

Sidney Kimmel  
Medical College

# STUDENT HANDBOOK

2021 - 2022



# Jefferson

HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

Sidney Kimmel Medical College  
at  
Thomas Jefferson University

1025 Walnut Street | Philadelphia, PA 19107

<https://www.jefferson.edu/university/skmc.html>

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# 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.

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# 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

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# 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 Latino Medical Students Association regional conference, 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.

## Council on Diversity and Inclusion

SKMC also supports the Council on Diversity and Inclusion. This Council is comprised of students, resident physicians, faculty, department chairs and senior administration. The Council, led by the Dean, 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.

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# Administration

## *Dean*

Mark L. Tykocinski, MD

*Provost and Executive Vice President for Academic Affairs, 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*

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, Medical Education*

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 & Inclusion Initiatives Community Engagement*

Alisa LoSasso, MD, *Senior Associate Dean, Admissions*

Karen Novielli, MD, *Vice Provost, Faculty Affairs and Vice Dean, Faculty Affairs & Professional Development*

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*

Traci Trice, MD, *Associate Dean, Diversity & Student Diversity Programs*

Howard Weitz, MD, *Senior Associate Dean, Education*

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

Alliric Willis, MD, *Assistant Dean, Faculty Affairs*

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

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# Academic Calendars

Updated February 8, 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 2025)

### ORIENTATION

### JULY 19 – JULY 23, 2021

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July 19, 2021

Registration 8:00 a.m.-12:00 p.m.

First Payment comprehensive fee due at registration

July 19-23, 2021

Orientation Week

July 23, 2021

White Coat Ceremony (*tentative*)

### FALL SEMESTER

### JULY 26 - DECEMBER 17, 2021

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July 26, 2021

Classes begin 8:00 a.m.

September 6, 2021

Labor Day Holiday

November 25, 2021

Thanksgiving Holiday begins 12:00 p.m.

November 29, 2021

Classes resume 8:00 a.m.

December 17, 2021

Winter Recess begins 5:00 p.m.

### SPRING SEMESTER

### JANUARY 3 - MAY 13, 2022

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January 3, 2022

Second Payment/Fees due

Classes resume 8:00 a.m.

January 17, 2022

Martin Luther King Jr. Holiday

March 7-11, 2022

Spring Break

March 14, 2022

Classes resume 8:00 a.m.

May 13, 2022

Summer Recess begins 5:00 p.m.

July 8, 2022

End of 2021-2022 Academic Year

## Second-Year (Class of 2024)

### FALL SEMESTER

**JULY 26 – DECEMBER 17, 2021**

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July 26, 2021

First Payment comprehensive fee due  
Classes begin 8:00 a.m.

September 6, 2021

Labor Day Holiday

November 25, 2021

Thanksgiving Holiday begins 12:00 p.m.

November 29, 2021

Classes resume 8:00 a.m.

December 17, 2021

Winter Recess begins 5:00 p.m.

### SPRING SEMESTER

**JANUARY 3 – JULY 8, 2022**

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#### PHASE 1: FOUNDATIONS

January 3, 2022

Classes resume 8:00 a.m.

Second Payment/Fees due

January 17, 2022

Martin Luther King Jr. Holiday

February 11, 2022

Phase 1 Ends

February 14-April 8, 2022

Phase I Comprehensive Examination/  
USMLE Step 1 Review Period

#### PHASE 2: Core Clinical Clerkships

April 11-15, 2022

Transition to Clerkships Course

April 18-July 8, 2022

Blocks MY-MZ

July 8, 2022

End of 2021-2022 Academic Year

# Third-Year (Class of 2023)

## FALL SEMESTER

**JULY 12, 2021 - JANUARY 14, 2022**

July 12-October 1, 2021

Blocks MA-MB (12-weeks)\*

October 4-10, 2021

Fall Break

October 11, 2021-January 16, 2022

Blocks MC-MX (12-weeks)\*

November 25, 2021

Thanksgiving Holiday\*\*

December 18, 2021

Winter Recess begins

January 2, 2022

Winter Recess ends

## SPRING SEMESTER

**JANUARY 17 – JULY 8, 2022**

January 17-April 9, 2022

Block 4, MF-MG (12-weeks)\*

January 17, 2022

Martin Luther King Jr. Holiday\*\*

April 10-April 24, 2022

Vacation

## PHASE 3: DIFFERENTIATION

April 25-29, 2022

Gateway to Internship 1

May 2-6, 2022

Gateway to Internship 2

May 9-June 3, 2022

Block MU (4 weeks)

June 6-July 1, 2022

Block MV (4 weeks)

July 8, 2022

End of 2021-2022 Academic Year

\*Each 12-week block is divided into clinical rotations of 3, 4, or 6 weeks. Students will complete a total of four 12-week blocks and 9 rotations in Phase 2. Clerkships are grouped into blocks: Internal Medicine (two 4-week rotations) & Neurology (4); General Surgery (6), Surgical Sub-specialty (3) & Emergency Medicine (3); Family Medicine (6) & Psychiatry (6); Obstetrics/Gynecology (6) & Pediatrics (6).

\*\*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.

## Fourth-Year (Class of 2022)

### FALL SEMESTER

### JULY 5 – DECEMBER 17, 2021

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July 5-July 30, 2021	MJ (4 week block)
July 5-16	MJ1 (2 week block)
July 19-30	MJ2 (2 week block)
August 2-August 27, 2021	MK (4 week block)
August 2-13	MK1 (2 week block)
August 16-27	MK2 (2 week block)
August 30-September 24, 2021	ML (4 week block)
August 30-September 10	ML1 (2 week block)
September 6	Labor Day Holiday*
September 13-24	ML2 (2 week block)
September 27-October 22, 2021	MM (4 week block)
September 27-October 8	MM1 (2 week block)
October 11-22	MM2 (2 week block)
October 25-November 19, 2021	MN (4 week block)
October 25-November 5	MN1 (2 week block)
November 8-19	MN2 (2 week block)
November 22-December 17, 2021	MP (4 week block)
November 22-December 3	MP1 (2 week block)
November 25	Thanksgiving Holiday*
December 6-17	MP2 (2 week block)
December 18, 2021	Winter Recess begins
January 2, 2022	Winter Recess ends

### SPRING SEMESTER

### JANUARY 3 – MAY 2022

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January 3-28, 2022	MQ (4 week block)
January 3-14	MQ1 (2 week block)
January 17	Martin Luther King Jr. Holiday*
January 17-28	MQ2 (2 week block)
January 31-February 25, 2022	MR (4 week block)
January 31-February 11	MR1 (2 week block)
February 14-25	MR2 (2 week block)
February 28-April 8, 2022	MS (4 week block)
February 28-March 11	MS1 (2 week block)
March 15-19, 2022	Gateway to Internship 3

March 18	Match Day 2022
March 21-25	Gateway to Internship 4
March 28-April 8	MS2 (2 week block)
April 11-May 6, 2022	MT (4 week block)
April 11-22	MT1 (2 week block)
April 25-May 6	MT2 (2 week block)
May (Date TBA)	Commencement 2022

Phase 3 students may use a total of 8-weeks of vacation, taken as either 2- or 4-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 4 weeks of Gateway to Internship spread across the Phase (April, May, and March) and 40 weeks of rotations which can be taken as 2- or 4-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.

# 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 Policies 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:
  - a. Formal didactic session with Dean/Chair of the Committee on Admissions and the Director of Admissions .
  - b. Explanation of all portions of the AAMC application as well as the SKMC secondary application.
  - c. Review of the application screening process.
  - d. The interview process.
  - e. Unconscious bias training in the admissions process.
  - f. Required and correct conduct for a member of the Committee on Admissions.
  - g. SKMC Diversity Policies for Student Admissions
  - h. Observation of Committee on Admissions weekly meeting.
  - i. 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.

## **Student Retention**

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.

SKMC recognizes that the retention of a diverse student body requires attention to climate, inclusion, equity and to fostering the education of students. While SKMC promotes a mentoring and educational plan for all students, Underrepresented Minority (URM) and Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) students, in particular, may have unique needs that should be explored and met whenever possible. Assistance in meeting these needs may be obtained 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. 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.

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# Curriculum Structure, Policies, & Procedures

## 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 inter-professional 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

Approved 07/21/2020 by Curriculum Committee

# 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 sets of paired core clerkships, each 12 weeks long. 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 depending on the residency pathway. All students complete core rotations including Sub-internship, Outpatient Experience, Gateway, Critical Care and Advanced Basic Science. In addition, students complete electives of their choice and scholarly inquiry requirements. In order to graduate, they must fulfill 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 (years 1 and 2) 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 (year 3), 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 (year 4), 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.

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## Grading in Phase 1 (Years 1 & 2)

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.

## Grading in Phases 2 and 3 (Years 3 & 4)

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 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 Incomplete 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.

[Click here](#) to be directed to the Clinical Courses Grading Policy.

### ***Process of Grade Reporting and Grade Change Approvals***

Grades of Honors, High Pass, Pass, and Fail will be reported on the transcript. All grade changes must be submitted to COSP for approval.

#### **Conditional Pass**

If student successfully passes the clerkship, “Conditional Pass” will be replaced on the transcript by the actual grade attained by the student. No transcript annotation will accompany this grade. Conditional Pass, its conditions, and resolution will be outlined on the Medical Student Performance Evaluation (MSPE).

#### **Incomplete**

A grade of “Incomplete” will be reported on the transcript until the student successfully completes the clerkship. At that time, the actual clerkship grade will replace “Incomplete.”

No permanent annotation on the transcript or mention in MSPE will be made.

#### **Failure**

If the student is allowed by COSP to repeat the clerkship, and does so with a passing grade, this grade will replace the grade of Failure with a permanent annotation on the transcript.

MSPE will mention the failure, as well as description of remediation.

# 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.

## *Receiving Reports, Nature of Reports Received*

All course grade reports and evaluations in any course shall be properly signed by the Phase 1 Director or course director, or otherwise electronically approved, and transmitted to the University Office of the Registrar, Office of Academic Affairs/Undergraduate Medical Education, COSP, and the Office of Student Affairs and Career Counseling from the Office of Student Assessment or the department chairpersons's designee.

The Registrar, in turn, submits unsatisfactory and remediated grades and evaluations to the Office of Academic Affairs/Undergraduate Medical Education, COSP, and the Office of Student Affairs and Career Counseling.

After review, COSP may accept the grades or evaluations submitted or may return them for departmental clarification or reconsideration if a discrepancy or inconsistency appears, or if other questions arise relating to the academic, professional/ethical status, or personal attributes. COSP may not, however, change any course grade or evaluation. Only the responsible faculty member is vested with the power to modify a specific grade or evaluation. Any student who challenges a grade should direct their question to the appropriate Course Director or for the Foundations of Medicine courses to the Phase 1 Director. 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.

The ultimate decision regarding any action to be taken on unsatisfactory grades or changes of evaluations is the responsibility of COSP. Students who receive grades below the expected level of competence will have their entire record reviewed for appropriate action, which may include counseling, academic probation or other actions as described below. 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.

## **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, he or she 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*

#### **Overview**

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.

4. Demonstration of adequate knowledge.
5. Demonstration of appropriate skills, attitudes, professional and ethical conduct, and personal attributes.
6. Attendance, punctuality and respect for property of the College and its affiliated training sites.

#### **USMLE**

The student must receive passing scores in Step 1 and Step 2 CK (Clinical Knowledge) of the United States Medical Licensing Examinations (USMLE) of the National Board of Medical Examiners (NBME). These examinations are recognized by the College as Comprehensive Examinations for the preclinical and clinical years of study, respectively. Second-year students must pass Step 1 to be officially promoted to Phase 2. Phase 3 students must pass Step 2 CK to satisfy graduation requirements.

The second-year Comprehensive Examination (USMLE Step 1 Examination) is taken following the successful completion of Phase 1. This exam must be taken prior to the first day of core clerkships.

No student with a failing grade in any course during the second year will be permitted to take the USMLE Step 1 Examination until that failure has been remediated. If approved to do so by COSP, the student may remediate the failure by passing a makeup examination(s). If the reexamination(s) is passed, the student will be allowed to sit for the Step 1 Examination, but may be advised to take the first teaching block as vacation to prepare for the Step 1 Examination. If the course reexamination(s) is not passed, the student will not be permitted to take the Step 1 Examination. Possible actions include repeat of Year 2 of Phase 1 or academic dismissal.

The student who passes the re-examination and passes the Step 1 Examination will continue with their classmates in Phase 2.

Click [here](#) for the USMLE Step 1 failure while on Phase 2 Policy.

The student who fails the repeat USMLE Step 1 Examination may either be academically dismissed or sponsored for a 3rd and final sitting. Sponsorship for a third sitting of the USMLE Step 1 will be decided on an individual basis by COSP and is impacted by relevant factors, including the student's previous academic history. A student sponsored for a 3rd sitting will be placed on a mandatory academic leave of absence. Due to the mandatory leave of absence for such students, and the extended time away from the core clerkship curriculum, students requiring 3 attempts to pass the USMLE Step 1 exam will be expected to complete the core clerkship curriculum in its entirety upon their return to SKMC; i.e., no credit will be given for core clerkships taken and passed prior to passing Step 1. Upon receipt of a passing USMLE Step 1 score, the student should submit a letter requesting termination of the leave of absence and return to the curriculum for the next academic year; receipt of this letter by October 15 will allow timely registration for Phase 2 courses. It is expected that the student will progress through the Phase 2 curriculum, uninterrupted, within one calendar year.

Failure of the Comprehensive Examination Step 1 at the third sitting will result in academic dismissal.

### ***Step 2 CK***

The USMLE Step 2 CK Examination is taken following successful completion of the Phase 2 clerkships. No student with a grade of conditional pass or fail in any course will be permitted to take the USMLE Step 2 CK Examination until that grade has been resolved. It is strongly recommended that Step 2 CK be taken between May and October of Phase 3, and is required to be taken by December 31 of Phase 3. If circumstances arise that make it a hardship to comply with this deadline, the student must request permission for an extension through the Office of Student Affairs and Career Counseling and the Office of Academic Affairs/Undergraduate Medical Education.

If the student fails this examination at the first sitting, they will be placed on academic probation and will be allowed to remain in rotations until the results of the second USMLE Step 2 CK sitting are reported. 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. Students who fail the Step 2 CK

Examination at the second sitting will be considered on an individual basis by COSP; such a student may be allowed to continue on academic probation or may be academically dismissed. A student's previous academic history impacts this decision.

The student who receives passing scores on the USMLE Step 2 CK Examination in Phase 3, with results reported by mid-April of their graduation year, will have satisfactorily complied with the USMLE graduation requirements of SKMC. Receipt of passing scores on the Step 2 CK Examination is required for a student to participate in graduation ceremonies and for the students to receive their M.D. degree with the class. Students requesting an exception to this policy, and with expected completion of requirements by July 1st, must submit a written request to COSP no later than April 20th. 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.

### **End-of-Phase 2 OSCE**

End-of-Phase 2 OSCE is a part of the JMD 301 Dimensions of Clinical Medicine Course. All students are required to pass the End-of-Phase 2 OSCE in order to receive a passing grade for JMD 301. Failure of the End-of-Phase 2 OSCE will result in a grade of Conditional Pass for that course. Remediation of this grade is achieved by enrolling in, and passing, MED 475.

### **End-of-Phase 3 OSCE**

Students must pass the Phase 3 OSCE in order to receive a grade of Pass in JMD 493 Gateway to Internship Part 4. Failure of the Phase 3 OSCE will result in a Conditional Pass in JMD 493 Gateway to Internship Part 4. Students who fail the Phase 3 OSCE will be required to complete an individualized learning plan (ILP) within the required time period as determined by the ILP team. After successful completion of the ILP, a student's course grade will be changed from Conditional Pass to Pass.

### **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.

## **Specific Academic/Promotion Guidelines**

### *Academic/Promotion Guidelines for Foundations of Medicine Courses*

First- and second-year students with cumulative Block exam scores falling below 70% or subthreshold competencies in any other block component are reported to COSP as an information item. For students on Academic Probation, failing Block exam scores will be reported as an actionable item.

Failing course grades in any Foundations of Medicine course (JMD 101, 102, 201, and 202) will be reported to COSP for potential action. Any student with a failing grade will be placed on Academic Probation. All Year One competencies must be met in order to progress to Year Two. All year one and two competencies must be met in order to progress to Phase 2. For any course failures, COSP actions may include continuation in the curriculum with a remediation plan, repeat of year or academic dismissal. 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.

Students receiving a failure for any component of Foundations of Medicine should meet with their Student Affairs dean for counseling.

#### **Failure of the Block Exam Component**

Remediation of failure may be by reassessment exam if the student is determined to be eligible for reassessment. This will take the form of a comprehensive exam covering the materials from all blocks within a course and will include a practicum component. The reassessment examination date will be determined based on the course failed. Failure of the course reexamination(s) will be reviewed by COSP for action. Possible actions include repeat of year or academic dismissal.

#### **Failure of the Quiz Component**

Remediation of failure may be by reassessment exam if the student is determined to be eligible. This will take the form of a comprehensive exam covering the materials from all blocks within a course and will include a practicum component. The reassessment exam date will be determined based on the course failed. Failure of the quiz reexamination(s) will be reviewed by COSP for action. Possible actions includes a repeat of year or academic dismissal.

## **Failure of the Clinical Skills Component**

Students must meet these thresholds to receive a Pass:

- Receive a cumulative average of 70% of all Clinical Skills examinations;
- Receive a score of 70% on the End of Phase 1 OSCE
- Receive a passing grade in Clinical Skills Small Groups.

Students who do not meet this threshold for the Clinical Skills component will receive an incomplete.

Remediation of failure may be performed by additional activities deemed appropriate by the Clinical Skills thread director, if the student is determined to be eligible for reassessment by COSP.

Clinical Skills assessment component will be converted to Pass if the remediation is successfully completed.

Students who do not successfully remediate will receive a Fail for this component, a Fail for the relevant course, and be reported to COSP for action. Possible actions include a customized remediation, repeat of year or academic dismissal.

## **Failure of the Case-Based Learning Component**

Students who fail the Case-Based Learning (CBL) component will receive a Failure for the course. Remediation of a failure of this component may occur during the following semester if the student is deemed eligible. Failure of the CBL remediation may result in a repeat of the year or academic dismissal.

## ***Academic/Promotion Guidelines for Scholarly Inquiry***

Scholarly Inquiry (JMD 150/250/350/450) is graded pass/fail. The Scholarly Inquiry Director and Track Director(s) will monitor student progress and may intervene with remediation action before the end of each Phase. Such intervention may require that the student complete additional work or requirements to strengthen the areas in which they are deemed to be deficient. Any student deemed at high risk of failing will meet with their Student Affairs Dean for counseling.

Failing course grades will be reported to the Committee on Student Promotions (COSP) for appropriate action.

Any student with a failing grade will be placed on academic probation. For course failure, COSP actions may include continuation in the curriculum with a remediation plan, repeat of year, or academic dismissal.

Remediation may occur during the summer. The remediation plan will be developed by the student's Scholarly Inquiry Track Director(s), in consultation with the student's advisor and mentor, and will typically involve supervised work on the required component(s) on which the student showed serious deficiencies.

## ***Academic/Promotion Guidelines for Clinical Experience***

Clinical Experience (JMD 151/251) is graded pass/fail. Students who fail Clinical Experience will receive a failure for and will be reported to COSP for potential action.

Remediation of failure may be performed by additional activities deemed appropriate by the director of Clinical Experience, if the student is deemed eligible by COSP.

Remediation of a failure in Clinical Experience may occur during the following semester, or summer following the academic year of failure.

### ***Academic/Promotion Guidelines for Humanities Selectives***

Failing course grades for JMD 152/153/252 will be reported to COSP for potential action. Any student with a failing grade will be placed on academic probation. For course failure, COSP actions may include continuation in the curriculum with a remediation plan, repeat of year, or academic dismissal. Remediation of failure for JMD 152/153/252 may occur during the following semester, or summer following the academic year of failure, if the student is deemed eligible by COSP. Failure of JMD 252 after failing JMD 152/153 may result in repeat of year or academic dismissal, as recommended by COSP. Students receiving a failing grade for any component of JMD 152/153/252 should meet with their Student Affairs dean for counseling.

### ***Phase 2 and Phase 3***

Because these two Phases provide the most important opportunity to assess a student's ultimate ability to function successfully in a patient care setting, it is imperative that COSP exercise even greater flexibility and latitude in determining academic status.

A student who fails one or more clerkships/courses will be required to either repeat the clerkship(s)/course(s) or to repeat the entire Phase of the curriculum, or they may be dismissed from the College, depending on an evaluation by COSP of all relevant factors in the student's entire record. If a repeat of the course is allowed, an ILP team will be convened and an ILP developed, as described in the Clinical Grading Policy. The timing of the repeat will be determined by COSP and the Office of the Registrar in collaboration with the ILP team. This time will be taken from allotted vacation or may result in delayed graduation.

### ***Academic Deficiencies***

Successful completion of the requirements for each course in each Phase is a necessary precondition for advancement to the next Phase of the curriculum. All academic deficiencies and grades of Conditional Pass and Incomplete must be resolved before a student may be promoted to the next Phase of the curriculum. The mode of removing such deficiencies will be determined by the Committee on Student Promotions and transmitted to the student by COSP and by the Office of Student Affairs and Career Counseling. Such recommendations are carefully made on an individual basis and must be followed closely. The Committee may permit a student to begin Phase 2 on a conditional basis while awaiting the reporting of the USMLE Step 1 Examination scores, but the student will not be officially promoted until all work of the previous academic year, including USMLE Step 1, has been satisfactorily completed.

## ***Reexaminations***

Course and clerkship reexaminations are given only with approval by the Committee on Student Promotion. A course in Phase 1 passed by reexamination will be noted on the transcript with a pound sign (#). A course in Phase 2 passed by reexamination (change of grade from Conditional Pass) will be denoted simply with the final grade (no annotation). Although a grade of Conditional Pass is replaced with the final grade, without annotation, reference to any and all grades of Conditional Pass will be made within the student's Medical Student Performance Evaluation (MSPE), including the reasons for the Conditional Pass.

A grade of Fail requires remediation (Phase 1)/repeat of the course (Phase 2/3). The grade of failure will remain on the transcript. Repeated course will be listed on the transcript as a separate entity with its own grade. The original failure, as well as its remediation, will be mentioned in the student's MSPE.

It is a COSP directive that course reexaminations are to be given only during officially scheduled reexamination periods. Any request by a student for reexamination at a time other than the official reexamination period must be submitted in advance to the Student Assessment Office and must be supported by the course director. Prior Academic Probation status may preclude reexamination option.

## ***Repeat of Year/Phase***

When students are directed by COSP to repeat the entire academic year or an academic Phase, they are required to retake each course/clerkship, unless explicitly excused from a course during the repeat of a year of Phase 1, and all examinations. A grade will have to be resubmitted for each course/clerkship. A student will only be permitted to repeat one academic year during their progress at Sidney Kimmel Medical College. Students who afford themselves of the opportunity to repeat a year/Phase of curriculum must pass all courses. Matriculation may be terminated if any student fails to achieve satisfactory scholarship, or pass any course in its timely sequence, during a second attempt at a year/Phase of the curriculum.

## ***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. Rare exceptions will be considered by the Committee on Student Promotions in the event of extenuating circumstances. 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, unless extenuating circumstances are presented to and approved by COSP.

# 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:
  - One unsuccessful attempt at matching for a PGY-1 residency position,
  - A late career/specialty change that prevents them from participating in the residency application and Match process,
  - 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 4<sup>th</sup> 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
  - 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
  - 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 4<sup>th</sup> 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***

Withdraws from SKMC may be permitted under special circumstances. The Office of Student Affairs and Career Counseling shall be consulted before any steps are taken. A letter of withdraw shall then be submitted to COSP. For a student in good academic standing, the withdraw will be noted on the transcript as “withdraw in good academic standing.” 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 COSP. Any and all such requests for readmission will be ruled on by COSP on a case-by-case basis. Inactive status after two calendar years will result in an administrative withdraw.

### ***Voluntary Leaves of Absence***

Under certain circumstances, leaves of absence may be granted to students upon request to COSP.

#### **Medical Leave of Absence**

A student who wishes to take a medical leave of absence must meet with the Medical Director of Jefferson Occupational Health Network (JOHN), prior to the start of the leave, to discuss the reasons for the leave and to provide information from the treating clinician. The student must also provide a letter to COSP requesting a medical leave of absence. 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 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. All medical reasons for a leave of absence will be evaluated in this manner. In the event of a medical leave for a psychiatric diagnosis, the Medical Director may consult an independent psychiatrist for assistance. COSP will consider both the letter 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.

Students requesting a return from a medical leave of absence must advise, in writing, the Medical Director and COSP of their intent. Appropriate medical screening will be arranged by the Medical Director that includes

information from the treating clinician. Reentry after a leave for psychological/psychiatric reasons will include an interview by the psychiatrist designated by JOHN. Information from the treating psychiatrist will be considered in the evaluation. 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.

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.

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

Leaves of absence for academic enrichment and personal, non-medical reasons, may be entertained by COSP upon receipt of a written request from a student in good academic standing at SKMC. The student must supply to the Committee the reasons for a personal or academic leave. As a corollary, should such a 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. Leaves of absence for PhD work either at Thomas Jefferson University or another institution will be granted for up to 4 years. Non-medical leaves do not involve or require action or endorsement by the Medical Director of JOHN. Failure to submit a written request to return to SKMC within two calendar years may result in an administrative withdrawal.

### ***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 rotation 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 SKMC, a course, or a rotation, pending medical and/or psychiatric evaluation. Removal from SKMC, a course, or rotation, are all subject to review by the Committee on Student Promotion or the Judicial Board, as appropriate.

COSP will determine the length of the medical leave of absence and will require the student to demonstrate fitness to return to school. The Dean's designee will determine whether restrictions in access to campus, students, email account or other university services are necessary during the leave. The Dean's designee will alert the student, in writing, of any restrictions during their leave of absence.

Prior to reentry, appropriate medical screening will be arranged by the Medical Director of JOHN with consultation, if necessary. Reentry after a leave for psychological/psychiatric reasons will include an interview by the psychiatrist designated by COSP.

Should COSP direct a mandatory leave of absence, COSP will define the conditions of return, which may include restricting the scheduling of clinical or research rotations at away sites or at Thomas Jefferson University Hospitals.

### *Class Assignments Following a Leave of Absence*

Following a leave of absence, a student approved to return to active status will be scheduled for clerkships or courses as they are available.

### *Special Policies in Regard to Course Incompletes, Withdrawals, and Repetitions*

The Committee on Student Promotion evaluates the academic performance of each student and determines promotion, probation, and academic dismissal. It also determines, on an individual basis, a plan for students with academic deficiencies. Due to the nature of the curriculum, this plan may require a student who has had academic difficulty at a certain point to repeat an entire year or Phase.

Students who take a leave subsequent to a failed or incomplete course are strongly encouraged to talk to the relevant course and Phase director(s) and to the SKMC Learning Specialist before leaving SKMC. The student should be counseled on acquiring skills that lead to improved learning and academic performance.

## **Policy and Procedure for Students Promoted to and Enrolled in Phase 3 Who Fail to Meet the Requirements for Graduation by the Scheduled Time of Commencement**

### *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 a schedule of when each course will be taken and where (if applicable); and
3. Be informed that:
4. They must register for each course at the University Office of the Registrar.
5. They should inform the University Office of the Registrar of a firm contact address subsequent to the completion of all graduation requirements.

Upon receipt of the grades that will conclude a student's requirements for the degree, the University Office of the Registrar will prepare a copy of the academic record and submit it to the Office of Student Affairs, as well as COSP for action at its next scheduled meeting.

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.

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# SKMC 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>

## Academic Dismissal Policy

### *Academic Dismissal*

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. Academic Dismissal is invoked only after a most careful review of the entire academic history and record of a student by the Committee on Student Promotion and only in situations in which the Committee feels the student has demonstrated an inability to achieve a satisfactory academic record in the medical curriculum of Sidney Kimmel Medical College. In most, but not all, situations, students whose academic records are unsatisfactory will be warned by being placed on Academic Probation prior to Academic Dismissal.

### *Appeal Policy for Academic Dismissal*

1. Following receipt of notification of Academic Dismissal by the Committee on Student Promotion, a student may appeal a decision about their student status by submitting within 10 days a written request to both the Dean of the Medical College and the Office of Academic Affairs/Undergraduate Medical Education. This request must contain the grounds being asserted by the student for the appeal. 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 Promotion 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 Promotion will convene within 30 days of the Dean's decision to review and evaluate the appeal. The student will have 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; this person will not take part in

the proceedings. At this meeting, the Appeals Committee on Student Promotion 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 Promotion is final and binding with reference to the current appeal of dismissal.
6. The Appeals Committee on Student Promotion shall be a subcommittee of the Committee on Student Promotion. It shall be composed of 5 members of the Committee on Student Promotion drawn from the Professorial Faculty, including one designee appointed by the Dean. Members of the Appeals Committee on Student Promotion will not attend regular monthly meetings of the Committee on Student Promotion and will not have deliberated or voted on original dismissal actions. 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***

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

A student whose dismissal includes failure of a USMLE will have to obtain the support of the Committee on Student Promotion to retake that examination.

In evaluating a request for reinstatement, the Committee on Student Promotion 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.

In making its decision, the Committee on Student Promotion may request additional information and/or personal interview(s) with the student. Such requests will be determined at the discretion of the Committee on a case-by-case basis.

### ***COSP Appeal Guidelines to be followed after a reversal of dismissal***

1. 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.
2. The Student Affairs Dean will meet with the student to review this plan

## Revision History:

Version	Date Approved	Modifications
V1	7/16/2020	Revised

Governance: Committee on Student Promotion

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# 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.

## Revision History:

Version	Date Approved	Modifications
V1	9/21/21	Original

Governance: Curriculum Committee

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## 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 AQA eligibility score:
  - a.  $Score = \frac{1}{3} * (MEAN_{MCQ+ANATOMY}) + \frac{1}{3} * (MEAN_{CS})$
6. Satisfactory performance is required in the following to qualify for AQA 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 AQA according to previously determined policy
8. Students with scores in the top 25% at the end of Phase 2 will be eligible for senior AQA 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, top 10%, top third, middle third and lower third
3. Class position is not included on the academic transcript
4. Phase 1 AQA eligibility score will be used as described above
5. Grades of Honors, High Pass, Pass, Fail earned during the third-year core clerkships will be assigned numeric values and will be weighted based on course credit
6. Overall class position score will be the average of AQA eligibility score and clerkship score

### *Revision History:*

Version	Date Approved	Modifications
V4	2/26/20	Updates following last Legacy Curriculum class
V3	10/29/19	Updates for JeffMD classes
V2	6/26/18	Updates for JeffMD/Legacy Curricula
V1	10/25/17	Original

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## **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 5% professionalism component comprises 5% of the final course grade, which 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 towards 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 or the entire length 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. When the student makes up the missing portion of the course, the grade of Incomplete will be replaced by the actual grade. At that time, the change will be sent to the Committee on Student Promotion as an informational item.
  - d. A grade of Incomplete 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. A student will not be allowed to 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 with a grade of Conditional Pass on the transcript.
  - c. Conditional Pass is assigned to a student who was noted to have 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.
    - 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.

- 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.
  - 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 failed 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 retake 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. Remediation period cannot be extended.
- 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 will be allowed to repeat the course. If the student is allowed to repeat the course, the ILP process will be invoked:
    - 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.

	CONDITIONAL PASS					
	FAILURE	INCOMPLETE	CLINICAL DEFICIENCY	NBME FAILURE	MISSED ASSIGNMENT	OSCE FAILURES
<b>ACTION</b>	<i>Course repeat</i>	<i>Student to complete</i>	<i>ILP</i>	<i>Exam Retake</i>	<i>ILP</i>	<i>ILP</i>
<b>TRANSCRIPT IMPACT</b>	<i>Failure reported</i>	<i>None</i>	<i>CP to new grade</i>			
<b>MSPE IMPACT</b>	<i>Failure reported</i>	<i>None</i>	<i>Notation</i>	<i>Notation</i>	<i>Notation</i>	<i>Notation</i>
<b>GRADE IMPACT</b>	<i>Failure reported</i>	<i>No</i>	<i>No<sup>1</sup></i>	<i>Yes<sup>2</sup></i>	<i>Yes<sup>3</sup></i>	<i>Yes<sup>2</sup></i>
<b>COSP ACTIONABLE</b>	<i>Yes</i>	<i>No</i>	<i>Information unless past academic issue</i>			
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						

## Revision History:

Version	Date Approved	Modifications
V2	August 6, 2020	Section 4d Added
V1	March 17, 2020	Original

Governance: Curriculum Committee

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# 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.*

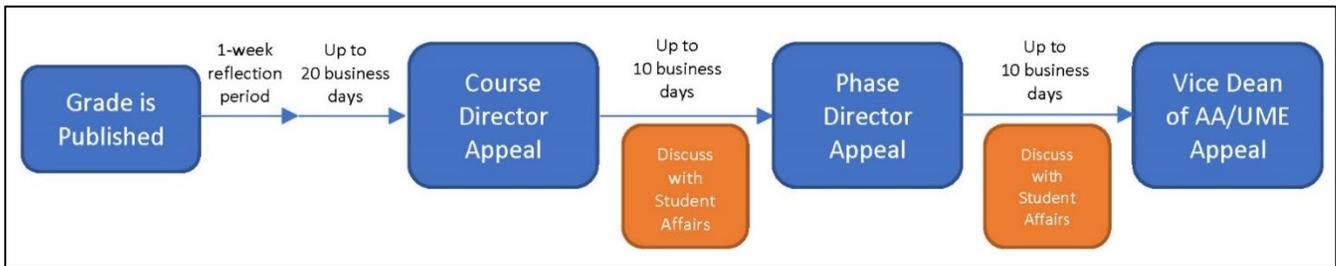
2. If the student is dissatisfied with the outcome of the initial grade appeal, they will meet with their Student Affairs dean to review the information and seek further guidance. With such guidance, students can

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.

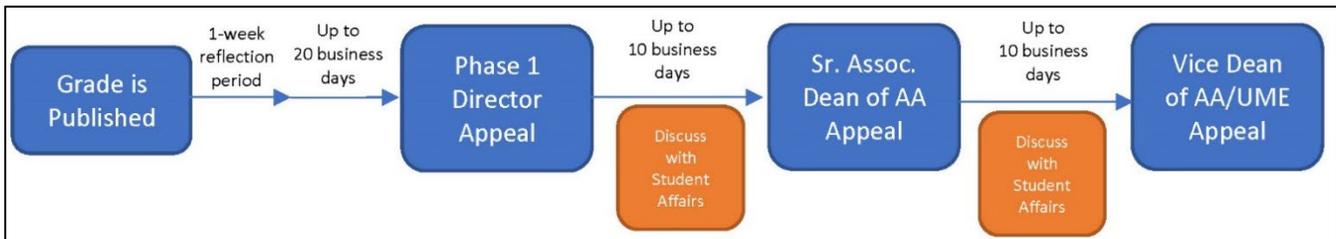
\*For Foundations of Medicine the appeal should be made to the Senior Associate Dean of Academic Affairs (AA).

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**



**Revision History:**

Version	Date Approved	Modifications
V2	10/19/2021	Addition of pre-clinical courses and process
V1	7/21/2020	Original

Governance: Curriculum Committee

# 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 counselling can be performed under immediately available indirect supervision, as long as the content of such counselling 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.

### ***Revision History:***

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V5	2/15/2022	Clarified requirement for direct supervision of informed consent
V4	1/18/2022	Removed language re: non-physician supervision; Removed recusal and moved into new policy; Added a new statement on the grievance process
V3	8/6/20	Language added for telehealth
V2	12/17/19	
V1	7/1/14	Original

Governance: Curriculum Committee

# 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.
7. Special Circumstances
- a. The Vice Dean of Academic Affairs must approve electives that fall outside this policy.

**Revision History:**

Version	Date Approved	Modifications
V2	3/15/2022	Added family member clause
V1	1/18/2022	Original

Governance: Curriculum Committee

## 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 when providing health services to students.

## *Related LCME Element*

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 must have no involvement in their academic assessment and/or promotion. SKMC is committed to ensuring student privacy and confidentiality, as well as fair assessment and promotion.

### *Policy*

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 such cases, the faculty physician must have no involvement in assessing or evaluating the medical student's academic performance or participate in decisions regarding his/her/their promotion and/or graduation. Medical student privacy is to be preserved at all times. The faculty physician and/or the medical student are advised to immediately contact the appropriate course/clerkship director and/or Dean for Student Affairs should the potential for this conflict of interest arise.

### *Revision History:*

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V1	1/18/2022	Original

Governance: Curriculum Committee

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## **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.

## *Revision History:*

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V1	8/18/21	Original

Governance: Curriculum Committee

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# 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 outline 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.

### *Revision History:*

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V1	12/17/19	Original

Governance: Vice Dean, UME

## **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*

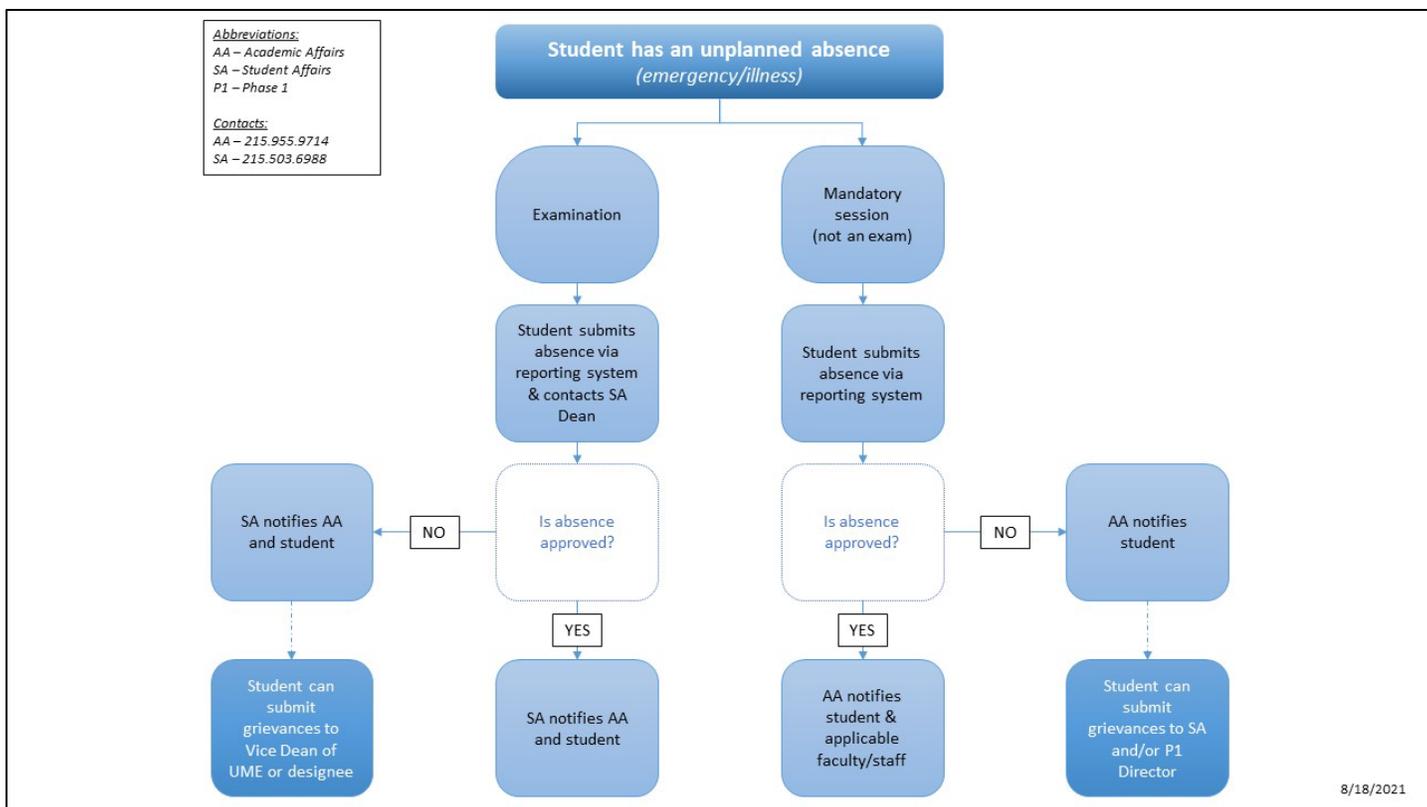
### **Phase I Absences**

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>).
- 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 be 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.

#### **Revision History:**

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V3	9/21/2021	Updates to verbiage
V2	8/18/21	Updates to P1 workflow diagram
V1	12/17/19	Original

Governing Body: Curriculum Committee

# 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.

### *Revision History:*

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V2	12/21/2021	Reporting of violations clarified
V1	02/18/2020	Original

Governance: Curriculum Committee

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## **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](mailto: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 be 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 or 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.

### *Revision History:*

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V2	12/21/2021	Addition under definition: physical characteristic
V1	7/23/2021	Original

Governance: Curriculum Committee

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# 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.

## *Revision History:*

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V2	2/15/2022	Clarified language on individuals providing feedback to "teachers"
V1	07/20/21	Original

Governing Body: Curriculum Committee

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# 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.

## *Revision History:*

Version	Date Approved	Modifications
V1	02/18/2020	Original

Governance: Curriculum Committee

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# 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.

#### *Revision History:*

Version	Date Approved	Modifications
V1	11/16/2021	Original

Governing Body: Curriculum Committee

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## **USMLE Step 1 Failure while on Phase 2 Policy**

Students must take USMLE Step 1 before starting Phase 2 courses. As such, the results of the examination might be reported while the student is already participating in an assigned rotation.

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 with the rest of the cohort completing that clerkship.

The student can choose to take the NBME Subject Examination for the clerkship as scheduled or can choose to 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 participating 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 on a case by case basis with consideration of the amount of the course completed.

### ***Regarding the duration of the absence for preparation for re-examination:***

Students will be granted a study period of up to 8 weeks to prepare for USMLE Step 1 re-examination. The time for such study period is "borrowed" against the 8-week vacation period scheduled during Phase 3, thus reducing the duration of that vacation by the duration of the study period. Once student the retakes the USMLE Step 1 Examination, they may return to Phase 2 as previously scheduled.

Students who require a study period exceeding 8 weeks will need to take and receive a passing score on the USMLE Step 1 Examination before returning to Phase 2.

### ***Regarding the timing of USMLE Step 1 re-examination:***

If the student successfully passes the USMLE Step 1 re-examination during the same academic year of Phase 2 in which they were originally enrolled, they will receive credit for the Transition to Clerkships course and the clerkship they already successfully completed. However, depending on the timing of the student's return, the Committee on Student Promotion may recommend that the student repeat Transition to Clerkships course to maximize their chances of academic success. Such decision will be made on individual basis.

If the student does not receive a passing 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, and will have to restart Phase 2 in its entirety, upon receipt of a passing Step 1 score.

### ***Regarding students enrolled in the Longitudinally Integrated Clerkships (LIC):***

The duration and timing of the LIC curriculum is critical. For any student enrolled in the LIC Curriculum requiring an additional study period of any duration to retake Step 1, an individualized review will be performed to evaluate whether such a study period would prevent the student from participating in the LIC curriculum.

*Revision History:*

<b>Version</b>	<b>Date Approved</b>	<b>Modifications</b>
V1	06/24/2020	Original

Governance: Curriculum Committee

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# 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 return to a safe on-campus experience for students in fall semester 2021 is comprehensive COVID-19 vaccination. Click above to review the policy in its entirety, including information on exemptions. *Please note: the deadline for SKMC students is July 4, 2021.*

### [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](#)

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. For more information regarding

enrolling in the College-sponsored plan or the minimum requirements required through alternate providers please [click here](#) for the 2021-22 minimum requirements.

\*Dates may 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 wesbite](#).

### [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).

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

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 (Year 1 or Year 2) 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 device, 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?

Andrea Mechanick Braverman, PhD, is a health psychologist and the Director of the College Learning Environment. As the Director of the College Learning Environment, Dr. Braverman holds an open door policy to students and faculty. The learning environment is a dynamic space and is constantly changing to improve for all learners and educators. Ideas and improvements create opportunities; Dr. Braverman is available by [email](#) or in person for conversations to explore and develop ideas and address concerns.

## 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 the [Director of the College Learning Environment](#).

### **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](mailto: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.

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# 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 Office of Student Affairs and Career Counseling (OSACC) is 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. Drs. Pohl, DeSimone, Lau, Levine, and Trayes 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

	First Year	Second Year
Continuum	Deans, Student Affairs and Career Counseling	Deans, Student Affairs and Career Counseling
	Clinical Mentor Program	Clinical Mentor Program
	Specialty-Specific Meetings and Programs	Specialty-Specific Meetings and Programs
	Academic Commons	OSACC and MD Compass Canvas Sites
	OSACC and MD Compass Canvas Sites	Academic Commons
	Curricular Support Services	
Orientation	Student Organizations and Activities	Student Organizations and Activities
	Professionalism and Doctoring	Professionalism and Doctoring
	Shared Code of Professional Values	Curricular Support Services
	Introduction to Campus Resources	
Summer/Fall/Winter	Annual Meeting with Student Affairs Deans	University Activities Fair
	University Activities Fair	Careers in Medicine Personal Inventory
	Career Decision Making Sessions	Career Decision Making Sessions
	Career Fair	Career Fair
		Annual Meeting with Student Affairs Deans
Spring	AΩA Residency Workshop	AΩA Residency Workshop
	Informal Meetings in Student Affairs	Informal Meetings in Student Affairs
	Careers in Medicine Personal Inventory	Careers in Medicine Personal Inventory
	Career Decision-Making Sessions	Career Decision-Making Sessions
Summer	Research Opportunities	
	Community Service Opportunities	

Phases 2 & 3

	Third Year	Fourth Year
Continuum	Deans, Student Affairs and Career Counseling	Deans, Student Affairs and Career Counseling
	OSACC Career Planning and MD Compass Canvas Sites	Meet with Faculty and/or residency Directors in Fields of Interest
	SKMC Faculty (Clinical & Research)	OSACC Career Planning and MD Compass Canvas Sites
	Clinical Mentor Program	Specialty-Specific Meetings and Programs
	Specialty-Specific Meetings and Programs	Academic Commons
	Academic Commons	Clinical Mentor Program
	Small Group Career Planning	Electives
Orientation	Introduction of Career Planning Workshops	Residency Planning Information
	Transition to Clerkships Course	Residency Planning & Application Procedure Website
	Shared Code of Professional Values	Shared Code of Professional Values
	Professionalism and Doctoring	Professionalism and Doctoring
Summer/Fall	Transition to Clerkship Student Affairs Sessions	Informal meetings in Student Affairs, Regular Class Meetings
	MD Compass Interclerkship sessions	Gateway to Internship
		Career Planning Workshops
	Interview Skills Workshop	
Winter	MD Compass Interclerkship sessions	Informal Meetings in Student Affairs
		Session on Rank Order List
Spring/Summer	Career Planning Workshop	AQA Intern-on-Call Series
	MD Compass Interclerkship sessions	Gateway to Internship Course
	AQA Residency Workshop	
	Meet with Faculty and/or Residency Directors in Fields of Interest	
	Specialty-Specific Advisors	
	Fourth-Year Scheduling Meeting	
	Meeting with MSPE Letter Writer	

## *Residency Match Timeline for the Class of 2022*

January – March 2021	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 March.
Late Winter – Spring 2021	Register for USMLE Step 2 CK
Spring – Fall 2021	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).
April 2021	Receive assignment for your Medical Student Performance Evaluation (Dean’s letters). Meet with the faculty writing your dean’s letter by mid-June.
July – August 2021	Information about the National Resident Match Program (NRMP) application is available at <a href="http://nrmp.org/">nrmp.org/</a> in July. Applicant User Guide will be posted before registration begins in September.
June 9, 2021	ERAS application for the 2022 Match is available at <a href="http://aamc.org/eras">aamc.org/eras</a> .
September 2021	Target date for Ophthalmology application. Information is available at <a href="http://sfmatch.org">sfmatch.org</a> .
September 15, 2021	NRMP Registration opens.
September 29, 2021	Apply via ERAS to ACGME-accredited residency programs.available to programs at 9.a.m, MSPE released to programs
October 2021	The NRMP Directory for the 2021 Match will be posted to <a href="http://nrmp.org/">nrmp.org/</a> and updated weekly thereafter.
October 30, 2021	Recommended deadline for Letters of Recommendation to be uploaded onto ERAS.
October 2021 – January 2022	Interviews take place at participating institutions.
December 31, 2021	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.
January 31, 2022	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.
February 1, 2022	Early Match Program notification (Ophthalmology and Urology)
February 1 – March 3, 2022	Applicants and programs enter their rank order lists in the Registration, Ranking, and Results (R3) system at <a href="http://nrmp.org">nrmp.org</a> using NRMP code and password.
March 2, 2022	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.
March 14, 2022	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).
March 18, 2022 <i>Match Day!</i>	Match day ceremony with opening of Match envelopes at 12:00 p.m. (EST). Match results posted to R3 system at 1:00 pm.

March 19, 2022	Hospitals send letters of appointment to matched applicants. You must sign and return the letters of appointment.
TBA	Graduation!
June 2022	Residents start work.

*Note: These dates are subject to change. Please periodically check this listing to confirm dates or call the Office of Student Affairs and Career Counseling at 215-503-6988.*

## **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.

## 2021-2022 Rates

Student	\$3,465.00
Spouse	\$3,465.00
One Child	\$3,465.00
Two or More Children	\$6,930.00
Spouse + Two or More Children	\$10,395.00

\*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 Healthcare, with two coverage levels available - Basic or Enhanced.

Please see the following web site for more detailed information on health and dental insurance including full coverage brochures: [https://www.firststudent.com/school\\_detail/enroll-now-dental-insurance-tju-dental/](https://www.firststudent.com/school_detail/enroll-now-dental-insurance-tju-dental/).

Questions about Health or Dental Coverage: Please contact Ms. Joyce Muwwakkil at 215-503-6988 or [joyce.muwwakkil@jefferson.edu](mailto:joyce.muwwakkil@jefferson.edu).

# 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 and Scholarships for Disadvantaged Students programs. 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 (Suite 115, Curtis Building).

Refer to the descriptions (as contextual links) below to ensure that you complete and submit all of the documents required for your 2021-2022 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:

- 2021-2022 Free Application for Federal Student 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> (FAFSA Code **010021**);
  - Parent’s financial information must be included on the FAFSA if the student is applying for institutional scholarships and loans. The 2021-2022 FAFSA uses 2020 Federal Tax Return information.
- 2021-2022 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:

- 2021-2022 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> (College Code **010021**); See more specific instructions above regarding IRS Data Retrieval Transfer;
- 2021-2022 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 FederalDirect, 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;
- A First Year Student (2021-2022 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 <http://studentaid.gov>. Please use the generic **Thomas Jefferson University** as the school code.

- o Entrance Counseling (sometimes referred to as an Entrance Interview). Entrance Counseling is required by federal mandate. Students can complete the online counseling “quiz” at <http://studentaid.gov>.

\*\*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](mailto: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, Withdrawals, and Repetitions*

See Specific Academic/Promotion Guidelines of the Student Evaluation and Promotion section.

### *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](https://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, Activities & 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.

## [SKMC Student Council](#)

SKMC Student Council has a proud tradition of service to the student body at Jefferson. Our executive board this year aspired to uphold the values of leadership, service, and excellence. Student Council is comprised of both elected and chosen representatives from each class at Sidney Kimmel Medical College. Major responsibilities of Student Council include: supervision of student organizations, disbursement of university funds, and dissemination of information relevant to student life.

## [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 2021-2022 academic year, the Jefferson Humanities Forum will investigate the theme

#### **Origins.**

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](http://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.

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