Leaves of Absence are only approved during the monthly COSP meetings, except under extenuating circumstances. When required by the University Tuition Refund policy, tuition refunds will be issued after COSP approves the leave of absence [see Tuition Refund policy].

**Short-Term Break**

Students who need to be absent from curricular activities for more than the approved number of absences [see Absence Policy] should speak to the Phase Director. If the length of absence is short enough in length [see Phase information below], students may not be required to request an official leave of absence; however, students seeking multiple short-term breaks over a student’s academic study may require approval of COSP.

**Short-Term Break (in Phase 1)**

A short-term break in Phase 1 is an absence from the curriculum that exceeds limits outlined in the absence policy; however, a short-term break typically cannot exceed 2 weeks. A short-term break in Phase 1 must be approved by the Phase 1 Director and supported by the student’s Student Affairs (SA) Dean; these do not necessitate an official Leave of Absence. A plan to make up the work will be determined by the Phase 1 Director in consultation with the SA Dean and Course Directors. If an absence extends beyond 2 weeks, the student will be told to take an official leave of absence.

**Short-Term Break (in Phase 2 or 3)**

A short-term break is a gap in enrollment of eight weeks or less in duration and does not necessitate an official Leave of Absence. A student who wishes to take a short-term break must work with their Student Affairs Dean to
determine if a short-term break is appropriate. If granted, the student will work with the Registrar’s Office to drop the appropriate courses and substitute vacation time.

Students in Phase 2 or 3 who take a short-term break once a course has commenced will receive an Incomplete or Withdraw in that course [see Grade policy]. For courses that have not yet started, the student will be dropped from the course that occurs during the short-term break, but the rest of the schedule will be retained.

**Student Status while on a Short-Term Break**

While on short-term break, a student is considered enrolled full-time. Students are eligible to participate in all SKMC-related activities, including assessments. Students cannot be enrolled in any credit-bearing coursework while on a short-term break. Students continue to pay full-time tuition and are covered by liability coverage. If a short-term break needs to be extended beyond a total of eight weeks, the student must apply to COSP for a Leave of Absence. The start date of the Leave of Absence will be the first day of non-enrollment in the curriculum (i.e., the start of the short-term break).

Short-term breaks will not be mentioned on the Medical Student Program Evaluation (MSPE) unless multiple short-term breaks occur that result in the delay of academic progress.

**Medical Leave of Absence**

*(Example: personal illness)*

**Medical Leave of Absence Request**

A leave of absence is required for any gap in enrollment during Sidney Kimmel Medical College’s required educational program that is longer than the time of a short-term break (depending on Phase; see descriptions above). A student who wishes to take a medical leave of absence must:

- Complete the COSP Leave of Absence request form requesting a medical leave of absence.
- Meet with the Medical Director of the Jefferson Occupational Health Network (JOHN), or their designee, prior to the start of the leave to discuss the reasons for the leave and to provide information from the treating clinician.

The Medical Director will evaluate the student and will communicate in writing to COSP if a leave is warranted. In the event of an urgent medical condition, the Medical Director may opt to forego a personal visit with the student and may gather the necessary information from the treating clinician with the student’s consent. If the Medical Director is the treating provider of the student, an alternate, independent physician will be selected to evaluate the need for a leave of absence. If the Medical Director deems it necessary, they may consult an independent specialist, or require the student to be evaluated by an independent specialist, for medical or psychiatric recommendations.
COSP will consider both the request from the student and the letter from JOHN. Approval for a medical leave of absence will be provided to the student, outlining the process for a future return from the leave. A medical leave of absence is typically approved for no more than one year (see below for Request for Extension to Leave of Absence).

**Request to Return from Medical Leave of Absence**

Students requesting a return from a medical leave of absence must advise, in writing, the Medical Director of JOHN and COSP of their intent. The deadline for submission of this request is included in the letter to the student from COSP approving the leave. For return after medical or psychiatric leave, if the Medical Director deems it necessary, they may consult an independent specialist, or require the student to be evaluated by an independent specialist, for medical or psychiatric clearance designated by JOHN. The Medical Director will provide a written opinion regarding the return of the student. This may include stipulations that are required for continued enrollment. COSP will consider the information provided and will notify the student in writing of their approval and any conditions required for continued enrollment.

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the letter that approved the student’s leave. Failure to submit a letter to COSP in time to permit COSP to review and approve the return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in an administrative withdrawal. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

Students in good academic standing requesting a leave of absence prior to the completion of JMD 101, JMD 102, JMD 201, or JMD 202 will be required to return to the curriculum at the beginning of the course from which they departed. A student who is on leave for more than one year during Phase 1 may be required to restart the year in which they were enrolled at the start of their leave. A student who is on leave for more than one year during Phase 2 may be required to repeat a course(s) for which a grade of Incomplete or Conditional Pass was received, and/or repeat courses already completed (including potentially restarting Phase 2) if COSP deems that extended time away from the curriculum may impact future progress.

**Student Status while on a Medical Leave of Absence**

While on Medical Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, clinical course work, as well as SKMC extra-curricular activities. Students are prohibited from taking assessments and NBME Step 1 or 2CK exams until a clearance is received from JOHN. Students on a medical leave of absence are not permitted to engage in patient care activities and are not covered by the
medical school’s liability policy. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Activities completed while on Leave of Absence do not count towards graduation requirements. Leaves of Absence are noted in the student’s academic transcript with the start and end date displayed and are noted on the MSPE.

**Academic Enrichment/Personal/Non-Medical**

*Examples: military service, research, additional non-Jefferson degrees, childbirth, adoption, and other personal responsibilities.*

A leave of absence is required for any gap in enrollment during Sidney Kimmel Medical College’s required educational program that is longer than the time of a short-term break (depending on Phase; see descriptions above). Leave of absence for academic enrichment and personal, non-medical reasons, may be considered by COSP upon receipt of a written request from the student. The student must indicate in their request to COSP the reason(s) for the leave of absence. In cases of leave for academic enrichment, the letter must include the name and institution of the degree program or sponsoring mentor. As a corollary, should such leave be granted, the Committee, at the time that the leave is granted, will establish clear stipulations that the student must follow in order to gain reinstatement. In addition, the date for submission of the request to return to the curriculum is included in the letter to the student from COSP approving the leave. Generally, such a leave will be for no more than one (1) year in duration. A non-medical leave does not involve or require action or approval by the Medical Director of JOHN.

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a letter to COSP in time to permit COSP review and approval to return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in an administrative withdrawal. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

**Student Status while on Academic Enrichment/Personal/Non-Medical Leave of Absence**

While on Academic Enrichment/Personal/Non-Medical Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, or clinical course work. Students on Academic Enrichment/Personal/Non-Medical leave of absence are permitted to take assessments, including NBME Step 1 or 2CK exams, and complete outstanding academic assignments. Students may participate in SKMC extra-curricular activities, but they are not permitted to engage in activities involving direct patient care. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health
insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Students on leave of absence are not covered by the medical school’s liability policy. Non-SKMC curricular activities (including research and clinical activities) completed while on Leave of Absence do not count towards graduation requirements.

Leaves of Absence are noted in the student’s academic transcript with the start and end date displayed and are noted on the MSPE.

A student who is on a leave of absence must take USMLE Step 1 prior to Block MC (mid-point of the Phase 2 curriculum) to enter Phase 2. A student who does not take USMLE Step 1 prior to Block MC may not start Phase 2 until the following academic year and must pass the USMLE Step 1 examination by March 1 to begin Phase 2 in this subsequent academic year. A student returning to Phase 2 in the subsequent academic year must repeat the Transition to Clerkship Course.

Please see the USMLE policy.

Jefferson Combined Degree Leaves of Absence

Examples: MD/Ph.D. (at Jefferson), MD/MPH (at Jefferson), other Jefferson master’s programs

The duration of the MPH portion of the MD/MPH dual degree program, as well as the MBA portion of the MD/MBA dual degree program, is typically one year. When a student applies to either of these dual degree programs, they should work with their Student Affairs Dean on their plan for departure from the MD program as well as their timing of re-entry. Students will need approval for a leave of absence from COSP. Leave of absence requests for a combined degree may be considered by COSP upon receipt of a written request from a student.

The student must supply to the Committee the acceptance notification from the program. As a corollary, should such leave be granted, the Committee, at the time that the leave is granted, will establish clear stipulations that the student must follow in order to gain reinstatement. Generally, such leaves will be for no more than one (1) year in duration.

Leave of absence for Ph.D. work at Thomas Jefferson University (for students who are not matriculated into the MD/Ph.D. program) will be granted for up to 4 years. Extension to a leave for students completing their Ph.D. will be considered with support from their Ph.D. program.

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a letter to COSP in time for review at a regular monthly COSP meeting, requesting permission to return to the SKMC curriculum within two calendar years for MPH leave of absence, or five years for Ph.D. leave of absence may result in an administrative withdrawal. Also, see Policy on Maximum Time Frame in the Medical Curriculum.
**Student Status while on a Combined Degree Leave of Absence**

While on Jefferson combined degree leave of absence, students will not have active student status at SKMC but will be active in their new college and program of study. Students are prohibited from participating in formal educational programs within SKMC, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, or clinical coursework. Students on combined degree leave of absence may participate in SKMC extra-curricular activities that do not involve direct patient care. Students are permitted to take assessments (for example, NBME Step 1 or 2CK exams) and complete outstanding academic assignments. Students are not permitted to engage in activities involving direct patient care. Students will not pay tuition or fees to SKMC while on leave, however, their tuition and financial aid are determined by their enrollment in their non-SKMC program. If enrolled in a Jefferson program, students can retain their health insurance coverage through Thomas Jefferson University and are required to maintain health insurance coverage if specified. Students on leave of absence are not covered by the medical school’s liability policy. Activities completed while on Leave of Absence do not count towards SKMC graduation requirements.

Combined degree Leaves of Absence are noted in the student’s academic transcript with the start and end date displayed and are noted on the MSPE.

**Mandatory Medical Leaves of Absence**

Sidney Kimmel Medical College has an obligation to protect patients, students, faculty, and employees from harm caused by the actions of any student. If remaining in a course or clerkship or in medical school is thought to be detrimental to classmates, faculty, or to the delivery of patient care, the Dean of the Medical College or the Dean’s designee has the right to temporarily remove a student from the SKMC curriculum, pending medical and/or psychiatric evaluation. Such medical and/or psychiatric evaluation will be coordinated by the Director of the Jefferson Occupational Health Network (JOHN) and communicated to COSP in writing. A letter from the Dean of the Medical College or the Dean’s designee, explaining the removal of the student from the SKMC curriculum, will also be supplied to COSP. COSP will consider both the letter from the Dean and the letter from JOHN.

Approval for a medical leave of absence will be provided to the student, outlining the process for a future return from the leave.

**Request to Return from Mandatory Medical Leaves of Absence**

Students requesting a return from a Mandatory Medical Leave of Absence must advise, in writing, the Medical Director of JOHN and COSP of their intent. For reentry after medical or psychiatric leave, if the Medical Director deems it necessary, they may consult an independent specialist, or require the student to be evaluated by an independent specialist, for medical or psychiatric clearance designated by JOHN. The Medical Director will
provide a written opinion regarding the return of the student. This may include recommendations for continued enrollment. COSP will consider the information provided and will notify the student in writing of their approval and any conditions of continued enrollment. In addition, the date for submission of the request to return to the curriculum is included in the letter to the student from COSP approving the leave.

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a letter to COSP in time to permit COSP review and approval to return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in an administrative withdrawal. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

Students in good academic standing who are placed on a mandatory leave of absence prior to the completion of JMD 101, JMD 102, JMD 201, or JMD 202 will be required to return to the curriculum at the beginning of the course from which they departed. A student who is on leave for more than one year during Phase 1 may be required to restart the year in which they were enrolled at the start of their leave. Students in Phase 2 or 3, who are placed on a Mandatory Medical Leave of Absence once a course has commenced, will receive an Incomplete or Withdraw in that course [see Grade policy]. The remainder of the student’s schedule during the Leave of Absence will be dropped.

**Student Status while on a Mandatory Medical Leave of Absence**

While on Mandatory Medical Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, clinical course work, as well as SKMC extra-curricular activities. Students are prohibited from taking assessments and NBME Step 1 or 2CK exams until a clearance is received from JOHN. Students on a mandatory medical leave of absence are not permitted to engage in direct patient care activities and are not covered by the medical school’s liability policy. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Activities completed while on Leave of Absence do not count towards graduation requirements.

**Administrative Leave of Absence**

A Leave of Absence is any period of non-enrollment greater than the time of short-term break (depending on Phase; see descriptions above). Representatives of the Registrar’s Office or the Student Affairs Dean may request an Administrative Leave of Absence for students with a gap in enrollment greater than the short-term break who have not formally requested a leave of absence. If the student subsequently requests their own leave of absence, the administrative leave of absence is superseded by the student’s request and the student’s request is backdated.
to the start of the Administrative Leave. Administrative leaves must be approved by COSP and the student will be notified of the decision. As a corollary, should such leave be granted, COSP, at the time that the leave is granted, will establish clear stipulations that the student must follow in order to gain reinstatement. Non-medical leaves do not involve or require action or approval by the Medical Director of JOHN.

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a letter to COSP in time to permit COSP review and approval to return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in an administrative withdrawal. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

While on Administrative Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, clinical course work, as well as SKMC extra-curricular activities. Students are prohibited from taking assessments and NBME Step 1 or 2CK exams until a clearance is received from JOHN. Students on administrative leave of absence are not permitted to engage in direct patient care activities and are not covered by the medical school’s liability policy. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Activities completed while on Leave of Absence do not count towards graduation requirements.

Requests for Extension of Leave of Absence

Requests for extension to a leave of absence will be considered on a case-by-case basis. Such requests will involve additional review by COSP of the student’s academic history and will include a review of 1) the point in the curriculum at which the initial leave was started and 2) outstanding grades of Incomplete, Conditional Pass, or Fail. Potential changes to leave of absence stipulations may include a repeat of course(s) for which a grade of Incomplete or Conditional Pass was received, and/or a repeat of courses already completed if the COSP deems that extended time away from the curriculum may impact future progress.
<table>
<thead>
<tr>
<th>Short Term Break</th>
<th>Combined Degree Leave of Absence</th>
<th>Leave of Absence (Personal/Academic/Research)</th>
<th>Leave of Absence (Medical)</th>
<th>Leave of Absence (Mandatory Medical)</th>
<th>Leave of Absence (Administrative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave Duration</td>
<td>Two weeks or less in Phase 1 Eight weeks or less in Phases 2 and 3</td>
<td>1-4 years depending on degree program</td>
<td>Up to 1 year</td>
<td>Up to 1 year</td>
<td>Up to 1 year</td>
</tr>
<tr>
<td>SKMC Student Status</td>
<td>Active</td>
<td>Active (in program)</td>
<td>Inactive</td>
<td>Inactive</td>
<td>Inactive</td>
</tr>
<tr>
<td>Take outstanding assessments (OSCE, NBME subject exam, quizzes, tests)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No, student must be cleared by JOHN before resuming any SKMC related activities</td>
<td>No, student must be cleared by JOHN before resuming any SKMC related activities</td>
</tr>
<tr>
<td>Participate in lectures or small group sessions</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Completing missing assignments, papers, or non-clinical academic contact</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Patient Contact Activities</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Participate in SKMC sponsored extracurricular activities</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>Yes</td>
<td>Yes, for the program enrolled</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Yes, regular financial aid rules apply</td>
<td>Yes, based on enrollment in non-SKMC degree program</td>
<td>Not eligible for financial aid or loans</td>
<td>Not eligible for financial aid or loans</td>
<td>Not eligible for financial aid or loans</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>Yes, student must maintain health insurance coverage</td>
<td>If enrolled in a Jefferson dual degree program, a student must maintain health insurance coverage.</td>
<td>Eligible to maintain Jefferson Health Insurance coverage while on leave (not required)</td>
<td>Eligible to maintain Jefferson Health Insurance coverage while on leave (not required)</td>
<td>Eligible to maintain Jefferson Health Insurance coverage while on leave (not required)</td>
</tr>
<tr>
<td>Liability/Malpractice Coverage</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Short Term Break</td>
<td>Combined Degree Leave of Absence</td>
<td>Leave of Absence (Personal/Academic/Research)</td>
<td>Leave of Absence (Medical)</td>
<td>Leave of Absence (Mandatory Medical)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Noted on Transcript</td>
<td>No (student registered for vacation)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Noted on MSPE</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>To Return from Leave of Absence</td>
<td>N/A</td>
<td>Request to COSP</td>
<td>Request to COSP with letter of support from JOHN</td>
<td>Request to COSP with letter of support from JOHN</td>
<td>Request to COSP with letter of support from JOHN</td>
</tr>
<tr>
<td>Access to Gym</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Access to Library/Library Resources</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Access to TJU Email/Canvas</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Ability to stay in Jefferson sponsored housing</td>
<td>Yes</td>
<td>Yes, if enrolled in Jefferson program.</td>
<td>No, see housing policy for Leaves of Absence</td>
<td>No, see housing policy for Leaves of Absence</td>
<td>No, see housing policy for Leaves of Absence</td>
</tr>
</tbody>
</table>

**Governance: Committee on Student Promotions | Version 2 | Approved 7/13/2022**
Maximum Time Frame Policy

A student is expected to complete the medical curriculum, as a full-time student, in a maximum of six (6) years, inclusive of approved leaves of absence, unless extenuating circumstances are presented to and approved by Committee on Student Promotions.

A student enrolled in the MD/PhD program is expected to complete the combined curriculum in twelve (12) years, inclusive of approved leaves of absence, unless extenuating circumstances are presented to and approved by Committee on Student Promotions.

A student who exceeds the maximum time, and for whom an exception to this policy has not been approved by the Committee on Student Promotions, may be administratively dismissed by the Committee.

Governance: Committee on Student Promotions | Version 2 | Approved 7/13/2022

Phase 1 Promotion Policy

Overview

Phase 1 of JeffMD consists of four discrete course sequences: The Foundations of Medicine series (JMD 101/102/201/202); Scholarly Inquiry courses (JMD 150 and JMD 250); Clinical Experience courses (JMD 151 and JMD 251) and Humanities Selectives (JMD 152/153/252).

All Phase 1 Year 1 requirements must be met and all courses passed in order to progress to Phase 1 Year 2. All Phase 1 requirements must be met and all courses passed in order to progress to Phase 2.

Failure in Foundations of Medicine (JMD 101, 102, 201, 202)

A student must pass all assessment components (weekly quizzes, Block Exams, case-based learning, and clinical skills) to pass the course.

A failing grade in any assessment component of Foundations of Medicine courses will result in a failing grade for the entire course, reportable to COSP as an action item. Any student with a failing grade will be placed on Academic Probation. If the student is determined by COSP to be eligible, remediation of the failing grade will be determined by the Phase 1 director as described in the Foundations of Medicine course guide. A Foundations of Medicine course in Phase 1 passed by a reexamination will be denoted on the transcript with a pound sign (#).

Failure of JMD 102 after failing JMD 101 will result in repeat of the year or academic dismissal.

Failure of JMD 202 after failing JMD 201 will result in repeat of the year or academic dismissal.
Failure of any Foundation of Medicine course reexamination(s) will result in either a repeat the year or academic dismissal.

**Failure in Scholarly Inquiry (JMD 150 and 250), Humanities Selectives (JMD 152/153/252), or Clinical Experience (JMD 151 and 251)**

Failing course grades for Scholarly Inquiry (JMD 150/250), the Humanities Selectives (JMD 152/153/252) or Clinical Experience Course (JMD 151 and 251) will be reported to COSP as an action item. Any student with a failing grade will be placed on academic probation. For course failure, COSP actions may include:

- Allowing for remediation of the course failed before progressing to the next year
- Repeat of year
- Academic dismissal from SKMC

**Repeat of Year in Phase 1**

When a student is directed by COSP to repeat the entire academic year in Phase 1, they are required to retake each course and all examinations, unless explicitly excused by COSP. A grade must be resubmitted for each course.

A student will only be permitted to repeat one academic year during their career at Sidney Kimmel Medical College. Students repeating a year must pass all courses. COSP may terminate a student’s SKMC enrollment if they fail to pass any course in its timely sequence during a second attempt at a curricular year.

*Governance: Committee on Student Promotions | Approved 6/28/2022*

---

**Phase 2 and Phase 3 Promotion Policy**

Please refer to the Clinical Grading Policy for complete definitions and conditions under which a grade of Conditional Pass, Incomplete, or Failure would be assigned for a course in Phase 2 or Phase 3.

Successful completion of each course in each phase is required for advancement to the next phase of the curriculum. All academic deficiencies and grades of Conditional Pass and Incomplete will be reported to COSP and must be resolved before a student may be promoted to the next phase of the curriculum. Under certain circumstances, COSP can permit a student to enroll in non-clinical Phase 3 courses before promotion to Phase 3, but students cannot begin clinical courses until they are promoted to Phase 3.

A grade of Incomplete will be reported to COSP as an information item.
A student who fails the NBME Subject Examination on their first attempt will be assigned a grade of Conditional Pass for the entire clerkship. Subject Examination failure in students who have been on academic probation, will be presented to COSP as an action item. COSP will review each such instance, and grant, if appropriate, permission to retake the examination.

A grade of Conditional Pass for reasons other than NBME Subject Examination failure will be presented to COSP as an action item.

A student who fails the NBME Subject re-examination will be assigned a grade of Fail for the entire clerkship, which will be reported to COSP as an action item.

Students with more than one grade of Conditional Pass may be required to repeat the entire curricular phase.

All grades of Fail are reported to COSP as an action item. COSP will evaluate all relevant factors in the student’s entire academic record when deciding on the consequences of a failing grade. COSP actions may include:

- Requirement to repeat the clerkship/course
- Requirement to repeat the entire Phase of the curriculum
- Academic dismissal from SKMC

When a student is directed by COSP to repeat the entire curricular phase, they are required to retake each course/clerkship in their entirety, including all curricular components and examinations, unless explicitly excused from a course/clerkship by COSP.

A student will only be permitted to repeat a curricular year only once during their enrollment at SKMC. Students repeating the entire curricular phase must pass all courses. COSP may dismiss a student if they fail to maintain satisfactory academic performance. A student is expected to complete the medical curriculum, as a full-time student, in a maximum of six (6) years, inclusive of approved leaves of absence, unless extenuating circumstances are presented to and approved by Committee on Student Promotions – please see the Maximum Time Frame policy for more information.

---

**USMLE Step 1 and Step 2 CK Examination Policy**

**USMLE Step 1 Examination**

Students are required to pass Step 1 of the United States Medical Licensing Examinations (USMLE) of the National Board of Medical Examiners (NBME) to be promoted to Phase 2 of the curriculum. A student with a failing grade
or an Incomplete in any course during Phase 1 Year 2 will not be permitted to take the USMLE Step 1 Examination until successful remediation of the failure or resolution of the incomplete.

Step 1 of the USMLE must be taken prior to the first day of the Transitions to Clerkship course unless an extended study period for USMLE Step 1 has been approved by the Office of Student Affairs and Career Counseling, and the first core clerkship of Phase 2 is dropped. In such cases the student must complete the Transition to Clerkships course with the rest of their cohort and take USMLE Step 1 prior to the first day of their first core clerkship.

A student who is on a leave of absence must take USMLE Step 1 prior to Block MC (mid-point of the Phase 2 curriculum) to enter Phase 2. A student who does not take USMLE Step 1 prior to Block MC may not start Phase 2 until the following academic year and must pass the USMLE Step 1 examination by March 1 to begin Phase 2 in this subsequent academic year – please see the Leave of Absence policy for information related to a leave of absence. A student returning to Phase 2 in the subsequent academic year must repeat the Transition to Clerkship Course.

Failure of the USMLE Step 1 examination on the first attempt may result in one of the following COSP actions:

- Academic Probation with approval by COSP to take the USMLE Step 1 examination for a second time
- Academic dismissal from SKMC

Failure of the USMLE Step 1 examination on the second attempt may result in one of the following COSP actions:

- Continued Academic Probation and approval by COSP to take the USMLE Step 1 examination for a third and final time
- Academic dismissal from SKMC

Failure of the USMLE Step 1 Examination on the third attempt will result in academic dismissal from SKMC.

**Failure of USMLE Step 1 while on Phase 2**

Students must take USMLE Step 1 before starting Phase 2 core clerkships. As such, the results of the examination may not be reported until a student has already started a clerkship. In the event that a student receives a failing score on the USMLE Step 1 examination, the following policy will be applied.

**Regarding the clerkship in which the student is enrolled:**

The student will complete the clinical portion of the clerkship. If the clerkship uses an OSCE assessment, the student will take the clerkship OSCE at the end of the clerkship. The student may choose to take the NBME Subject Examination for the clerkship as scheduled or may delay the clerkship examination until after they retake the USMLE Step 1 examination. This decision should be made with the guidance of the student’s Student Affairs dean. In this instance, the student will receive a grade of “Incomplete” for the clerkship until they take the NBME Subject Examination.
Regarding the longitudinal Phase 2 courses:
The student will cease participation in the longitudinal courses, such as Dimensions of Clinical Medicine and Scholarly Inquiry. The decision as to whether the student will receive credit for the work completed in such courses and thus receive a grade of “Incomplete” or will need to repeat the entirety of these courses from the beginning will be made by COSP.

Regarding the duration of the absence for preparation for re-examination:
Students will be granted a study period of up to eight weeks to prepare for USMLE Step 1 re-examination. The time for such study period is taken from the 8-week vacation period scheduled during Phase 3, thus reducing the duration of that vacation by the duration of the study period. Once the student retakes the USMLE Step 1 Examination, they may return to Phase 2 as previously scheduled – please see Leave of Absence policy for further details.

Regarding the timing of USMLE Step 1 re-examination:
If the student takes the USMLE Step 1 re-examination prior to Block MC (the mid-point of the Phase 2 curriculum) of the same academic year and successfully passes the USMLE Step 1 re-examination, they will receive credit for both the Transition to Clerkships course and the clerkship that they already successfully completed. A student who does not take USMLE Step 1 re-examination prior to Block MC may not return to the Phase 2 curriculum until the following academic year; in such a situation, the student must pass the USMLE Step 1 re-examination by March 1 to return to Phase 2 in the subsequent academic year – please see the Leave of Absence policy for further details. A student returning to Phase 2 in the subsequent academic year must repeat the Transition to Clerkship Course. Completed Phase 2 clerkships, in which a passing grade was received, do not need to be repeated. If the student does not receive a passing USMLE Step 1 score within the same academic year of Phase 2, they will not receive credit for the Transition to Clerkships course or the clerkship they already completed. Upon receipt of a passing USMLE Step 1 score, they will restart Phase 2 in its entirety.

Regarding students enrolled in the Longitudinally Integrated Clerkships (LIC):
For any student enrolled in the LIC Curriculum requiring an additional study period of any duration to retake USMLE Step 1, an individualized review will be performed by the Assistant Dean at the LIC campus in conjunction with a student affairs dean to evaluate whether such a study period would prevent the student from participating in the LIC curriculum. If it is decided that the student cannot participate in the LIC, then they will be scheduled for traditional Phase 2 clerkships.
USMLE Step 2 CK Examination

Students are eligible to take the USMLE Step 2 Clinical Knowledge (CK) Examination after all Phase 2 requirements have been successfully completed. A student with a grade of Fail, Conditional Pass, or Incomplete in any Phase 2 course or clerkship will not be permitted to take the USMLE Step 2 CK Examination until they have successfully remediated the grade of Fail or resolved the grade of Incomplete or Conditional Pass.

A student must receive a passing score on the USMLE Step 2 CK examination to satisfy graduation requirements. If a student has not obtained a passing grade on the USMLE Step 2 CK Examination by April of their graduation year, the residency program to which the student has matched will be notified.

A passing score on the USMLE Step 2 CK Examination is required for a student to participate in graduation ceremonies and for the student to receive their M.D. degree. Students requesting an exception to this policy, and with expected completion of requirements by July 1st of that year, must submit a written request to COSP no later than April 20th. A student who has not taken and passed the UMLE Step 2 CK examination prior to July 1 will be placed on an Administrative Leave of Absence until a passing score is received. Factors to be considered include compelling exigencies that may have precluded timely completion of these testing requirements. Students who are permitted to participate in graduation but who have not met all graduation requirements will be noted as such with an asterisk in the graduation program and will not be issued a diploma or have their degree conferred until a passing score is received.

Failure of the USMLE Step 2 CK examination at the first attempt may result in one of the following COSP actions:

- Permission to continue in the curriculum, Academic Probation status and approval by COSP to take the USMLE Step 2 examination for a second time.
- Academic dismissal from SKMC

Failure of the USMLE Step 2 CK re-examination at the second attempt may result in the following COSP actions:

- Permission to continue in the curriculum, Academic Probation status and approval by COSP to take the USMLE Step 2 examination for a third time.
- Academic dismissal from SKMC

Failure of the USMLE Step 2 CK Examination on the third attempt will result in Academic Dismissal.

Governance: The Committee on Student Promotions and the Curriculum Committee / Version 2 / Approved 7/1/2022 (COSP)
Withdraws from the Sidney Kimmel Medical College Policy

Students seeking to withdraw from SKMC must first consult with their Dean in the Office of Student Affairs and Career Counseling. Once they have completed this step, they may submit a letter of withdrawal to the Committee on Student Promotions.

Any student who withdraws from the medical college and wishes to subsequently return within two calendar years must submit a letter with this request to the Committee on Student Promotions. This request must be submitted by the 14th of the month, so that it may to be added to the next COSP agenda, and evaluated by the committee, prior to the student’s requested return date. Any and all such requests for readmission will be decided on by COSP on a case-by-case basis.

_Governance: Committee on Student Promotions | Version 2 | Approved 7/13/2022_
University Policies & Procedures

This section does not encompass all University policies and procedures. For a full list, click here.

Please note: the list below includes an introduction to each policy; click a policy title to be directed to the webpage where the policy is available in its entirety.

Alcohol, Drugs, & Prohibited Substances

Thomas Jefferson University (the “University”) expects all students to adhere to all federal, state or local laws regarding the unlawful possession, use or distribution of alcohol, drugs, and illegal substances.

Assistance Animals

Jefferson University does not discriminate on the basis of disability. Jefferson University strives to maintain all local, state and federal standards in regards to individuals with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and the Fair Housing Act (FHA), Jefferson University accommodates persons with disabilities requiring the assistance of a qualified service or therapy animal. Students must make their request for either a service animal or therapy animal at least 30 days prior to the start of the semester for which the request is made. All determinations will be made on an individual basis, and in accordance with the applicable laws and regulations, as to whether the specific animal is a reasonable accommodation on campus. Documentation and information from the individual will be required in accordance with the applicable laws and regulations.

Community Standards

The University is committed to providing an atmosphere of academic freedom where students can achieve academic success and personal growth. The Community Standards embody this commitment and establish certain guidelines to coordinate the interactions of individuals in order to create a safe environment which promotes the free and open exchange of ideas for all community members. Students are responsible for knowing their rights and responsibilities stated within the Community Standards.

Confidentiality of Student Records

Student records are held by the University in joint agreement with the student and the University for the benefit of the student. In such an agreement, the student’s records are the property of the University but may be released upon the written request of the student. The records of the student are held in trust by the University
and are maintained in a confidential manner. THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (more commonly known as “The Buckley Amendment” or FERPA) is a federal law that affords students certain rights with respect to their education records. Click link above for full policy and rights within.

**Covid-19 Vaccination Policy**

COVID-19 has had economic, academic, social, physical, and mental health impacts on the Thomas Jefferson University community. The most effective way for the University community to maintain a safe on-campus experience for students is comprehensive COVID-19 vaccination.

**Disability Accommodations**

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs.

**Flu Vaccination Policy**

Influenza (Flu) occurs in annual epidemics typically during the late fall through early spring causing an annual average of approximately 36,000 deaths and 226,000 hospitalizations in the United States. Since annual influenza vaccination is the most effective method for preventing influenza virus infection and its complications and transmission of influenza is a recognized risk to healthcare workers in healthcare facilities, the annual seasonal influenza vaccine is provided free of charge to all Thomas Jefferson University and its controlled affiliates’ employees, students and volunteers.

**Grievance Procedure**

Academic grievances are managed within the student’s college. Please review your college handbook for information on specific policies or grievances. For non-academic colleges, or for general guidance, please review the Grievance Procedure found under Rights and Responsibilities.

**Health Insurance Policy**

All matriculated students are required to have health insurance and must complete the enrollment/waiver process for each academic year.* If students have health insurance through another provider, such coverage must meet the stated minimum requirements set forth below to qualify for a waiver. If students do not have coverage through another provider that meets the minimum requirements, then they will be enrolled in the University-sponsored student health insurance plan. Once enrolled, the University-sponsored plan will be in effect for the entire academic year. Students may only terminate the University-sponsored plan insurance coverage if they have a qualifying life changing event.
Dates of insurance coverage and billing periods will vary by academic program.

**Inclement Weather Policy**

To ensure the continuation of student learning in time of emergencies, including severe weather, it the policy of Thomas Jefferson University not to cancel classes. However, if on campus sessions are not possible, students will receive a JeffALERT or can check the university website confirming on campus sessions have been cancelled. In this situation students are responsible for checking their university email and/or Canvas for information from their faculty advising them of any immediate impact on the students’ preparation for the next class meeting.

**JEFFAlert Emergency Notification System**

With JeffALERT, the University can send simultaneous alerts in minutes through text messaging, voicemail and email to numerous devices such as cellular phones, landline phones, fax machines and PDAs. It is important that students keep their contact information current so that they can be properly notified during an emergency. For detailed information about the JeffALERT Emergency Notification System, please visit the JeffALERT website.

**Occupational Exposure to Blood and Body Fluids**

Students who are exposed to another persons’ blood or body fluids during the course of their clinical rotations or lab should report to Jefferson Occupational Health Network (JOHN) as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson’s Emergency Department. JOHN follows the Public Health Service’s Guidelines for Exposure to HIV, Hepatitis C and Hepatitis B. If a student is on a rotation outside of Jefferson, they are advised to contact JOHN for direction. Students unable to return to JOHN or to Jefferson’s Emergency Department should be seen in the closest emergency department. Care for this visit is charged to the student’s insurance. Further information regarding our exposure protocol may be viewed on the JOHN website.

**Peer-to-Peer File Sharing on University Networks**

Providing or obtaining copyrighted material, e.g., music, movies, videos, or text, without permission from the rightful owner violates the United States Copyright Act and several University policies. While it is true that a number of artists have allowed their creative works to be freely copied, those artists remain the exception. You should assume that all works are copyright-protected except those that explicitly state otherwise. As an individual, you should also be aware that you face liability for damages of up to $30,000 per infringement under the U.S. Copyright Act.

The use of file sharing programs has significant practical implications as well. File sharing is bandwidth-intensive and thus can significantly interfere with all users’ ability to perform University-related work. In addition, the files available through file sharing are often infected with computer viruses.
The University has implemented technology that monitors for the unlawful use of file sharing software. If an artist, author, publisher, or law enforcement agency notifies the University that you are violating copyright laws then the University will investigate the complaint. If appropriate, action will be taken against you in accordance with University policy. In some cases, violations of University policy could result in suspending your network access privileges and/or criminal prosecution under state and federal statutes.

**Preferred Name Policy**

Thomas Jefferson University recognizes that some members of our community use a name, gender, and pronoun other than their legal identifiers. Students are free to elect to have their chosen first name, gender identity and chosen pronoun appear in Thomas Jefferson University’s system (subject to technical capacity) where the legal identifiers are not required. The University reserves the right to deny a requested selection if the request is inappropriate. This includes, but is not limited to, names using foul, inappropriate, offensive, or derogatory language, or names submitted to avoid a legal obligation or to create misrepresentation.

**Sex and Gender Based Misconduct Policy**

To view the full document, click on the following link: [Download: 2020-2021 Sex and Gender Based Misconduct Policy (PDF)].

**Social Media Policy**

Thomas Jefferson University is a diverse community of learning. To foster the best educational environment for all members of the community, each member should strive to cultivate personal practices that facilitate a constructive and respectful atmosphere as social media platforms are public spaces.

**Student Emergency Contact Information**

Thomas Jefferson University has an obligation to be able to contact a student and/or a designated contact person in case of an emergency or other situation affecting the welfare of the student. All students (except as noted in the full policy linked above) must provide emergency contact information in their Banner student interface, and update that information at least annually, in order to have full access to their electronic learning resources.

**Student Identification Cards**

All students are issued photo identification cards to be carried at all times on campus. Students will be notified of a date and time to have their identification cards made. If a student’s identification card is lost or damaged, replacement cards can be secured for a fee by contacting the Photo ID Center in the Jefferson Bookstore, (215) 955-7942.

**Student Religious Observance Policy**

Thomas Jefferson University understands that some students may wish to observe religious holidays that fall on scheduled class days. The policy lined above provides a means for students to communicate with their instructors...
about their desire to observe religious holidays, and affirms that instructors will work with students to make alternate arrangements, when necessary and absent undue hardship, for the provision and completion of exams, assignments and other course activities without an academic penalty.

Tobacco Free Environment
The Tobacco-Free Environment Policy applies to all Jefferson patients, visitors, vendors, students, volunteers, medical staff and employees within (1) fifty (50) feet of the entryway to or exit from any property owned, rented or leased by Jefferson, or (2) fifty (50) feet of driveways, canopies, archways, arcades, and air intakes of any property owned, rented or leased by Jefferson, or (3) the Lubert or Bluemle Plazas (i.e., the entirety of the plaza areas adjacent to the Scott and Hamilton buildings and the Bluemle Life Sciences building), or (4) parking areas owned, rented or leased by Jefferson (including inside employees’ personal vehicles).

Tuition Refund Policy
Please click above to read the policy in its entirety.

Tuition Prorated Policy for SKMC
When a SKMC student returns from Leave of Absence, and it does not correspond to the start of a semester, their tuition will be prorated based on the percent of the semester the student will complete (see below).

<table>
<thead>
<tr>
<th>Percent of Tuition Due</th>
<th>Percent of the Number of Term calendar days enrolled divided by the total number of calendar days of the academic year enrollment period</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>91 or more%</td>
</tr>
<tr>
<td>90%</td>
<td>81-90%</td>
</tr>
<tr>
<td>80%</td>
<td>71-80%</td>
</tr>
<tr>
<td>70%</td>
<td>61-70%</td>
</tr>
<tr>
<td>60%</td>
<td>51-60%</td>
</tr>
<tr>
<td>50%</td>
<td>41-50%</td>
</tr>
<tr>
<td>40%</td>
<td>31-40%</td>
</tr>
<tr>
<td>30%</td>
<td>21-30%</td>
</tr>
<tr>
<td>20%</td>
<td>11-20%</td>
</tr>
<tr>
<td>10%</td>
<td>10 or less%</td>
</tr>
</tbody>
</table>

Gateway to Internship in Phase 3 is a total of four weeks, divided into four parts throughout the Phase. Gateway to Internship is not a billed course and, therefore, if the student returns only for Gateway to Internship in a semester, there is no charge for that week.

Repeated Year Tuition Discount
Students who are required by COSP to repeat a year of the Phase 1 curriculum will
be charged 40% of the tuition for that academic year. Students can only receive one year of discounted tuition.

Students who are required by COSP to repeat Phase 2 or 3 are not eligible for discounted tuition. Students who take a leave of absence in the middle of an academic year are given a refund for the portion of the academic semester not completed in accordance with the University tuition refund policy. In Phase 1, in the event a student takes a leave of absence and returns to restart that semester or year, a repeat discount is not given for choosing to repeat a semester or when returning to restart a semester previously not completed. Students who return in the middle of a clinical year (Phase 2 or 3) are charged a prorated tuition amount based on the percent of the semester they will be completing.

**Use of Electronic Recording Devices**

These guidelines apply to any electronic or other recording devise, including but not limited to cellular telephones, digital cameras, stand-alone video cameras, Internet accessible webcams, video recorders, audio recorders, and software designed to monitor computer use by a specific user.

EXISTING POLICIES AND PRACTICES: Use of these devices and application of these guidelines must comply with existing University policies and practices, including but not limited to Student Sexual Misconduct Policy, Student Community Standards, and other applicable policies and laws.

**Weapons Policy**

The purpose of this policy is to ensure the safety and protection of all students, employees, patients, contractors, and visitors to Thomas Jefferson University and Jefferson Health campuses.
Learning Environment

Sidney Kimmel Medical College values all learners and educators and promotes a learning environment where they feel supported, challenged, valued and respected. Our mission is to enhance and to continue improve upon all the elements that contribute to an outstanding learning environment at Jefferson and partnering with all our affiliates. Experience and research have taught that each learner and teacher has the power to contribute in a meaningful way to a positive learning environment and, conversely, that anyone can also damage or negatively impact that environment. And with that power comes the ability to create and sustain a positive learning environments.

Jefferson offers opportunities to recognize excellence and to report concerns. You can be a part of making the Jefferson learning environment the best it can be! Below you will find easy reporting links for teaching excellence and any concerns with student mistreatment. There is zero tolerance for student mistreatment and any concerns can be addressed through this form. Respectful feedback allows each of us to thrive in a respectful culture.

How Do I Voice Learning Environment Concerns or Ideas?

Quick Tools for Handling & Responding to Inappropriate Comments in the Clinical Environment

Inappropriate Happens

By Patients and Visitors

Inappropriate remarks by patients and their visitors can happen in the clinical environment. It is important to address them in real time. To fail to address them in the moment gives tacit permission to whoever said them and does not support learners.

By Faculty and Staff and Students

Faculty and staff may also make inappropriate comments that may be questionable or, at times, objectionable. Students are encouraged to address or query these comments, if appropriate, when they are made. If the comments cannot be addressed directly, students should reach out for support and next steps through the website or to Dr. John Spandorfer (John.Spandorfer@Jefferson.edu).

Uncomfortable Happens

Inappropriate remarks by patients and their visitors impact both learners and providers alike and creates discomfort along with other reactions. It’s important to respond appropriately as well as acknowledge and process those feelings and reactions.
Student Professional Conduct Committee

The Student Professional Conduct Committee (Student PCC) at SKMC is a student-run organization that helps maintain medical professionalism and honorable behavior within the SKMC community. The Student PCC consists of five students from each matriculating class and can be contacted at jeffpcc@gmail.com.

Mission Statement

The purpose of the Student PCC is to help promote medical professionalism within SKMC’s student body. The Student PCC confidentially addresses all matters of professionalism pertaining to students brought to its attention, with the goal of providing assistance to students, faculty and the medical school. Although students, faculty, and administration may proceed directly to the Office of Student Affairs, it is hoped that the Student PCC will be utilized as an initial step for professionalism matters related to students. Student PCC members can meet with students to discuss and provide guidance about professionalism concerns, and minor professionalism issues may be resolved confidentially by the Student PCC in this manner. However, any matters involving possible serious misconduct will be referred promptly to the Office of Student Affairs or Community Standards Boards for appropriate investigation and action. The Student PCC is not involved in disciplinary decisions, as it is not a disciplinary body and does not function as such. If the Student PCC determines that a violation of student rights, freedoms, and responsibilities (as defined in the Student Handbook) may be present, the matter will be referred to as delineated therein.

A primary goal of the Student PCC is to ensure that every SKMC student feels comfortable approaching one of the Student PCC representatives of their class to discuss matters of medical professionalism within the student body. The Student PCC aims to resolve medical professionalism issues brought forth by students, faculty and administration in a confidential and supportive manner.
Student Affairs & Career Counseling

The Office of Student Affairs and Career Planning supports students in the following areas:

- Career Planning
- Professional Development
- Academic Support
- Community Engagement
- Student Experience
- Residency Preparation
- Student Wellbeing
- Personal Advising

Career Planning

There are a number of resources available to students as they seek counseling for career planning, residency training, and assistance with the application process. The deans in the Office of Student Affairs and Career Counseling (OSACC) are available to provide individualized guidance and advice to each student regarding career selection. All students are required to meet at least annually with their assigned dean of Student Affairs to discuss career planning. Additionally, the Deans in the OSACC hold large- and small-group sessions as well as class meetings throughout each year and correspond regularly with students through email and Canvas. MD Compass is a career planning program developed by the deans in the OSACC in collaboration with students. The MD Compass sessions and workshops offered through the OSACC throughout the year, are designed to help students make informed career choices. Students identify specialty-specific advisors during Phase 2 and 3.

The Office of Student Affairs and MD Compass Canvas sites provide links to career exploration, choosing a specialty, instructions on residency planning, timelines, contact information for Jefferson residency directors, as well as specific information regarding the Electronic Residency Application Service (ERAS) and the National Residency Matching Program (NRMP).
Student Support Services

Office of Student Affairs and Career Counseling

The goal of the Office of Student Affairs and Career Counseling (OSACC) is to be available for academic and personal advising, advocate for student needs, foster career counseling, and improve student access to the university. The office is located in the College Building, 1025 Walnut Street, Suite 116 and is open from 8:00 a.m. to 5:00 p.m. The number for the OSACC is (215) 503-6988 during business hours. For emergencies after business hours, please page the on-call pager for Student Affairs at 877-656-4437.

Academic Advising

The OSACC maintains a proactive stance regarding student academic performance. The deans in the Office of Student Affairs and Career Counseling, as well as phase/course directors and the deans for Undergraduate Medical Education are available for students with academic concerns or difficulty.

Personal Counseling

The Student Personal Counseling Center (SPCC) offers confidential and accessible contact with a mental health professional to discuss personal and academic concerns. The psychiatrists and therapists of the SPCC are available to address a variety of concerns including, but not exclusive to, stress management, problems with personal or family relationships, feelings of depression or anxiety, and issues involving eating disorders or substance abuse. The Director of the Student Personal Counseling Center, Deanna Nobleza, MD of the Department of Psychiatry, may be reached directly and confidentially at 215-503-2817 to set up an appointment with her or another therapist or psychiatrist, on or off the Jefferson Campus. If there is an after-hours emergency, students should go to the Thomas Jefferson University Hospital Emergency Room (located in the Main Hospital Building at 10th and Sansom Streets, 215-955-6840) and ask to speak to the psychiatrist on call.
## Resources and Programs on Career Counseling

### Phase 1

<table>
<thead>
<tr>
<th></th>
<th><strong>First Year</strong></th>
<th><strong>Second Year</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuum</strong></td>
<td>Deans, Student Affairs and Career Counseling</td>
<td>Deans, Student Affairs and Career Counseling</td>
</tr>
<tr>
<td></td>
<td>Clinical Mentor Program</td>
<td>Clinical Mentor Program</td>
</tr>
<tr>
<td></td>
<td>Specialty-Specific Meetings and Programs</td>
<td>Specialty-Specific Meetings and Programs</td>
</tr>
<tr>
<td></td>
<td>Academic Commons</td>
<td>OSACC and MD Compass Canvas Sites</td>
</tr>
<tr>
<td></td>
<td>OSACC and MD Compass Canvas Sites</td>
<td>Academic Commons</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>Student Organizations and Activities</td>
<td>Student Organizations and Activities</td>
</tr>
<tr>
<td></td>
<td>Professionalism and Doctoring</td>
<td>Professionalism and Doctoring</td>
</tr>
<tr>
<td></td>
<td>Shared Code of Professional Values</td>
<td>Curricular Support Services</td>
</tr>
<tr>
<td></td>
<td>Introduction to Campus Resources</td>
<td></td>
</tr>
<tr>
<td><strong>Summer/Fall/Winter</strong></td>
<td>Annual Meeting with Student Affairs Deans</td>
<td>University Activities Fair</td>
</tr>
<tr>
<td></td>
<td>University Activities Fair</td>
<td>Careers in Medicine Personal Inventory</td>
</tr>
<tr>
<td></td>
<td>Career Decision Making Sessions</td>
<td>Career Decision Making Sessions</td>
</tr>
<tr>
<td></td>
<td>Career Fair</td>
<td>Career Fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Meeting with Student Affairs Deans</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>AQA Residency Workshop</td>
<td>AQA Residency Workshop</td>
</tr>
<tr>
<td></td>
<td>Informal Meetings in Student Affairs</td>
<td>Informal Meetings in Student Affairs</td>
</tr>
<tr>
<td></td>
<td>Careers in Medicine Personal Inventory</td>
<td>Careers in Medicine Personal Inventory</td>
</tr>
<tr>
<td></td>
<td>Career Decision-Making Sessions</td>
<td>Career Decision-Making Sessions</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Research Opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Service Opportunities</td>
<td></td>
</tr>
<tr>
<td>Phase</td>
<td>Third Year</td>
<td>Fourth Year</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Continuum</td>
<td>Deans, Student Affairs and Career Counseling</td>
<td>Deans, Student Affairs and Career Counseling</td>
</tr>
<tr>
<td></td>
<td>OSACC Career Planning and MD Compass Canvas Sites</td>
<td>Meet with Faculty and/or residency Directors in Fields of Interest</td>
</tr>
<tr>
<td></td>
<td>SKMC Faculty (Clinical &amp; Research)</td>
<td>OSACC Career Planning and MD Compass Canvas Sites</td>
</tr>
<tr>
<td></td>
<td>Clinical Mentor Program</td>
<td>Specialty-Specific Meetings and Programs</td>
</tr>
<tr>
<td></td>
<td>Specialty-Specific Meetings and Programs</td>
<td>Academic Commons</td>
</tr>
<tr>
<td></td>
<td>Academic Commons</td>
<td>Clinical Mentor Program</td>
</tr>
<tr>
<td></td>
<td>Small Group Career Planning</td>
<td>Electives</td>
</tr>
<tr>
<td>Orientation</td>
<td>Introduction of Career Planning Workshops</td>
<td>Residency Planning Information</td>
</tr>
<tr>
<td></td>
<td>Transition to Clerkships Course</td>
<td>Residency Planning &amp; Application Procedure Website</td>
</tr>
<tr>
<td></td>
<td>Shared Code of Professional Values</td>
<td>Shared Code of Professional Values</td>
</tr>
<tr>
<td></td>
<td>Professionalism and Doctoring</td>
<td>Professionalism and Doctoring</td>
</tr>
<tr>
<td>Summer/Fall</td>
<td>Transition to Clerkship Student Affairs Sessions</td>
<td>Informal meetings in Student Affairs, Regular Class Meetings</td>
</tr>
<tr>
<td></td>
<td>MD Compass Interclerkship sessions</td>
<td>Gateway to Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Planning Workshops</td>
</tr>
<tr>
<td>Winter</td>
<td>MD Compass Interclerkship sessions</td>
<td>Interview Skills Workshop</td>
</tr>
<tr>
<td>Spring/Summer</td>
<td>Career Planning Workshop</td>
<td>Informal Meetings in Student Affairs</td>
</tr>
<tr>
<td></td>
<td>MD Compass Interclerkship sessions</td>
<td>Session on Rank Order List</td>
</tr>
<tr>
<td></td>
<td>AΩA Residency Workshop</td>
<td>Gateway to Internship Course</td>
</tr>
<tr>
<td></td>
<td>Meet with Faculty and/or Residency Directors in Fields of Interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialty-Specific Advisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fourth-Year Scheduling Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meeting with MSPE Letter Writer</td>
<td></td>
</tr>
</tbody>
</table>
Residency Match Timeline for the Class of 2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – March 2022</td>
<td>Meet with the Registrar’s Office, Office of Student Affairs and Career Counseling (annual meeting), and faculty advisors regarding Phase 3 schedules. Online scheduling begins in February.</td>
</tr>
<tr>
<td>Late Winter – Spring 2022</td>
<td>Register for USMLE Step 2 CK</td>
</tr>
<tr>
<td>Spring – Fall 2022</td>
<td>Begin to research the residency programs to which you may apply. Information about most programs, including direct links to program websites, is available at FREIDA online at <a href="https://freida.ama-assn.org/">https://freida.ama-assn.org/</a>. Be sure to look at specific requirements for each program to which you are applying (e.g., some programs require a letter from the chair of the department or from a third year clerkship).</td>
</tr>
<tr>
<td>March 2022</td>
<td>Receive assignment for your Medical Student Performance Evaluation (Dean’s letters). Meet with the faculty writing your dean’s letter by mid-June.</td>
</tr>
<tr>
<td>July – August 2022</td>
<td>Information about the National Resident Match Program (NRMP) application is available at nrmp.org/ in July. Applicant User Guide will be posted before registration begins in September.</td>
</tr>
<tr>
<td>June 8, 2022</td>
<td>ERAS application for the 2022 Match is available at aamc.org/eras.</td>
</tr>
<tr>
<td>September 2022</td>
<td>Target date for Ophthalmology application. Information is available at sfmatch.org.</td>
</tr>
<tr>
<td>September 15, 2022</td>
<td>NRMP Registration opens.</td>
</tr>
<tr>
<td>September 28, 2021</td>
<td>Apply via ERAS to ACGME-accredited residency programs. Available to programs at 9 a.m, MSPE released to programs</td>
</tr>
<tr>
<td>October 2022</td>
<td>The NRMP Directory for the 2022 Match will be posted to nrmp.org/ and updated weekly thereafter.</td>
</tr>
<tr>
<td>October 30, 2022</td>
<td>Recommended deadline for Letters of Recommendation to be uploaded onto ERAS.</td>
</tr>
<tr>
<td>October 2022 – January 2023</td>
<td>Interviews take place at participating institutions.</td>
</tr>
<tr>
<td>December 31, 2023</td>
<td>Deadline to take USMLE Step 2 CK. Programs may not rank a student without a passing Step 2 CK score. You should take this exam no later than this date to allow the scores to be available when programs construct their rank list.</td>
</tr>
<tr>
<td>January 31, 2023</td>
<td>Standard registration deadline for NRMP (the Match). An additional late registration fee occurs after January 31. Remember, the NRMP is separate from ERAS and you must register through the NRMP in order to participate in the Match.</td>
</tr>
<tr>
<td>February 1, 2023</td>
<td>Early Match Program notification (Ophthalmology and Urology)</td>
</tr>
<tr>
<td>February 1 – March 3, 2023</td>
<td>Applicants and programs enter their rank order lists in the Registration, Ranking, and Results (R3) system at nrmp.org using NRMP code and password.</td>
</tr>
<tr>
<td>March 2, 2023</td>
<td>R3 system closes at 8:59 p.m. Eastern Standard Time (EST). NRMP must receive certified applicant and rank order lists and any other information pertinent to the match by this date and time.</td>
</tr>
<tr>
<td>March 13, 2023</td>
<td>Applicants learn if (but not where) they matched at 11:00 am EST via email and on the R3 system. Please visit the Office of Student Affairs and Career Counseling in the event that you did not match. Locations of all unfilled positions are released only to participants eligible for the Supplemental Offer and Acceptance Program (SOAP).</td>
</tr>
<tr>
<td>March 17, 2023</td>
<td>Match day ceremony with opening of Match envelopes at 12:00 p.m. (EST). Match results posted to R3 system at 1:00 pm.</td>
</tr>
</tbody>
</table>
Criminal Background Checks and Drug Testing

Participation in clinical experiences and rotations is a required part of the curriculum and a requirement for graduation. A clinical site may require drug testing and/or a criminal background check and/or child abuse check in order to permit participation. Clinical sites may deny a student’s participation in a clinical experience or rotation because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in a delay of graduation or in the inability to graduate from the program. All students will be required to undergo Criminal Background Checks in order to provide patient care.

Crisis Response Guideline for SKMC Students

In order to assure the most efficient and appropriate communication amongst college/university personnel in the event of a specific student crisis, the following guidelines should be used:

Any student event can activate the student crisis response. Any member of the college/university who witnesses or hears about an event should notify the designated Student Affairs and Career Counseling official and/or Security. Events include, but are not limited to, injury/illness/hospitalization, psychiatric episodes (including attempted suicide), assault, disappearance, housing disturbance, unprofessional behavior or death of a student.

Jefferson Security:
- Business Hours: 215-955-8888, 811
- After Hours: 215-955-8888, 811

Sidney Kimmel Medical College, Office of Student Affairs and Career Counseling:
- Business Hours: 215-503-6988
- After Hours: 877-656-4437 (pager)
Health Insurance

As an academic health center, Jefferson requires all matriculated students to have health insurance, and to complete the enrollment/waiver process for each academic year.* If you have health insurance through another provider, it must meet the stated minimum requirements to qualify for a waiver. If you do not have coverage through another provider that meets the minimum requirements, then you must enroll in the College-sponsored student health insurance plan. Once enrolled, the plan will be in effect for the entire academic year. You may only terminate the insurance coverage if you have a qualifying life change event.

<table>
<thead>
<tr>
<th></th>
<th>Dates of Coverage</th>
<th>Cost of Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2026 students</td>
<td>07/18/22 - 07/31/23</td>
<td>$5,172.00</td>
</tr>
<tr>
<td>Class of 2023, 2024, 2025 students</td>
<td>08/01/22 - 07/31/23</td>
<td>$4,913.00</td>
</tr>
<tr>
<td>Spouse (student +1 dependent)</td>
<td>08/01/22 - 07/31/23</td>
<td>$9,826.00</td>
</tr>
<tr>
<td>One child (student + 1 dependent)</td>
<td>08/01/22 - 07/31/23</td>
<td>$9,826.00</td>
</tr>
<tr>
<td>Two or more children</td>
<td>08/01/22 - 07/31/23</td>
<td>$9,826.00</td>
</tr>
<tr>
<td>Spouse + Two or more children</td>
<td>08/01/22 - 07/31/23</td>
<td>$14,739.00</td>
</tr>
</tbody>
</table>

*Dates may vary by academic program.

Dental Insurance

Optional dental insurance is available for matriculated students at Thomas Jefferson University, Center City Campus and Abington Campus. The insurance is offered through United Health Care Insurance through FirstStudent.com with two coverage levels available:

2022-2023 Rates

<table>
<thead>
<tr>
<th>Basic plan</th>
<th>Enhanced plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>$180.49</td>
<td>$375.24</td>
</tr>
<tr>
<td>$379.44 (with 1 Dependent)</td>
<td>$926.85 (with 1 dependent)</td>
</tr>
</tbody>
</table>

Questions: Please contact Ms. Joyce Muwwakkil
Phone: 215-503-6988
Email: joyce.muwwakkil@jefferson.edu

Disability Insurance

Disability insurance is provided to all SKMC medical students as part of their tuition package. The insurance is underwritten by InsMed Insurance Agency, Inc., and provides coverage in the event of a disability due to a sickness or injury, with the option to continue coverage upon graduation.
Student Financial Aid

The following information, as well as additional details and forms can be accessed at the Financial Aid website. The primary responsibility for financing the cost of medical education rests with the student and their family. However, it is recognized that increasing numbers of students and their families are unable to meet the costs of a medical education without some type of assistance.

The demonstration of need is the key factor in all financial aid awards. Determination of need is based upon a confidential analysis of information provided by the student and family to the Free Application for Federal Student Aid (FAFSA) processing center.

When need is established and the resources of the student and family are clearly identified, the student is directed to obtain a minimum of $10,000 in the Federal Direct Unsubsidized Loan. If need exists beyond this program, then the Medical College will attempt to meet a portion of this need from programs such as the Federal Primary Care Loan Program, and Jefferson’s loan and scholarship/grant funds. If funds are available, students demonstrating exceptional financial need (as defined by Health and Human Services) may also be considered for funding under the Loans for Disadvantaged Students program. The University Office of Student Financial Aid also offers students information about alternative funding options offered via federal, public and private agencies. Eligibility for all forms of financial aid is determined on an annual basis and therefore a complete financial aid application must be submitted every year. All awards are contingent upon the availability of funding.

If a student demonstrates financial need, but is ineligible for federal grants or loans due to default on a prior educational loan and/or a negative credit rating, Sidney Kimmel Medical College will not commit institutional funds to remedy the default or negative credit status, or to compensate for the ineligibility for federal funds. The student is ultimately responsible for resolving all problems involving loan delinquencies, defaults, and/or any other circumstances that would result in the student being ineligible to borrow through any federal loan program. Financial aid programs administered by the University are subject to change or termination at any time without notice or obligation.

Application Procedures

These instructions should be followed by all SKMC students. However, only currently enrolled and officially accepted students may complete the online Banner Financial Aid application material. In completing this process, students are reminded of the following:
The submission of online application material certifies that the information is true and accurate to the best of your knowledge. If, after completing a segment of the application process, you find that the information has changed, you will need to submit corrections directly to the University Office of Student Financial Aid. All updates should be emailed to financial.aid@jefferson.edu.

Refer to the descriptions (as contextual links) below to ensure that you complete and submit all of the documents required for your 2022-2023 Financial Aid application.

What Documents Must be Completed?

If you are applying for Institutional Aid, in addition to applying for Federal Direct, Federal Graduate PLUS and/or Alternative Loan Funding, then you must submit the following items:

- **2022-2023 Free Application for Federal Student Aid (FAFSA),** [https://studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa) (College Code 010021)
  - To complete the FAFSA online go to [https://studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa) (FAFSA Code 010021);
  - Parent’s financial information must be included on the FAFSA if the student is applying for institutional scholarships and loans. The 2022-2023 FAFSA uses 2020 Federal Tax Return information.

- **2022-2023 Jefferson Institutional Financial Aid Application, located on Banner Web;**

- **A signed copy of YOUR PARENTS' 2020 Federal Income Tax Return.** If your parents did not and will not file a 2020 Federal Income Tax Return, then they must complete the Non-filing Statement located on Banner Web.

If you are NOT applying for Institutional Scholarships and Loans, and are choosing to apply for only Federal Direct, Federal Graduate PLUS and/or Alternative Loan Funding then you must submit the following items:

- **2022-2023 Free Application for Federal Student Aid (FAFSA).** You may complete the FAFSA on-line by going to [https://studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa) (College Code 010021); See more specific instructions above regarding IRS Data Retrieval Transfer;

- **2022-2023 Jefferson Institutional Financial Aid Application, located on Banner Web;**

- The “Not Applying for Institutional Aid Confirmation” form located on Banner Web.

*PLEASE NOTE: The requirements outlined here also apply to students who are applying for Federal Direct, Federal Graduate PLUS, and/or Alternative Loan funds in addition to National Health Service Corps and Armed Forces Health Professions Scholarship funding.*
Additional Documents

In addition to the application requirements outlined above, you may need to submit supplemental documents if you are:

- Applying for Federal Work Study, then you must complete the Federal Work Study Application on Banner Web
- A First Year Student (2022-2023 will be the first academic year in which you are enrolled at Sidney Kimmel Medical College), then you must complete:
  - A Federal Direct Master Promissory Note (MPN) with the Federal Direct Loan program at https://studentaid.gov/mpn/ Please use the generic Thomas Jefferson University as the school code.
  - Entrance Counseling (sometimes referred to as an Entrance Interview). Entrance Counseling is required by federal mandate. Students can complete the online counseling “quiz” at https://studentaid.gov/entrance-counseling/.

**Note: When asked to input your college, you must choose the generic ‘Thomas Jefferson University’ option. Do NOT choose “Kimmel Med” or other subdivision of Thomas Jefferson University. Additional information covering federal loans is available in the Direct Loan Entrance Counseling Guide.**

If you have questions about the application process, please feel free to contact the University Office of Student Financial Aid at (215) 955-2867 or at financial.aid@jefferson.edu.

Satisfactory Academic Progress

For the purpose of student eligibility for financial assistance under the programs governed by Title IV of the Higher Education Act of 1965 as amended, Sidney Kimmel Medical College has established the following standards for measuring whether a student, who is otherwise eligible to receive Title IV funds, is maintaining satisfactory academic progress. These standards apply to all students enrolled in Sidney Kimmel Medical College.

Grades

A student must complete all required courses and the required number of electives with a passing grade. Minimum passing grades for the different segments of the curriculum are defined in the College Catalog.
Maximum Time Frame & Special Policies in Regard to Course Incompletes, Withdraws, and Repetitions

Committee on Student Promotions

Notification

The Financial Aid Office will notify, in writing, any student receiving financial assistance who does not meet the requirements for satisfactory progress and is not eligible to receive Title IV funds.

Appeal Procedures

If a student is determined not to be making satisfactory academic progress, resulting in ineligibility for financial assistance under the Title IV programs, the student may appeal to the Director of Financial Aid.

Reinstatement

After termination from aid, a student may be considered for Title IV aid at the beginning of the next academic year.
Facilities and Services

Campus Security
The Security Department is called upon daily to perform a variety of specialized services for both the University and the Hospital. Whether, a student, faculty or visitor, Thomas Jefferson University places a high priority on your personal safety. That is why our Security Department is well-trained, well staffed and supported by state-of-the-art security technology. While on the Jefferson campus, you can be assured that our Security Department is working to keep you safe.

University Office of the Registrar
The University Office of the Registrar assist students and faculty by providing services such as registration, course scheduling, maintenance of the academic calendars, enrollment issues, and the graduation process. The office also assists students after they leave Thomas Jefferson University with services such as degree verifications and transcript processing.

Tuition & Financial Aid
At Jefferson, we believe the cost of pursuing an education should never get in the way of turning your dreams into reality. We offer a variety of options and payment plans to make our University accessible to the students who will one day go on to disrupt industries, create new ones and shape a world that’s ready for anything.

Jefferson Occupational Health Network (JOHN)
Includes office locations, influenza vaccination program, tuberculosis screening, respirator fit testing, occupational exposures, current students, matriculating students, volunteers/observers/visitors, and FAQs.

Health & Wellness Services
We care for our patients, and it’s just as important that the students and staff stay healthy. We offer many ways for the University community to stay fit.

Coronavirus updates: Jefferson is continuing to monitor the situation related to the coronavirus (COVID-19) in order to evaluate the impact on our students, faculty and staff who are or will be attending programs overseas, as well as international visitors/professors/researchers who may be traveling to our campus. The health and safety of the Jefferson community is of the utmost importance to us. Our Jefferson.edu/Coronavirus site contains communications to the Jefferson community and general information about COVID-19.

JeffSecure Emergency Fund
The JeffSecure Emergency Fund is intended to provide matriculated Jefferson students with short-term financial assistance in the event of unforeseen and unavoidable emergency expenses. The fund is intended to minimize immediate critical needs as a result of unanticipated financial stress.
Scott Memorial Library
The mission of the Scott Memorial Library is to improve lives by strengthening the educational, research, and clinical activities of the Thomas Jefferson University and Thomas Jefferson University Hospital communities by:

- Providing up-to-date, knowledge-based information,
- Supporting evidence-based decision-making at the point of care,
- Providing space and technology resources to support individual and group learning,
- Managing computer classrooms and related educational software, and
- Preserving and promoting Jefferson's rich history and ongoing research.

To accomplish this mission, the Library staff provides consultation and instruction, as well as access to, and preservation of, knowledge-based resources. Space and computers for study, learning, and collection access are available on four floors of the Scott Building. The Library also oversees public computers, computer labs, and specialty computer classrooms across the Jefferson Center City campus.

The Academic Commons
The mission of the Academic Commons (AC) is to promote teaching excellence and effective student learning through the use of advanced education techniques, effective information technologies, and models of best practices in order to foster creativity, collaboration, and innovation.

The Commons provides service to all Jefferson faculty, staff, and students, helping each achieve their goals in class and in practice.

Accessibility Services
Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs.

Jefferson Campus Stores
The Jefferson Campus Stores are proud to provide our students, staff, faculty, and alumni with a wide range of quality products. We exist to serve the Thomas Jefferson University Community by providing a specialized selection of reasonably priced products and services, including course materials, educationally priced computer products, art, architecture, and textile supplies, medical supplies, scrubs, labcoats, imprinted memorabilia, and various convenience items. The Jefferson Campus Stores are fully owned and operated by Thomas Jefferson University; store revenue supports university operations, campus improvements, facilities & programming.
Student Life

Life at Jefferson
Includes overviews on and links to the following: Housing & Dining, Activites & Organizations, Athletics & Recreation, Leadership & Community Service, City Life, Student Resources & Services, and Consumer Information Disclosures.

Office of Student Life & Engagement
The Office of Student Life & Engagement (OSLE) is established as an integral part of the Thomas Jefferson University academic, social, wellness, and cultural experiences. The programs and services offered by Student Life & Engagement will work in collaboration with the faculty and staff to provide for a more holistic and student centric education for all students. The Office of Student Life & Engagement is the home of student events & activities planning, student organization management, new student university orientation programs, student leadership training, and wellness & recreation programs.

The Office of Student Life & Engagement will be innovative in its programming and will continuously strive for excellence in the services the office provides to the Jefferson community. The Office of Student Life & Engagement will encourage an environment of mutual respect among all persons it serves. Through the Office of Student Life & Engagement students will be provided with the tools to be engaged citizens of our community who will be empowered to impact and contribute to the world through their work in health professions.

Click on the heading link to learn more and be directed to the OSLE website.

Student Organizations
The Office of Student Life and Engagement manages and provides support to the more than one hundred student organizations here at Thomas Jefferson University.

Visit the Student Organizations Overview page for a directory of all student organizations and to learn more about student organization requirements, status categories and privileges, annual registration process, and information on how to start a new student organization.

Jefferson Humanities & Health
Jefferson Humanities & Health supports student engagement in the arts and humanities to promote essential skills related to healthcare including close observation, critical thinking, communication and empathy.
Throughout the year, our programs highlight the social contexts of health and wellness, lived experiences of diverse individuals and communities, and self-care for health professionals.
Each academic year, the Jefferson Humanities Forum explores a thought-provoking theme from a wide range of perspectives. During the 2022-2023 academic year, the Jefferson Humanities Forum will investigate the theme **Repair**.

Students are also invited to complete the Asano Humanities & Health certificate, a co-curricular program that rewards sustained engagement in arts and humanities activities throughout the academic year. Completing the certificate requires attending eight humanities events and completing a portfolio of four reflections. For more information about these and other programs, as well as a calendar of humanities events, visit Jefferson.edu/humanities.

**Leadership LIVE**

Leadership LIVE is a student leadership development program at our Center City Campus which consists of a series of workshops, special events, and community service opportunities designed to enhance your knowledge, skills, and efficacy as a leader in today's world. It is a free program that is open to all matriculated students at Thomas Jefferson University and is coordinated through the Office of Student Life and Engagement – Programming Division.

**Office of International Affairs**

Jefferson sets a high priority on the exchange of ideas, related research, education and patient care with members of the international community. We welcome people from all over the world to work, study, and engage in research at Jefferson, and encourage Jeffersonians to study, lecture and do research abroad. The Office of International Affairs works with all University departments and individuals to facilitate exchange and to offer orientation to international visitors.

**Photo IDs, Commuter Services, & Campus Currency**

Click the link above for information on photo identification badges, commuter services, and campus currency.