



"The good physician treats the disease; the great physician treats the patient who has the disease."

– Sir William Osler

Lewis Katz School of Medicine

STUDENT & FACULTY HANDBOOK FOR THE MD EDUCATION PROGRAM 2016 - 2017

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For the St. Luke's Regional Campus Block and Clerkship Directors, please refer to Appendix B.

Temple's History

Temple University was founded in 1884 by the Rev. Russell H. Conwell, clergyman, educator, and author of the famed oration, "Acres of Diamonds." It was Pastor Conwell's mission to make quality education available to all intellectually capable people, regardless of ability to pay. This has remained one of Temple's major goals over the years.

Temple University's medical department (it was not yet a school) opened its doors to students on September 16, 1901. Temple was the first coeducational medical college in Pennsylvania (the University of Pennsylvania and Jefferson Medical College did not accept women until 1913 and 1961, respectively). The curriculum was held during evenings and weekends to accommodate working people. Classes were held initially in College Hall, next to Conwell's Baptist Temple Church, and clinical instruction was given at the Samaritan Hospital, farther north on Broad Street, also founded by Russell Conwell, in 1892. Anatomical

dissections were performed in the barn behind Samaritan Hospital, where the horses that pulled the Samaritan ambulance were stabled.

The original medical faculty numbered 20 with 35 students enrolled during the first year. In 1904, two men who had entered with advanced standing, Frederick C. Lehman and Frank E. Watkins, became its first graduates. Two years later two women, Sara Allen and Mary E. Shepard, became the first women to receive MD degrees. Six years later, Agnes Berry Montier became the first African American woman to earn the MD degree at Temple. Dr. Montier practiced general medicine in Philadelphia until her death in 1961.

In 1907, to meet medical licensure requirements, the “night school” was discontinued and a day program instituted. During that year, the medical school joined the dental and pharmacy schools in buildings located at 18th and Buttonwood Streets. In 1929, Samaritan Hospital was renamed Temple University Hospital and ground was broken for a building dedicated to medical education across Broad Street that opened in the following year. Dr. William N. Parkinson, a 1911 graduate, became dean and served admirably in that position for 30 years. With the opening of the new building in 1930, each medical class was increased to 100 students.

The next new building to be built for the school, the Medical Research Building, opened in 1963. Following that, with a grant from the foundation of the same name, we opened the Kresge Science Hall in 1969. The spectacular building that now serves as home base for the school, the MERB (medical education and research building) opened in 2009. This state-of-the-art building supports research and education in modern and dynamic ways--and came to be in large part because of the hard work and monetary donations of faculty and alumni--testament to the Temple community’s commitment to education and service.

Temple medical school awarded its first PhD degrees in 1954. Its MD/PhD program was founded in 1985. Residency training programs were instituted in the 1930s.

The medical school formed its first formal educational affiliation in 1928 with the Jewish Hospital of Philadelphia, now Albert Einstein Medical Center. This and subsequent affiliations opened doors for more variety of instruction and investigation. In recent years, the school established clinical campuses across the Commonwealth of Pennsylvania, with Geisinger Health System, St. Luke’s Hospital, and the Western Pennsylvania Hospital. Throughout the school’s history, innovative faculty members--many with national and international recognition--have brought luster to the school through their teaching, research and practice in the ever-expanding medical orbit.

In 1999, Temple developed an educational affiliation with Fox Chase Cancer Center, an NCI-designated Cancer Center with one of the best reputations in the country. In 2011, the relationship was expanded, making Fox Chase a full member of the Temple University Health System.

On October 13, 2015, the School of Medicine was renamed the Lewis Katz School of Medicine at Temple University in honor the late university alumnus, trustee and benefactor Lewis Katz.

Temple Pioneers

Temple has been a foundry for many medical firsts, regionally, nationally and globally. For example, Philadelphia’s first heart transplant was performed at Temple in 1984 -- and for a time, Temple was the number one center for adult heart transplants in the nation. In the 1940s, Temple became the birthplace of stereotactic surgery. The nation’s first university-based sports medicine in the world opened at Temple in 1974. In 2014, Temple became the first in the world to excise HIV-1 virus from cultured human cells. Less than two years later, the team eliminated the virus from the genome of human T-cells using the specialized gene editing system. Temple’s legendary early faculty includes:

W. Wayne Babcock, professor of surgery from 1903-43, earned wide reputation by invention of instruments

and techniques, numerous writings, and expert teaching. He was recipient of the AMA's Distinguished Gold Medal for outstanding contributions to medicine and humanity, earning worldwide recognition for pioneering the abdominoperipheral proctosigmoidectomy and other procedures and for inventing dozens of surgical instruments, such as Babcock's viscera forceps and Babcock's sump drain and lamp chimney sump drain. His text -- *Babcock's Principles and Practice of Surgery* -- remained the authoritative text in surgery through the 1950s. In 1907, he used spinal anesthesia for the first time in the United States, and was also the first to use steel sutures and wire mesh for hernia repair.

Catherine L. Bacon, psychiatrist expert in psychosomatic medicine; her writings included a book about direct analysis in the treatment of mental disorders.

Harry E. Bacon, medical school alumnus (1925), first editor of SKULL yearbook. Head of Division of Colorectal Surgery; contributions to control of cancer and related problems gained him global recognition. He was a founding member of the American Board of Colon and Rectal Surgery.

W. Emory Burnett made outstanding contributions to thoracic and vascular surgery--and performed the first pneumonectomy in Philadelphia (1938). He held high office in the American College of Surgeons and other professional organizations.

W. Edward Chamberlain was a radiologist who with Temple associates developed contrast and cine radiological techniques. Their image intensifier in fluoroscopy made possible movie films, television viewing and three-dimensional effects in x-ray diagnosis. He also invented the electrokyomgraph, which made it possible to visualize the movement of the heart.

Agnes Barr Chase, medical school alumna (1909), also an accomplished artist and illustrator. Graduate of Moore College of Art and Design; with husband Dr. Theodore L. Chase compiled an atlas of surgery.

Thomas M. Durant, celebrated internist, made significant contributions to electrocardiography, contrast visualization and dynamics of circulation and respiration. Durant held many high-level posts with professional associations. He was Chair of the American Board of Internal Medicine and President of both the American Federation for Clinical Research and the American College of Physicians.

O. Spurgeon English, renowned psychiatrist, with Dr. Edward Weiss at Temple wrote a signal volume on psychosomatic medicine. Established clinics in child, adult and family mental health. Author, teacher, psychotherapist.

Matthew S. Ersner, medical school alumnus (1912) and long-time Chairman of Temple's Department of Otorhinology. A devoted teacher and skillful surgeon, he trained numerous specialists who continue his work.

Temple S. Fay, neurosurgeon who introduced use of hypothermia in medical and surgical problems (1939). Also developed rehabilitation procedures based upon analysis of phylogenetic movements. Fay was a founding member of the Harvey Cushing Society.

Harriet L. Hartley, professor of hygiene and public health for twenty years (1924-44). Her chief interests were maternal and child health and environmental sanitation.

John Franklin Huber, the eminent anatomist who is distinguished for his delineation of the bronchopulmonary segments, research conducted with Chevalier L. Jackson and Charles M. Norris, and for use of audiovisual techniques in teaching.

Chevalier Jackson, known as the father of bronchoesophagology, devoted his long professional life to

devising new and life-saving devices and procedures in laryngology and bronchoesophagology. With his son Dr. Chevalier L. Jackson and their co-worker Dr. Charles M. Norris, he instituted the well-known graduate course conducted at Temple University Hospital which attracts physicians from all parts of the world for instruction in various aspects of the air and food passages.

Richard A. Kern, pioneer allergist, medical leader and statesman. Expert in military and tropical medicine, trustee of Temple University, president of the American College of Physicians.

John A. Kolmer, a national leader in preventive medicine and public health, achieved wide recognition by his research in immunology, serodiagnosis and chemotherapy. Kolmer developed one of the first tests for syphilis. He was nationally recognized for his contributions to immunology, serodiagnosis and chemotherapy. In 1935 he opened one of the first polio clinics in the nation at Temple.

Leroy W. Krumperman, medical alumnus (1944), Chairman of Department of Anesthesiology, 1950-75. Recognized for skill in regional anesthesia; first chief of Temple University Hospital's Pain Control Clinic. Research with colleagues on apparatus and techniques won national accolades.

Frank H. Krusen, originator in physical medicine, established the first such department in this country at Temple University Hospital (1929). He moved to the Mayo Clinic in 1935 and later returned to Temple, whose rehabilitation center bears his name.

John Lachman, Chair of Orthopedics, alumnus of the Class of 1943, developed the Lachman test for ACL instability.

Dawn B. Marks, served as Professor of Biochemistry and Assistant Dean of Graduate Studies during her tenure at Temple University. Her text, *Review of Biochemistry* (1990), has been translated into five languages and became the basis for a USMLE biochemistry board review book universally referenced by medical students preparing for the boards.

John Royal Moore, orthopaedic surgeon, originated technique of delayed reduction of fractures and gained wide recognition as an operator and teacher.

Waldo E. Nelson, head of pediatrics for 25 years, medical director of St. Christopher's Hospital for Children. Editor of the well-known *Textbook of Pediatrics*, now in its 19th edition with translations into several languages.

Victor Robinson, a pioneer medical historian, author, editor and teacher of international stature. He was a great contributor to Temple University libraries.

Hugo Roesler, a Vienna-trained cardiologist/electrocardiographer and author of an early book on cardiovascular imaging (1937).

Charles Sajous, Chair of Pharmacology and Therapeutics, published the first American textbook in endocrinology and was founding president of the Association for the Study of the Internal Secretions. He edited the *Universal Medical Sciences Annual*, *Sajous' Analytic Cyclopedia of Practical Medicine*, and *The Principles of Medicine*. He was also managing editor of the *New York Medical Journal*.

Machteld Elisabeth Sano, Belgian-trained clinical pathologist known for her research on tissue culture and use of fibrin glue for skin grafting. She served in the U.S. Army Medical Corps during World War II.

Jay Shamberg, for whom three dermatological diseases are named.

Sol Sherry, distinguished professor of medicine and dean, famed for research in hemostasis and thrombolytic therapy. Master and clinical investigation medalist of the American College of Physicians, Dr. Sherry revolutionized the treatment of acute myocardial infarction through his pioneering work in thrombolytic therapy -- and trained many of today's leaders in the field of thrombosis and hemostasis. He founded the Council on Thrombosis of the American Heart Association and the International Society of Thrombosis and Haemostasis.

Ernest A. Spiegel, neurologist, with Dr. Henry T. Wycis and others, devised stereotaxic stereotaxic procedures for control of pain, tremor, and convulsive disorders.

Shirley M. Tilghman, alumna-faculty member in molecular biology. Scientist at Fox Chase Cancer Center and NIH before Princeton professorship. Eminent in gene-genome research; elected first female president of Princeton University in 2001.

Sidney Weinhouse, headed Fels Research Institute of Temple University and edited the journal *Cancer Research*. Noted for investigations of biochemical mechanisms and properties of cancer cells, he was a member of the National Academy of Sciences.

J. Robert Willson, who authored three textbooks, including *Obstetrics & Gynecology*, which had nine editions over the past 35 years.

Joseph Wolpe, professor of psychiatry, 'father' of behavioral modification therapy. Internationally recognized leader in psychology and psychiatry. Writer and editor, practitioner, researcher.

Eugene Van Scott, developer of alpha hydroxy acids.

Lewis Katz School of Medicine Today

Fully accredited by the Liaison Committee on Medical Education, the Lewis Katz School of Medicine employs 926 faculty, 1,700 volunteer faculty, and 1098 staff. Currently, 879 MD program students 82 graduate students are enrolled, along with 560 physicians in 34 residency and fellowship programs. Each year the school admits 210 medical students and approximately 25 graduate students.

The School pursues three major interrelated missions: To provide an excellent student-centered education in medicine and the biomedical sciences to a diverse body of students, instilling in them an ethic of human service and lifelong learning, and preparing them for careers as clinicians, researchers and/or educators; To discover new knowledge that advances both medical science and clinical care; and to provide superb health care to people in our surrounding communities and beyond.

The School's degree programs are the MD Program, the PhD/MS in Biomedical Sciences; the MA in Urban Bioethics, the MD/PhD; the MD/MA in Urban Bioethics; the MD/MPH; the MD/MBA; the Physician Assistant Program (MS). The school also offers a Postbaccalaureate Program.

Temple medical students become experienced in caring for individuals with simple to highly complex illnesses in a variety of settings. The school's clinical training sites include the member hospitals and specialty centers of the Temple University Health System; St. Luke's University Health Network (Bethlehem, PA); Geisinger Medical Center (Danville, PA); Allegheny Health System (Pittsburgh, PA); Lancaster General Hospital (Lancaster, PA); Crozer-Chester Medical Center (Delaware County); and Abington Memorial Hospital (Abington, PA).

Temple University Hospital, the school's chief clinical training site, provides care for patients from throughout the region seeking advanced tertiary- and quaternary-level care. In addition, the hospital serves one of the most vulnerable populations in the nation, providing more free and under-reimbursed care than

any other hospital in Pennsylvania. Thus, with experience in a variety of urban, suburban, and rural in- and out-patient settings, medical students learn to provide culturally competent, interprofessional care to a diverse population of patients with simple conditions as well as highly complex ones.

The Lewis Katz School of Medicine prizes not just technical excellence but diversity, equality and inclusion. It teaches the true art and science of “doctoring.” Moreover, its educational strategic plan, “Improving Health Through Innovation in Medical Education,” keeps pace with new medical knowledge and with emerging trends in care delivery. The School’s 11-story, 480,000 square-foot medical education and research building in Philadelphia features state-of-the-art facilities and technologies for medical education and research. Its specialized research centers focused on population health, metabolic disease, cancer, heart disease and other strategic priorities, the school conducts investigations to break new ground – and trains future generations of researchers to follow suit.

On October 13, 2015, Temple's medical school was officially dedicated as the Lewis Katz School of Medicine – a historic milestone in the school’s history. The Lewis Katz School of Medicine is part of Temple University Health System, a \$1.6 billion enterprise. It is one of seven schools of medicine in Pennsylvania and, according to *U.S. News & World Report*, the fourth most-applied-to medical school in the United States. *U.S. News & World Report* also ranks it in the top third of all 156 medical schools in the United States, and the third highest-ranked in Pennsylvania.

Over 12,000 graduates of the School practice medicine and work in education, industry, government and human service throughout the United States and in other parts of the world. Reflecting the excellent quality of a Temple medical education, its MD graduates are highly regarded by competitive residency training programs. The School’s residency match rate has outperformed the national average in recent years (97% for the Class of 2015; national average 96%). Its alumni have made significant career contributions to both medical practice and medical research. Many have become department chairpersons, deans and vice presidents of major academic medical centers.

MEDICAL EDUCATION

MEDICAL SCHOOL COMPETENCIES, LEWIS KATZ SCHOOL OF MEDICINE

Introduction

Lewis Katz School of Medicine (LKSOM) is dedicated to educating and training students to be excellent physicians who will be thoroughly prepared to meet the medical needs of a diverse patient population, including the local community, the State of Pennsylvania and beyond. The school places particular emphasis on attracting and graduating future physicians who will provide care to underserved and diverse populations. This tradition has been preserved and passed on by a faculty which is dedicated to the medical needs of North Philadelphia and surrounding communities.

LKSOM is dedicated to enrolling students who exemplify academic excellence, and embody the passion, commitment and integrity to meet the highest standards in patient care and medical scholarship. Temple students represent the diversity of society; they are recent college graduates and those changing careers, and they come from a wide variety of cultural, socioeconomic, and geographic backgrounds. They also have demonstrated capacity for volunteerism, altruism, and a genuine desire to help those in need.

An LKSOM education provides a solid foundation in the fundamentals of basic science and clinical medicine. The curriculum is structured to ensure that students acquire the knowledge, clinical and life-long learning skills, and professional attributes essential to the practice of medicine. The program is marked by an extensive "hands-on" experience in caring for patients. Thus, graduates are exceptionally well prepared to pursue further training. Additionally, students have opportunities to engage in service learning, basic and clinical research and discover if their aptitudes and interests lie in these areas.

The medical school competencies are based on recommendations of the Accreditation Council on Graduate Medical Education (ACGME), which formally established the use of educational outcomes as a tool for accrediting residency training programs, The Physician Competency Reference Set and the Core Entrustable Professional Activities for Entering Residency. LKSOM has chosen to use the following defined areas of competency: medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, systems-based practice, and interprofessional collaboration. The learning objectives for medical students, which may be found on the School of Medicine's web site, are listed below under the appropriate type of competency.

Knowledge-Based Competencies

Physicians must be knowledgeable about the scientific basis of medicine and be able to apply that knowledge to clinical problem-solving and the care of patients. They must engage in self-directed and independent learning to remain current in their knowledge.

Students must demonstrate:

1. Knowledge of the normal anatomical structure and function (physiological and psychological) of the human body as a whole and of each of its major organ systems, throughout the life cycle, to include developmental (infancy and adolescence) and aging processes
2. Knowledge of the molecular, biochemical, and cellular mechanisms important in maintaining the body's homeostasis
3. Knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, immunologic, neoplastic, degenerative, psychologic, and traumatic) of disease and the ways in which disease affects homeostasis (pathogenesis)
4. Knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that occur in clinically and pathophysiologically important diseases and conditions
5. Knowledge of the basic mechanisms of pharmacologic and non-pharmacologic modalities employed in the prevention and treatment of disease and amelioration of pain and suffering
6. Knowledge of the economic, psychological, occupational, social, and cultural factors affecting health and illness
7. Knowledge of the epidemiology of common illnesses and the systematic approaches useful in reducing the incidence and prevalence of those illnesses
8. Knowledge of disease and injury prevention practices in the care of individual patients and their families, and the community
9. Knowledge of the various types of family planning and their potential impact on the patient, the family and society
10. Knowledge of the physical and psychological aspects of aging and dying and a commitment to support and appropriately counsel patients and their families

11. The ability to describe the principles and application of evidence-based medicine in establishing the causation of disease and therapeutic efficacy of treatment
12. The ability to recognize how factors such as age, gender, ethnicity, sexual orientation, functional limitations, languages, belief systems, and socioeconomic status impact health, perceptions of well-being and medical care of culturally diverse and medically underserved populations
13. Knowledge of the forms and value of complementary medicine as employed in the treatment of disease
14. The ability to recognize the impact of chronic disease and disability on a patient's ability to function in society
15. Knowledge of the basic principles and ethics of clinical and translational research, and how such research is conducted, evaluated and applied to the care of patients.

Patient Care Competencies

Students must be able to provide patient-centered care that is evidence-based, compassionate, effective and appropriate for the treatment of health problems and the promotion of health. Students must be able to:

1. Provide health care services aimed at maintaining health and well-being, and treating patients with acute and chronic conditions
2. Obtain an accurate, comprehensive medical history that respects individual differences, as it relates to the patient's health status
3. Communicate clearly; verbally, in writing, and electronically with patients, patients' families, and colleagues
4. Conduct a thorough and accurate physical and psychiatric evaluation in patients of all ages
5. Perform routine technical procedures
6. Interpret and integrate clinical data, including laboratory, radiology, and pathology studies
7. Reason deductively in solving clinical problems
8. Construct appropriate management strategies (both diagnostic and therapeutic) for patients with common acute and chronic conditions; including medical, psychiatric, and surgical conditions, those requiring short- and long-term rehabilitation, and those with serious conditions requiring critical care.
9. Appropriately relieve pain and ameliorate the suffering of patients
10. Incorporate the findings of emerging clinical and translational research into clinical decision-making and problem-solving, and be able to explain how the findings apply to patient care

Interpersonal and Communication Skills

Students must demonstrate interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families and health professionals. Students must demonstrate:

1. The ability to interact and communicate respectfully, effectively and empathetically with patients, their families, and the public; across all ages, socioeconomic and cultural backgrounds
2. The ability to address sensitive health care issues in an effective, compassionate and non-judgmental manner, including screening for alcohol and substance abuse, domestic violence, sexual behavior and delivering bad news
3. The ability to communicate scientific and medical knowledge to help educate patients about

- their health, and health care decisions and ensure adequate understanding
4. The ability to communicate accurate patient information verbally, in writing or electronically to colleagues and healthcare workers

Professionalism

Professionalism embodies the responsibilities of a physician that go beyond knowledge and technical skills and enables the delivery of health care. It includes honesty, maintaining patient confidentiality and trust, mutual respect and commitment to the welfare of patients. Students must:

1. Demonstrate personal motivation, compassion, reliability, integrity, and honesty in all interactions with patients, families, colleagues and other healthcare professionals
2. Demonstrate responsiveness to patient needs that supersedes self-interest
3. Demonstrate understanding of, and commitment to, ethical and legal principles in all aspects of patient care, including beneficence, justice, confidentiality, privacy, informed consent and patient autonomy
4. Demonstrate awareness of, and sensitivity to, diversity among patients, providing effective care that respects interpersonal differences in age, ethnicity, cultural beliefs, socioeconomic status, sexual orientation and spirituality
5. Serve as a healthcare advocate for individual patients and all patient populations
6. Recognize their abilities and limitations, participate in ongoing self-assessment, actively seeking and responding to feedback, and continuously striving to improve patient care and patient-centered interactions
7. Demonstrate attentiveness to professional and medical errors and work to reduce such errors in all aspects of patient care
8. Maintain a professional image in behavior and attire, demonstrating respect for the patient and the environment in which the patient care is given
9. Engage in self-directed and independent learning to stay abreast of the scientific advances, relevant to the current practice of medicine and emerging technologies

Practice-Based Learning and Improvement

Students must be able to place their role as patient care provider within the greater context of the healthcare system. Students must commit to lifelong learning and professional improvement which includes honest and thoughtful self-evaluation and analysis of practice patterns and outcomes within the framework of standards of care, and best-practices as defined by scientific evidence. Students must demonstrate:

1. Awareness of strengths, deficiencies and limits in knowledge and skills
2. Ability to set goals and pursue opportunities to acquire new knowledge that can be applied to patient care
3. The skills to improve patient care by thoughtful analysis of their own patient population and pertinent characteristics of the communities from which their patients derive
4. The ability to identify and apply epidemiologic, statistical and scientific evidence towards the effectiveness and practicality of diagnostic and therapeutic modalities with the goal of improved quality of patient care
5. The appropriate roles of technology and information management in as it pertains to both education and patient care
6. The ability to give and receive constructive nonjudgmental feedback from/to all sources, designed to enhance patient care and the function of the team
7. Use of knowledge and communication skills to facilitate the education of patients, families,

trainees, peers and other health care professionals

Systems-Based Practice

Students must demonstrate knowledge of the multiple systems engaged in the provision of health care and the ability to use system resources to provide optimal patient care. Students must:

1. Demonstrate awareness of how their patient care and other professional activities affect other health care professionals, the health care organizations in which they work, and to society, at large, and how these elements affect their own practice
2. Demonstrate knowledge of, and respect for, the roles of other healthcare professionals, and the ways in which they may collaborate in the care of both individuals and communities
3. Describe the major organizational models of healthcare delivery, including the ways in which such models are important in controlling health care costs and allocating resources
4. Practice cost effective health care and resources while maintaining a high quality of patient care
5. Identify and use resources and ancillary health care services for all patients, including patients facing barriers to access to health care
6. Demonstrate an awareness of the complexities of medical practice with regard to ethical and legal issues

Interprofessional Collaboration

Students must demonstrate the ability to engage in an interprofessional team to enhance safe and effective patient care. Students must:

1. Work with other health professionals to maintain a climate of mutual respect, dignity, diversity, ethical integrity and trust
2. Use the knowledge of their own role, and understanding of the roles of other health professionals to address the healthcare needs of the patients and populations served
3. Communicate effectively with other health professionals in a responsive and responsible manner

Most recent review and approval by the Curriculum Committee and the Dean. May 2015.

MD CURRICULUM

Year 1 Curriculum

Block	Block Title	Time (Weeks)	Subjects Covered
Orientation	Intro to Medical Practice	1	Orientation; Introduction to Medical Ethics; Introduction to the Patient
1	Fundamentals of Anatomy	8	Integrated Systems in Gross Anatomy and Embryology
2	Fundamentals of Medicine	8	Basics of Genetics; Molecular Biology; Basic Cell and Tissue Structure and Function; Signaling and Metabolism; Biochemistry of Nutrients
3	Biological Systems I: Cardiovascular, Blood, Respiratory, & Renal Systems	10	Development, Structure, Physiology and Biochemistry of the Cardiovascular, Blood, Pulmonary, and Renal Systems; Basic Biostatistics & Epidemiology; Microbiome; Pharmacology (General, Autonomics)

4	Biological Systems II: Gastrointestinal, Endocrine, Reproductive Systems, Bone and Skin	5	Development, Structure, Physiology and Biochemistry of the Gastrointestinal & Nutrition, Endocrine, Bone, Skin and Reproductive Systems
5	Biological Systems III: Nervous System	5	Concepts in Neuroanatomy, Neurophysiology and Behavior; Underlying Neurological and Mental Status Exams, Neuromuscular & Musculoskeletal Systems
6	Biological Systems IV: Immunology & Inflammation	4	Basics of Immunology and Inflammation
	Doctoring I	40	Introduction to the culture and practice of medicine; history-taking and physical exam skills

Year 2 Curriculum

Block	Block Title	Time (Weeks)	Subjects Covered
7	Microbiology and Infectious Diseases	6.5	Microbiology; Virology; Parasitology; Infectious Diseases; Antimicrobial Drugs
8	Diseases of the Cardiovascular, Respiratory and Renal Systems	7.5	Pathology, Pathophysiology and Pharmacology of Cardiovascular and Respiratory Diseases
9	Diseases of the Endocrine, Reproductive, and Gastrointestinal Systems	7	Pathology, Pathophysiology and Pharmacology of Endocrine, Reproductive and Renal Diseases
10	Diseases of the Nervous System	4	Pathology, Pathophysiology and Pharmacology of Neurologic and Psychiatric Diseases; Diseases of the Skin and Musculoskeletal Systems
11	Diseases of the Immune and Musculoskeletal Systems; Hematology and Oncology; Dermatology	6	Pathology, Pathophysiology and Pharmacology of Gastrointestinal Diseases and Diseases of Blood
	Doctoring II	31	Clinical Skills, Professionalism, and Medical Ethics

Year 3 Curriculum

Required Core Clinical Clerkships						
Internal Medicine (8 weeks)	Elective and Neurology (8 weeks)	Surgery (8 weeks)	Ob/Gyn (6 weeks)	Family Medicine (6 weeks)	Psychiatry (6 weeks)	Pediatrics (6 weeks)
Doctoring III (Academic Fridays): Professionalism, Medical Decision Making and Reflection						

Year 4 Curriculum

Emergency Medicine (4 weeks)	Radiology (4 weeks)	Subinternship in Medicine, Surgery or Pediatrics (4 weeks)	Critical Care (4 weeks)	Scholarly Project and Electives (24 weeks)	Capstone (2 weeks)
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ACADEMIC POLICIES AND PROCEDURES

Evaluation of Courses, Clerkships and Faculty/Residents

At the end of each course (including clerkships), students are expected to complete an evaluation of the course as a whole and individual faculty or Residents who taught or supervised them. These evaluations are reviewed by the respective Course or Clerkship Directors. Problems noted about faculty or Residents are discussed by the Course or Clerkship Director with the individual and/or his/her supervisor, and appropriate actions taken. Problems noted about curricular content or structure are taken to the Curriculum Committee.

Pre-clerkship Contact Hour Policy

All required Pre-clerkship blocks and Doctoring must adhere to the following policy regarding classroom contact hours:

In the pre-clinical years, students' weekly schedule will, on average, be comprised of no more than 24 direct contact hours for the Blocks and Doctoring. In most weeks, this will include Monday-Friday from 8am-noon, Monday from 1-3pm, and an additional 2-hr period for Doctoring or other small group activities, Monday-Thursday, based on the student's Doctoring College. Unscheduled time may be used for study time, CBL session preparation, or student activities of their choice.

Clinical Clerkship Work Hour and Supervision Policies

Clerkship Directors are responsible for ensuring that all students on clinical rotations experience the educational goals of their rotation. In order to ensure the learning environment is optimal, Clerkship Directors must ensure that their students follow the work hour policy and are appropriately supervised. These policies are developed by the Clerkship Directors, reviewed with faculty and Site Directors. The policies are approved by the Curriculum Committee, and Dean's Executive Committee and reviewed annually. All required clinical clerkships, selectives and elective rotations must adhere to these policies.

Work Hour Policy

1. Students are permitted no more than 80 hours of assigned clinical contact responsibilities per week, including on-call responsibilities, averaged over a four-week period.
2. Students must not have more than 28 hours of continuous assigned clinical contact responsibilities. For non-overnight call rotations, there must be a duty-free period of at least 10 hours before the resumption of assigned clinical contact.
3. Students must be provided with one day (24 hours) free from assigned clinical contact responsibilities every 7 days, averaged over the duration of the clerkship.

Assigned clinical contact responsibilities include activities where students are involved in patient care experiences (including overnight call when you are sleeping in the hospital) or scheduled didactic sessions. It does not include time spent commuting, studying or preparing for patient care or time in the hospital not related to clerkship requirements.

The clerkship directors, or their designees, are responsible for monitoring student work hours. Clerkship Directors must ensure that everyone involved in teaching the students is aware of the

policy. The student end-of-clerkship evaluation form asks about work hours, which is reviewed by the Clerkship Directors, and the Dean's Office. Students are advised to report all instances of work hour violations to the Clerkship Director or the Office of Medical Education (Associate Dean for Clinical Education or the Senior Associate Dean for Medical Education) or Student Affairs.

If there are any reports of noncompliance or violation of the policy, these will be investigated and discussed with the respective Clerkship and/or Site Director. Any retaliatory action against a student who reports infractions is prohibited. Any persons found to be responsible for retaliation will be subject to disciplinary action through the Office of Faculty Affairs (for faculty) and/or the Office of Graduate Medical Education (for residents).

Clinical Supervision Policy

Students on clinical rotations are expected to participate in patient care under the supervision of their Attending Physician. At times, students will be working with Residents and Interns, and may be directly supervised by them, however the ultimate responsibility for supervision is the Attending Physician. A student's involvement in patient care should include taking a patient history, completing a physical examination, documenting findings in the medical record, communicating patient information to, and working with, other healthcare members, communicating with and counseling patients and their families, and performing procedures.

All students entering their third year are expected to be able to take a patient history and complete a physical examination without direct supervision. They have developed these skills during the first two years of the medical school curriculum through successful completion of the First and Second Year Doctoring Course. Chart documentation must be reviewed and corrected by the supervising Attending or Resident, and co-signed according to the Hospital Policy. All students entering their fourth year are expected to take on increased responsibility in patient care, while remaining under supervision of their Attending Physician and resident. Their ability to perform as a fourth year student is shown by successful completion of the third year curriculum.

It is the Attending Physician's responsibility to determine when a student is able to participate in specific aspects of a patient's care, in particular discussion of sensitive issues, counseling/education, and procedures. For procedures, students must always be under the direct supervision of their Attending or a Resident who is proficient in the specific procedure, until the student has proven proficiency. Students should never do high risk procedures without direct supervision of an Attending Physician.

The Clerkship Director or Site Director for each rotation is responsible for ensuring the supervising attendings and residents are aware of their role in supervision and the appropriate responsibility of the students in patient care. The Clinical Supervision Policy is reviewed annually and is aligned with all Hospital Policies. Students are asked on the end of clerkship evaluation form if they feel they are being appropriately supervised and this is reviewed by the Clerkship Directors. They are advised to tell the Clerkship Director or the office of Medical Education (Associate Dean for Clinical Education or the Senior Associate Dean for Medical Education) or Student Affairs. No faculty member or resident who has provided care for a student may participate in the student's direct supervision or evaluation. It is the responsibility of both the faculty/resident and the student to request a change of assignment as soon as such a situation arises by contacting the Clerkship Director or the Associate Dean for Clinical Education. This may not be waived even if both parties agree.

Process for Assignment of Clinical Schedules

Policy for Change in Clinical/Regional Campus Assignments

All students are assigned a specific campus at the time of admission, based on the student's stated preference. Every effort is made to accommodate a student's preference, based on site availability at the time of his/her admission.

Following matriculation, a student may request a change in clinical campus for significant extenuating circumstances, in writing, to the Office of Medical Education. The Senior Associate Dean for Education will keep track of the requests, date of requests and reason for the requests. In June (at the end of the first curricular year), the Senior Associate Dean convenes a committee, including the deans for education, student affairs and affiliates, to review all requests, check availability, and notify the students of the decision. This process is repeated in November of the second year, to review new and unfulfilled requests. A student will only be permitted to change to another campus if space is available, usually due to another student requesting to switch in the opposite direction.

YEAR 3

Students choose their schedule through a lottery process towards the end of their second year. They choose a template schedules for each half of the year (one half of 6 week rotations, one half for 4 and 8 week rotations), their family medicine site and their elective block through a lottery process. Students are randomly given alternating lottery numbers for these four rounds of the lottery. Students choose their schedule based on their lottery number.

In the situation where a student must have a specific schedule and location, their assignments will be scheduled before the lottery. A student may request a specific schedule when (s)he is the primary care taker for a family member or when they have a personal issue requiring them to remain in a geographic area. Requests for a specific schedule must be made to the Office of Student Affairs or Education by Jan 15th of their second year. The Office of Student Affairs or Education must approve all requests for a specific schedule.

If a student wishes to change his/her schedule once the assignments have been made, (s)he must request the change through the Senior Coordinator in the Clerkship Office. Requests for schedule changes must be made at least four weeks ahead of the block/rotation. No schedule changes may be made less than four weeks before the start of the rotation without approval of the Office of Student Affairs or Office of Education. If the requested rotation/site is unavailable, students will be put on a waitlist.

YEAR 4

Students will choose their required rotations and elective rotations through two separate lottery processes: one for requirements, and an online lottery for electives. They will choose the block and location.

If a student wishes to change his/her schedule once assignments have been made, (s)he must request the change through the Senior Coordinator in the Clerkship Office. Requests for schedule changes must be made at least four weeks ahead of the block/rotation. No schedule changes may be made less than four weeks before the start of the rotation without approval of the Office of Student Affairs

or Education. If the request is unavailable, students will be put on a waitlist.

Fourth Year Scheduling Policy

The fourth year consists of 12 4-week blocks and a 2-week capstone course. Students are required to complete a total of 10 blocks (or 40 weeks) plus the capstone course.

Required:

- Sub-Internship (Medicine, Surgery or Pediatrics), Emergency Medicine, Intensive Care Unit and Radiology + six elective blocks
- Students may do up to two visiting student (away) rotations. Students can do three with approval from the Associate Dean for Clinical Education or Senior Associate Dean for Education – any more must be during a vacation block
- Students may not do more than four rotations total in a given specialty
- Students may do one International rotation, which will not reduce the number of visiting student rotations
- Students may do up to two non-clinical rotations (academic medicine, research, etc.)
- Students may do a year-long scholarly project and receive a block credit for a Scholarly Project (which will fulfill one of the electives) in Block 7, 8 or 9

Visiting Student (Away) Rotations

We recognize the value of experiencing a variety of clinical settings during the fourth year, for education as well as the opportunity to make personal connections at potential residency sites. Therefore, fourth year LKSOM students may take **up to two clinical rotations** at sites other than LKSOM or its academic affiliates to satisfy clerkship elective requirements. Students are not permitted to do away rotations in their third year.

It is important that students wanting to do visiting student rotations follow standard procedures to ensure that they receive credit for the experience:

- The student applies for the visiting student rotation through the VSAS system.
- If the school is not part of the VSAS system, the student must get approval from the Associate Dean for Clinical Education or Senior Associate Dean for Education prior to applying. All clinical schedules are reviewed by the Dean's office.
- The student works with LKSOM staff in the Offices of Medical Education, Student Records, and Student Health to ensure all required documentation is provided via VSAS or directly to the school.
- Upon receipt of an offer from the host school:
 - The student provides a copy of the offer letter to the Clerkship Scheduler, Ann Gallagher, via email (medsched@temple.edu) or in person to MERB 224;
 - If there is no academic affiliation agreement in place between LKSOM and the host school, and it is determined one is needed, the Clerkship Scheduler will confer with the Associate Dean for Clinical Education to have the site approved and work with the Office of Academic Affiliations to have the affiliation agreement process started.
 - The student must relay to Clerkship staff (alexis.gates@temple.edu) the name of his/her preceptor at the host institution to ensure a completed evaluation.
 - The student provides feedback on the rotation via One45.

LKSOM will post evaluations of authorized Visiting Student rotations on Blackboard where no

outside sites will have access to them so that any current student considering a particular rotation may review past students' experiences; host sites will have no access to student evaluations.

Student Attendance Policy

Medical students are expected to meet all professional responsibilities, as described in the medical school competencies. Professional students' full participation in the learning environment is important in nurturing professional development. Thus, students are expected to attend, arrive punctually and participate in all educational activities, and are required to attend, arrive punctually and participate in all Doctoring, Clerkship and clinical activities, and all course interactive workshops, conferences, laboratories and exams, and to submit all online assignments. In understanding that students have different learning styles, lectures will be digitized and made available on-line in the learning management system.

Any request for absence from required sessions must be made *in advance* to the Course or Clerkship Director, or his/her designee(s) who, in consultation with the deans in the Offices of Medical Education or Student Affairs, will consider each request, and determine if it is either excused or unexcused. Justified excused absences include, but are not limited to: an illness or personal emergency, pre-approved education activity, and presentation or representation in a leadership role at regional or national professional meetings. Other reasons will be considered on an individual basis. For students on the St. Luke's campus, please see the contact information listed in Appendix B.

Absences, excused and unexcused, beyond four in an academic year, or greater than two within a course are considered potentially excessive, and may require an action plan, as determined by the deans in the Offices of Student Affairs or Medical Education, in consultation with the respective Course/Clerkship director.

Religious Holiday Accommodation

The following policies regard examination conflicts with religious holidays:

1. Each course will state its examination schedule and exemption policy, if any, the first day of class and in writing in the course syllabus.
2. Religious holidays will be considered, for purposes of examination, as excused absences.
3. In so far as possible, all course and clerkship directors will do their best to minimize conflict with religious holidays in the establishment of examination schedules.
4. On clinical rotations, absences for Religious Holidays should be discussed with the Clerkship Directors or Site Directors. Requests will be accommodated, though if needed, time may have to be made up for completion of the clerkship.

Absences for Medical Care

Students are encouraged to schedule diagnostic, preventive, and therapeutic health care at times that do not conflict with classes and clerkships. If it is not possible to avoid such a conflict, the absence will be considered excused if:

1. Student informs the instructor about the planned absence
2. Student arranges with the faculty to make up any class/clerkship activities missed

In cases of missing classes/clerkships due to the need for emergency or unplanned healthcare, the

absence will be considered excused if:

1. Student informs the instructor as soon after the missed session as possible
2. Student makes arrangements with the faculty to make up any class/clerkship activities missed

Absences During Clinical Clerkships

Since clinical clerkships involve the care of patients, one important area of learning relates to the assumption of responsibility for patient care. A vital component of such responsibility is being available when one is on duty or on call. It is the student's obligation to be informed concerning schedules and duty hours. Towards this end, the following policy has been enunciated relative to all clerkships - required or elective - of the third and fourth years.

1. Except for emergencies, absences must be anticipated and approved at least four weeks in advance of the start of the clerkship; requests for excused absences should be made to the Clerkship Director (see Directory, above)
2. On the first day of each clerkship, the hours of "duty" and "call" must be made clear to each student; if the faculty do not make the hours clear, the student should request them.
3. On the first day of each clerkship, the student must be told who is/are to be informed if the student has an approved absence.
4. If for any reason a student must unexpectedly be absent from a clerkship, the student must inform the appropriate individuals, as indicated above.
5. When a student is absent and has neither obtained permission in advance nor called in to explain the absence, the office of Associate Dean for Clinical Education should be called by the Clerkship Director or his/her agent so that an effort can be made to locate the student and to be sure that (s)he is safe, or if assistance is required.
6. A student shall be allowed a maximum of two excused absences per four-week period in any clerkship.
7. When a student has had an absence of more than two days per four-week period, regardless of the reason for the absence, the Clerkship Director, in conjunction with the Site Director, must decide whether or not the student has given sufficient evidence to meet the minimum standards of knowledge and performance for that clerkship. If the minimum standards have been met or exceeded, the student may be given a grade of pass or better and no make-up time will be required. On the other hand, if in the time present on the clerkship the student has not given clear evidence of meeting the minimum standards, the student must make up the time. Note: In all these decisions, two factors are overriding: a) meeting the minimum standards of the clerkship as part of the standards required for receiving the M.D. degree, and b) evidence that the student has acted with the level of responsibility expected of the medical profession.

Independent Study Policies and Procedures

Independent Study applies to students, (1) who begin coursework in one semester or academic year, but for extenuating circumstances, receive grades of Incomplete, and must complete the coursework in the next academic year; (2) who require additional time for USMLE Preparation; or (3) who want to take extra time for research or other scholarly activities.

A student must submit a LKSOM Independent Study Change of Status Form requesting Independent Study and state in detail the reason for the request (attached).

Independent Study Guidelines:

1. Independent Study is granted at the sole discretion of the Senior Associate Dean for Education or Associate Dean for Student Affairs.
2. Independent Study shall be limited to one academic year, unless approval for an extension is granted.
3. The Office of Student Records will register the student into Independent Study and post the appropriate special designation code.
4. Independent Study registration shall: be reflected on the student's transcript; incur a nominal charge each semester (in lieu of tuition); incur the usual and customary fees, including but not limited to the student activities fee, technology fee, health fee, disability insurance fee, health insurance fee; permit the student to be considered as a full-time enrolled student in the School of Medicine.
5. A student registered for Independent Study shall be considered as making "satisfactory academic progress" for financial aid purposes for one year only.
6. Students may receive federal student loans for two semesters of Independent Study only during their LKSOM attendance.
7. Students will not receive any LKSOM scholarships while on Independent Study.
8. It is a student's responsibility to understand eligibility requirements and financial implications.

Leaves of Absence

A leave of absence is required for any term of the academic year for which a student does not wish to enroll in classes. Students must complete the LKSOM Leave of Absence Change of Status Form (attached). Completed forms with required signatures must be submitted in advance of the requested term to the LKSOM Office of Student Records.

A *leave of absence* is an administrative measure granted at the sole discretion of the Associate Dean for Student Affairs or the Senior Associate Dean for Education. It is used in situations where it is deemed in the best interest of the student and/or the School that the student's medical education be interrupted. The student may request an extension to a leave of absence for extraordinary extenuating circumstances.

Leave of Absence Guidelines:

1. A leave of absence is granted at the sole discretion of the Associate Dean for Student Affairs or Senior Associate Dean for Education.
2. A leave of absence may be granted for up to one year.
3. In certain, exceptional circumstances, a two-year leave of absence may be extended. In this case, at the discretion of the Associate Dean for Student Affairs or Senior Associate Dean for Education, students may be allowed to re-enter the curriculum at the point where their leave of absence began, or may be required to repeat some or all of the curriculum previously taken, even if courses were passed.
4. No leave of absence can exceed a cumulative total of two years.
5. The time that a student spends on a leave of absence shall count towards the maximum of six academic years permitted to complete the MD program.
6. All conditions pertaining to leaves of absence will be determined by the Associate Dean for Student Affairs or Senior Associate Dean for Education.

Important Information about Leaves of Absence

- **Financial Aid:** Students on a leave of absence are not eligible to receive financial aid.

- **Loan Repayment:** Because students on a leave of absence are not considered to be working toward their degree, the grace (deferral) period for loan repayment may lapse during the leave. For loans with the typical six or nine-month grace period, repayment will start after six or nine months of leave and continue through the rest of the leave. For such students, loan repayment will begin immediately after graduation, rather than six or nine months into the first postgraduate year. Students with loans from previous degrees will no longer be in an in-school deferment status and repayment will begin shortly after the leave begins. **Students need to review this information during the financial aid exit interview.**
- **Health Insurance:** Students on leave are eligible to purchase 4 months of coverage from the first day without coverage to assist with transition of care to a new provider.
- **Disability Insurance:** Students on leave are not eligible to buy disability insurance during their leave.
- **Malpractice Insurance:** Students on leave are not covered by LKSOM for malpractice insurance.

Withdrawal

Students who wish to withdraw from the LKSOM must complete the LKSOM Withdrawal Form which requires approval from the Associate Dean for Student Affairs or Senior Associate Dean for Education.

Withdrawal Guidelines:

1. Students who withdraw from the program will have the grade of W (Withdraw) assigned for each course/rotation in progress.
2. A student who withdraws during a semester may be entitled to a refund of certain charges. A withdrawal also affects financial aid eligibility, and could require a return of federal financial aid funds.
3. Students will be required to meet with the following offices to ensure there are no balances or holds and to receive information related to their withdrawal:
 - Office of Student Financial Services
 - Bursar's Office
 - Library
 - Office of Student Records

Any student who has withdrawn and wishes to be considered for readmission must apply and follow all the processes and procedures of the regular admissions process.

USMLE Policy and Procedures

All students studying for the MD degree are required to pass USMLE Step 1 as a condition of continued matriculation and Step 2 CK and 2 CS as a condition of continued matriculation and of graduation.

1. Step 1 shall be taken prior to beginning Year 3 clerkships of the medical school curriculum. If a student does not take and pass Step 1 within one year of completing the year 2 (pre-clerkship) curriculum, (s)he shall be dismissed.
2. Step 2 CK (Clinical Knowledge) and Step 2 CS (Clinical Skills) shall be taken no later than October 31st of the calendar year in which medical students are enrolled in Year 4 of the medical school curriculum.
3. Passing Step 1, Step 2 CK and Step 2 CS are required for candidates to sit for the Step 3 examination, which is usually taken during the first residency year after graduation from

medical school.

A student who fails to pass Step 1 on his/her initial attempt shall:

1. Be withdrawn from the current block (usually block 1 or 2), and may not return to class until (s)he has retaken the Step 1 exam.
2. Take Step 1 again within 90 days after receiving scores.
3. Resume the third year program at the beginning of the Block following retake of the exam.
4. The Block(s) missed shall be made up in vacation time in the beginning of the fourth year, if the retake of Step 1 is passed.

A student who fails to pass Step 1 on his/her second attempt shall:

1. Be withdrawn from the current block (usually block 4 or 5)
2. Be automatically registered into the Independent Study Program for the spring semester (enabling him/her to continue to be considered a full-time student).
3. Take Step 1 for the third time no later than April of that year.
 - a. The student must have a passing Step 1 score prior to re-entering the Year 3 program. If a student fails the examination a third time, (s)he shall be dismissed.

A student who does not take Step 2 CK or 2 CS by October 31st of the Year 4 curriculum will not be permitted to continue clinical rotations until the student takes both examinations.

A student who fails to pass Step 2 CK or 2 CS shall:

1. Take Step 2 CK or 2 CS again, no later than March 15th
2. Complete the fourth year curriculum

A student who fails to pass Step 2 CK or 2 CS for the second time shall:

1. Take Step 2 CK or 2 CS for the third time, no later than March 15th in order to graduate on time. Otherwise, the student shall be automatically registered into the Independent Study Program for the following semester, with a potential August graduation date.
2. If a student fails the Step 2 CK or 2 CS examination three times, s/he shall be dismissed from the school.

A passing score for Step 2 CK and Step 2 CS must be reported to the Office of Medical Education no later than one week prior to University graduation to be awarded a diploma. The University awards diplomas in May, June, August and January.

Technical Standards for the Doctor of Medicine Degree

The curriculum, as established by the faculty, represents a core curriculum essential to all physicians. Therefore, the Lewis Katz School of Medicine expects that each student admitted will be capable of completing the full curriculum of required courses and electives under the established School policies. In the admission of students, all individuals are considered on the basis of total non-academic and academic qualifications. This includes assessment of prior academic achievements, scores on standardized national examinations, and such personal qualifications as motivation and interest in medicine, resourcefulness, leadership problem-solving ability, personality and character. Applicants to the Lewis Katz School of Medicine are considered without regard to disability but with the expectation that all parts of the curriculum can be completed. The presence of

a disability may impede that individual's ability on one or more of these areas. In these cases, the School will consider necessary accommodations for an otherwise qualified individual. The School must be fully satisfied that the applicant can make satisfactory progress through the curriculum with or without these accommodations.

The various abilities and skills necessary to be a competent physician include: observation; communication; motor; intellectual –conceptual integrative and quantitative; and behavioral and social. Technological compensation can be made for some disabilities in certain of these areas but a candidate should be able to perform in a reasonably independent manner. Except in rare cases, the use of a trained intermediary means that a candidate's judgment must be mediated by someone else's powers of selection and observation, and is not acceptable.

The Lewis Katz School of Medicine technical standards are that students are competent to:

- Recognize, understand and interpret instructional materials required during undergraduate medical education.
- Obtain and record a patient's historical medical information.
- Detect, understand and interpret physical examination findings including alterations in anatomy or other abnormalities encountered as part of the general physical examination.
- Manipulate and utilize equipment and instruments traditionally used by physicians and trainees.
- Recognize, interpret and evaluate diagnostic studies and perform calculations necessary to deliver appropriate care to the patient.
- Communicate clinical findings, develop and record diagnoses as well as treatment plans.
- Communicate effectively with other health care providers, patients and their families.
- Perform all of the above tasks within a timeframe that is appropriate for a clinical setting.

All students must confirm that they can meet all of the technical standards, with or without accommodation.

Any student requesting accommodation must contact the Office of Disability Resources or the Associate Director of Diversity and Inclusion, Dr. Melanie Cosby.

Grading and Promotional Policies, Candidates for MD Degree

Preamble

The Faculty and Academic Administrators of the Lewis Katz School of Medicine (LKSOM), recognize their responsibility to assure that graduates of the School are intellectually, clinically and ethically qualified and have the maturity and emotional stability to assume the professional responsibilities implicit in the receipt of the degree of Doctor of Medicine. Therefore, they have established these policies to guide themselves and the students in pursuing a level of academic and professional excellence required for the conferral of that degree. Specific procedures have been established to provide uniformity and equity of process in all situations requiring administrative action.

The School administers two academic programs. One leads to the Doctor of Medicine (MD) degree, the other to a graduate degree, such as the Master of Science, Master of Arts or Doctor of

Philosophy. This document provides information for those students who are candidates for the MD degree. This document is also relevant for MD/PhD, MD/MBA, MD/MA in Urban Bioethics and MD/MPH students during the periods when they are engaged in course work for the Doctor of Medicine degree.

For purposes of this Policy, the term “course” shall include educational experiences identified as “courses”, “blocks” and “clerkships”.

Responsibility

A. ESTABLISHMENT

The Dean of the School of Medicine approves all grading and promotional policies, as established and recommended by the curriculum committee.

B. IMPLEMENTATION

1. Faculty

Faculty are responsible for implementing grading policies, regulations and procedures.

They may do so as members of a department that administers courses or as members of an integrated course. For the courses for which they are responsible, faculty members:

- a) establish standards to be met for attaining course credit and criteria for assigning specific grades
- b) assign final grades for course work

2. The Senior Associate Dean for Education

The Senior Associate Dean for Education administers the promotional policies, regulations and procedures, as recommended by the curriculum committee and approved by the Dean.

3. Student Academic Standards and Promotions Committee

The Student Academic Standards and Promotions Committee is a standing committee of the School, with faculty in part appointed by the Dean and in part elected by the Medical Faculty Senate, and with students nominated by the Student Government Association then appointed by the Senior Associate Dean for Education. The Committee makes recommendations to the Senior Associate Dean for Education about student promotions and disciplinary actions, based on academic (course grades) and non-academic (professionalism) issues. If the Committee must meet at a time when it is impossible to convene a quorum, the Dean may appoint alternate members on an ad hoc basis.

4. Student Learning Environment and Appeals Committee

The Student Learning Environment and Appeals Committee is a standing committee of the School, with faculty in part appointed by the Dean and in part elected by the Medical Faculty Senate, and with students nominated by Student Government Association then appointed by the Associate Dean for Student Affairs. The Committee works to improve the learning environment by addressing student concerns about mistreatment; it also hears student appeals of grades and promotional and disciplinary decisions. The committee makes recommendations to the Dean, whose rulings are final. If the Committee must meet at a time when it is impossible to convene a quorum, the Dean may appoint alternate members on an ad hoc basis.

Course Requirements and Sequencing

The curriculum of the School is divided into four distinct curricular years that must be satisfied in

the prescribed sequence. All required courses of all four years, including the required number of approved elective and selective courses in the third and fourth years, must be completed satisfactorily before a student can be recommended for graduation. A student may not repeat a course more than once, and no more than three distinct academic years may be utilized to fulfill the requirements of either the first and second years or the third and fourth years of the curriculum. With the exception of combined degree programs, a student must complete the MD degree program in no more than six years (including independent study and leaves of absence). For the purposes of this regulation, repetition of a curricular semester shall be interpreted as utilization of one full academic year.

All courses of a particular year must be completed satisfactorily before a student may begin any course of the ensuing curricular year. Students must successfully complete the second year curriculum prior to taking the USMLE Step 1 examination, and must take USMLE Step 1 prior to beginning third year clerkships. All re-examinations for courses in any given academic year must be passed prior to beginning the next academic year.

Evaluation and Standing of Students

No faculty member or Resident who has provided care for a student may participate in the student's direct supervision or evaluation. It is the responsibility of both the faculty/Resident and the student to request a change of assignment as soon as such a situation arises by contacting the Clerkship Director or the Associate Dean for Clinical Education. This may not be waived even if both parties agree.

GRADING

All courses, whether required or elective, and all research experiences specifically approved as part of an individual student's curriculum, must be graded according to the stated grading system. Final grades must be submitted in writing to the Office of Student Records and made available to the students within four weeks of the completion of a course. If the final grade for a course is an **F** (Fail), a special effort must be made to inform the Senior Associate Dean for Education promptly by phone or email and to submit that information in writing as soon as possible, preferably earlier than the standard four-week deadline. For clerkships in the spring semester of the fourth curricular year, all grades must be submitted no later than one week before the date of graduation.

1. The Standard Grading System: Pre-clerkship Curriculum: The standard grading system for the **pre-clerkship curriculum** provides two levels of credit (Honors and Pass) and three levels of non-credit (Fail, Incomplete and Withdrawn)

- a. Honors (H):** a clearly superior performance that reflects comprehensive achievement of course objectives. (92% correct or higher)
- b. Pass (P):** a satisfactory performance that meets or exceeds basic course requirements. (70% correct or higher)
- c. Fail (F):** a performance below acceptable minimum standards.
 - i) When a failing performance (F) has been remedied through some method other than a repeat curricular semester or curricular year, the only possible grade of credit shall be P. In this case, both the original F and the subsequent P grade earned by course remediation will appear on the transcript.
 - ii) When a student repeats a course as part of the requirement to repeat a curricular

semester or a curricular year, the final grade recorded on the transcript for the repeated course shall be the actual grade earned (H, P or F). Both the original F and the subsequent (H, P or F) grade earned by repeating the course will appear on the transcript.

d. Incomplete (I): Grades of Incomplete are assigned in accordance with Temple University Policy on Incomplete Course Work and are applied at the School as described below:

- i) A Course Director, following consultation with the Senior Associate Dean for Education, may assign the grade of I to indicate that a student has been unable to complete all of the course requirements for reason(s) beyond his/her control (e.g., death in the family, significant illness or injury, etc.).
- ii) When the grade of I is assigned to a course, the student must complete the course requirement before the beginning of the next academic year unless the Course Director, with the concurrence of the Senior Associate Dean for Education, shall have provided a specific alternative time period, not to exceed one year from the completion date of the course. The student will be informed in writing of the requirements for completion of the course, and timeline for completion.
- iii) Once all course requirements have been attempted, the course director must assign a final grade of H, P or F in place of the I grade. If the requirements for the incomplete course have not been met within the specified time limits, no agreement has been made to extend the time limit and the student has not withdrawn from school, a final grade of F will be assigned.

e. Withdrawn (W): If the student has withdrawn from school, the Senior Associate Dean for Education will assign a W (Withdrawn) grade to the student's record.

2. The Standard Grading System: Clerkship and Advanced Clerkship Year Curriculum:

The standard grading system for the **third and fourth years (Clerkship and Advanced Clerkship)** provides three levels of credit (Honors, High Pass and Pass) and three levels of non-credit (Fail, Incomplete and Withdrawn).

a. Honors (H): a clearly superior performance that reflects comprehensive achievement of course objectives.

b. High Pass (HP): a performance well beyond minimum course requirements.

c. Pass (P): a satisfactory performance that meets basic course requirements.

d. Fail (F): a performance below acceptable **minimum** standards.

- i) When a failing performance (F) has been remedied through some method other than a repeat curricular semester or curricular year, the only possible grade of credit shall be P. In this case, both the original F and the subsequent P grade earned by course remediation will appear on the transcript.
- ii) When a student repeats a course as part of the requirement to repeat a curricular semester or a curricular year, the final grade recorded on the transcript for the repeated course shall be the actual grade earned (H, HP, P or F). Both the original F and the subsequent (H, HP, P or F) grade earned in the repeat course will appear on the transcript.

e. Incomplete (I): Grades of Incomplete are assigned in accordance with Temple University Policy on Incomplete Course Work and are applied at the School as described below:

- i) A Clerkship Director, following consultation with the Senior Associate Dean for Education, may assign the grade of I to indicate that a student has been unable to

complete all of the course requirements for reason(s) beyond his/her control (e.g., death in the family, significant illness or injury, etc.).

- ii) A grade of Incomplete will also be assigned when a student does not pass the clinical subject exam on a required clerkship.
 - iii) When a grade of Incomplete is assigned because of a failed shelf exam, the student must take and pass a re-examination no later than December, for a failure in the fall semester, and no later than July, for a failure in the spring semester. A student who has two Incompletes in clerkships because of failed shelf exams must stop clinical rotations until both shelf exams have been passed.
 - iv) When the grade of Incomplete is assigned to a clerkship, for a reason other than the shelf exam, the student must complete the course requirement before the beginning of the next academic year unless the Clerkship Director, with the concurrence of the Senior Associate Dean for Education, shall have provided a specific alternative time period, not to exceed one year from the completion date of the course.
 - v) Once all course requirements have been attempted, the Clerkship Director must assign a final grade of H, HP, P or F in place of the Incomplete grade. If the requirements for the incomplete course have not been met within the specified time limits, no agreement has been made to extend the time limit and the student has not withdrawn from school, a final grade of F will be assigned.
- f. Withdrawn (W):** If the student has withdrawn from school, the Senior Associate Dean for Education will assign a W (Withdrawn) grade to the student's record.

When written confirmation of a final grade for a fourth year course is not received by one week prior to graduation from the School, the Senior Associate Dean for Education, acting at his/her own discretion, may assign and have duly recorded on the student's academic transcript a final grade of **P**.

3. The Credit (CR)/Fail (F) Grading System: First and Second Year Electives

The Credit/Fail grading system is applicable to all elective courses during the first and second years of the curriculum and to Independent Study courses.

EVALUATION OTHER THAN GRADES

1. Pre-clerkship courses

At the conclusion of pre-clerkship courses, a formal written narrative evaluation of each student's performance should be submitted, as appropriate, by the Course Director to the Office of Medical Education.

2. Clinical Comprehension and Competence

At the conclusion of each clinical clerkship and research course, whether required or elective, a formal written narrative evaluation of each student's performance must be submitted to the Office of the Senior Associate Dean for Education.

- a. **Mid-course Feedback:** The Clerkship Director, Site Director, or his/her designee must provide mid-clerkship formative feedback. Interim evaluative comments from the faculty directly to the student are required during all clerkships. Such interim formative feedback must be given at the mid-point of each clerkship when faculty are urged to communicate to each student information concerning the student's performance to date and, as appropriate,

recommendations for improvement. If there are any concerns regarding a student's performance, this feedback should also be given to the Clerkship Director or Site Director.

b. **Final Evaluation and Grade:** Within four weeks of the conclusion of a clerkship, the Department must submit to the Office of Medical Education a final evaluation and grade for each student assigned to that clerkship. The Evaluation and grade must be approved by the Course Director and should address the student's attributes, including his/her fund of knowledge, level of comprehension, clinical skills, interpersonal relationships and professional behavior. The Associate Dean for Clinical Education, Senior Associate Dean for Education or designee will review all reports and, should (s)he deem the report(s) on a particular student to warrant such action, shall, following consultation with members of the Dean's staff or Student Academic Standards and Promotions Committee, take any appropriate action(s).

3. Statement on Fitness for Professional Responsibility

Professionalism is a core value of medicine, a major element forming the essence of a physician. Its importance is equal to that of knowledge and technical skills, with all three elements essential to providing the expected quality of health care. Key professionalism competencies include character, integrity, honesty, personal motivation, responsibility, accountability, compassion, continued professional development, ability to work in teams, and respect for patients, teachers and colleagues. Physicians-in-training are expected to meet standards of professionalism, as described in the Medical School Competencies and Honor Code, both of which are accessible through the medical school's website and the Student and Faculty Handbook.

Meeting the standards of professionalism is an essential component in the assessment of medical student performance in all four years of the curriculum. Failure to meet standards of professionalism may result in a Fail grade in a course or clerkship, formal written report to the Senior Associate Dean for Education or the Associate Dean for Student Affairs, counseling, referral to the Honor Board or Student Academic Standards and Promotions Committee, or dismissal.

Accordingly, Course and Clerkship Directors must evaluate each student's professional attitudes and behaviors, and submit to the Senior Associate Dean for Education a written report describing a student's professionalism. In addition, any faculty member may submit a written report describing any incident that might reflect either an unprofessional attitude or behavior or exceptional professionalism (See appendix A). All such reports are placed in the student's official School file. If the Senior Associate Dean for Education or the Associate Dean for Student Affairs receives a second report of unprofessional attitude or behavior for any student and concludes that some action is appropriate, the receipt of that second report will be reflected in the student's Medical Student Performance Evaluation.

On receipt of a report reflecting an unprofessional attitude or behavior, the Senior Associate Dean for Education or Associate Dean for Student Affairs will meet with the student to discuss the concern, and following consultation with members of the Academic Standards and Promotions Committee, take appropriate action(s).

If the student disagrees with any decision reached by the Senior Associate Dean for Education or Associate Dean for Student Affairs, (s)he may within seven days of such notification appeal in writing to the Dean through the Student Learning Environment and Appeals Committee. The process for the appeal and the standards upon which decisions are to be made are explained below.

Students who receive a commendation for exceptional professionalism are informed by the Senior Associate Dean for Education or Associate Dean for Student Affairs. Exemplary professionalism is identified in the student's Medical Student Performance Evaluation.

Any student who is suspected of having a physical or mental health concern that could prevent him/her from fulfilling professional responsibilities can be required by either the Senior Associate Dean for Education or the Associate Dean for Student Affairs to undergo an administrative interview to determine fitness for duty. Based upon the recommendation of the professional completing the administrative interview, the student could be required to undergo testing that could include drug testing.

STANDING OF STUDENTS

A student is considered to be in good academic standing, as long as (s)he meets the following criteria:

1. Has completed satisfactorily the requirements of all courses to date
2. Is passing all courses in which (s)he is enrolled
3. Has passed USMLE examinations required to be taken by him/her

THE PROMOTIONAL SYSTEM

1. Students must pass all required and elective courses/clerkships to be promoted to the next academic year or graduate.
2. A student who fails one course/clerkship will be permitted to remediate the failing grade.
3. A student who fails two courses/clerkships in the same year is put on academic probation and must repeat the year.
4. A student who fails more than two courses/clerkships in the same year is dismissed.
5. A student who fails two courses/clerkships across more than one year will be placed on academic probation.
6. A student who goes on leave or independent study with failing grades in more than one course/clerkship will be placed on academic probation.
7. At any point in the curriculum, a student on academic probation who fails a course/clerkship will be dismissed.

REMEDYING A FAILING PERFORMANCE

1. First and Second Year (Pre-clerkship) grade remediation will not be permitted until the end of the academic year; a failed clerkship, in the Clerkship Years must be repeated in the block after notification of the failure is given to the student.
2. Only one attempt is permitted to remedy an F grade in any course by re-examination, a repeat clerkship, or other method as determined by the course director in consultation with the Senior Associate Dean for Education.
3. A student who fails the remediation must repeat the entire academic year.
4. A student who is eligible to take a re-examination, repeat a clerkship or other requirement must do so during the officially scheduled period.

GRADUATION

To be eligible for graduation, students must pass the required course and clerkships and demonstrate proficiency in all seven competency domains. Final decisions regarding graduation are made by the Senior Associate Dean for Education upon the recommendation of the Academic Standards and Promotions Committee. Recommendations are based upon a comprehensive evaluation of each student's academic and professional performance and fitness for professional responsibility.

Probation

ACADEMIC

A student shall be placed on academic probation when s/he:

1. is required to repeat all or part of an academic year, due to unsatisfactory academic performance
2. takes a leave of absence or independent study leave with a failing performance in more than one course or clerkship
3. fails two courses in a single or multiple years

Once placed on academic probation, the student remains in that status as long as s/he remains matriculated at the School.

A student on academic probation will be dismissed if s/he receives a final grade of **F** for any course/clerkship in a repeat year or subsequent year, while matriculated at the School.

NON-ACADEMIC

When, in narrative comments evaluating a student, faculty members express concern about a student's fitness to assume professional responsibilities, the Senior Associate Dean for Education may place a student on non-academic probation. In such instances, the Senior Associate Dean states in writing the specific conditions of the probation. The Associate Dean for Student Affairs, based upon recommendation of the Academic Standards and Promotions Committee or Honor Board, is responsible for monitoring the student's adherence to the conditions of the probation. Should the student violate those conditions, the Senior Associate Dean may take further action(s).

At the discretion of the Senior Associate Dean for Education, students on probation may be restricted from scheduling academic, clinical or research courses.

Conditions for which a Student may be Dismissed

1. Failure of three courses (Blocks or Doctoring) in the first two years
2. Failure of three clerkships, or two clerkships and Doctoring, in M3/M4 years
3. Failure of USMLE Step 1 three times or failure to pass USMLE Step 1 within a year of completing the Year 2 curriculum
4. Failure of USMLE Step 2 CK three times or failure to pass USMLE Step 2 CK within two years of beginning the Year 4 curriculum
5. Failure of USMLE Step 2 CS three times or failure to pass USMLE Step 2 CS within two years of beginning the Year 4 curriculum
6. Failure to develop and maintain the professional standards of character, integrity, honesty, personal motivation, responsibility, accountability, compassion, continued professional development, ability to work in teams, and respect for patients, teachers and colleagues essential to the practice of medicine.

7. Failure to complete all requirements of the MD degree within six calendar years, excluding time for combined-degree work but including other leaves of absence.

Appealing Grades and Promotional Decisions

APPEALING A COURSE OR CLERKSHIP GRADE

1. Appeal to the Course/Clerkship Director

A student who believes that a course grade is unfair and unjustified must first appeal his/her grade to the Course or Clerkship Director, in writing, within two weeks of having been notified of the grade. The Course or Clerkship Director, in consultation with the Course Teaching Faculty and the Department Chairperson in the case of clinical clerkships, will review the grade and notify the student of the decision, in writing within two weeks of the appeal.

2. Appeal to the Dean through the Student Learning Environment and Appeals Committee

If the student is dissatisfied with the decision reached by the Course/Clerkship Director, s/he may appeal that decision, in writing, to the Dean through the Student Learning Environment and Appeals Committee. The written appeal must be made within seven days of receiving notice of the appeal decision from the Course/Clerkship Director. The process for and the standards for the decision on any such appeal is described below.

APPEALING PROMOTIONAL DECISIONS

All information pertaining to a student's academic performance and professional attributes, including that contained in department files, may be utilized in the appeals processes described below.

1. Appealing decisions based on academic performance or factors other than grades (e.g., professionalism, fitness statements)

a. Appeal to the Dean through the Student Learning Environment and Appeals Committee

The Committee recognizes the promotional system as the basis of all promotional decisions based upon grades. Promotional decisions based on factors other than grades are made by the Senior Associate Dean for Education, in conjunction with the Academic Standards and Promotions Committee. In cases of procedural irregularity or extenuating circumstances, a student may appeal the promotional decision.

- i) Procedural Irregularity - documented error in, or divergence from, the prescribed or customary process of evaluating and grading students.
- ii) Extenuating Circumstances - severe and documented situations which were beyond the student's control and which prevented the student from performing in a manner truly reflective of his/her knowledge and skills.

Appeals will be acted upon favorably when real, clear and convincing evidence is presented to suggest that application of the promotional system is inappropriate in particular circumstances.

b. Process of Appeal

- i) A student must notify the Committee, in writing, of his/her intent to appeal.
- ii) This notification must be received by the Committee (c/o the Associate Dean for Student Affairs) within 7 days after the letter notifying a student of a promotional action. The notification of intent must state clearly the basis for the appeal.

- iii) The Committee shall hear the appeal in a timely fashion after receiving written notice of intent to appeal.
- iv) The student shall be given at least 48 hours' notice of the time and place of the Committee's hearing.
- v) At the discretion of the student making the appeal, one individual may accompany him/her at the hearing in the capacity of an advisor. All other advocacy efforts must be in the form of written communications to the Committee, and must be received by the Committee no later than 24 hours preceding the time scheduled for the start of the appeals hearing.
- vi) The recommendation of the Committee shall be promptly communicated verbally and in writing to the Dean.

The Dean may resolve an appeal solely on the basis of the student's letter of appeal and the Committee's recommendation, or after meeting with the student. The decision of the Dean will be communicated promptly to the student in writing and may not be appealed further.

INSTITUTE FOR CLINICAL SIMULATION AND PATIENT SAFETY

Lewis Katz School of Medicine at Temple University
 William Maul Measey Institute for Clinical Simulation and Patient Safety
 3500 N. Broad Street, Suite 350, Philadelphia, PA 19140
 Tel (215) 707-9505 Fax (215) 707-9506

Student Electives and Groups Use of the Sim Institute for Educational Sessions

The Institute works with student electives and groups to provide learning opportunities for their members.

Scheduling Information

1. At least one medical school faculty member must be present during the **entire** session.
2. Student group and elective sessions will be scheduled when space and equipment are available.
3. In unusual circumstances, the Institute reserves the right to reschedule a program.
4. Requests should be submitted for review at least 4 weeks prior to the desired date.
5. The student leader of the group will confirm faculty availability prior to contacting the Institute for scheduling.
6. The group coordinator will complete the Preliminary Program Request Form below to begin the process.

Equipment/Supplies/Mannequins/Trainers/Space

1. The requested equipment/supplies/mannequins/trainers will be provided by the Institute if the component is part of the Institute's existing inventory.
2. The number of participants per session may be limited by the number of available mannequins.
3. The Institute classroom can accommodate a maximum of 25 participants.

Required Information

Please complete the Preliminary Program Request Form which can be found on the Temple

University Lewis Katz School of Medicine website:

<https://medicine.temple.edu/education/institute-clinical-simulation-and-patient-safety/preliminary-program-request-form>

OFFICE OF STUDENT RECORDS

The Office of Student Records (OSR) is responsible for maintaining students' academic records, processing loan deferment forms, replacing missing photo identification cards and transmittal of official documents.

Location: MERB 328 Phone:
215-707-2079

Student Records

Student records are stored on the Temple University database, Self-Service Banner (SSB). Self-Service Banner is Temple's interactive web-based student system that gives real-time access to most records. Students can use SSB to update address information and make payments with a credit card. It is also possible to view and print certain student records including the academic history in a composite format (similar to an unofficial transcript), financial aid application status and awards, and account balances. SSB access is available via the TUportal, the gateway to Temple's other online services including Blackboard Course Management System, TUmial, and the Cherry and White Pages Directory.

The website address for TUportal is: <http://tuportal.temple.edu>. It is necessary to have an AccessNet username and password. AccessNet accounts can be activated at <http://accounts.temple.edu/>. Log into TUportal and look for the Introduction to Banner channel on the Student tab. The channel has a summary of SSB functions. All clinical evaluations can be viewed in <http://lcms.temple.edu> and One45 (<https://temple.one45.com>). Grades, once reported to the Office of Student Records, will be viewable on Banner.

Hold

System holds are placed on records for the following reasons:

Tuition Delinquency - *unpaid tuition, fees, health insurance*

Electronically prevents generation of transcripts, course registration, posting of a final "degree award" date; also stops processing of matriculation verification and loan deferment forms. Contact the Bursar's Office (215-204-7269) to address problems in this area.

Library Delinquency - *overdue books and fines*

Electronically prevents generation of transcript, registration into appropriate class and courses and degree award; also stops processing of matriculation verification and loan deferment forms. For assistance, contact the Library Circulation Desk (215-707-2665).

Student Loan Paperwork - *non-compliance with federally mandated debt counseling interviews*

Electronically prevents generation of transcript, registration into courses and degree award. For assistance contact Student Financial Services (215-204-2244).

Financial Aid Office - *failure to submit required documentation*

Electronically prevents generation of transcripts, processing of matriculation and loan deferment forms, registration. For assistance, contact Student Financial Services (215-204-2244).

Bad Address - *incorrect address information in the University's database*

Electronically prevents registration. Students can update address information via Self-Service Banner. For assistance if you are having difficulty making the changes, contact the Office of Student Records (215-707-2079).

Student Health - *unpaid fees for services, failure to receive PPD screening*

Electronically prevents generation of transcript and registration. Contact Student Health Services (215-204-7500) for assistance.

Transcripts

OFFICIAL TRANSCRIPTS

Official transcripts of a student's academic history are issued only upon written request of the student and are sent directly to another educational institution, state agency or potential employer. Temple University has authorized an outside vendor, Parchment, to provide transcript ordering via the Web. For information and instructions about ordering transcripts, log on to the Main Campus Office of the Registrar website at <http://www.temple.edu/registrar/> and click on the link for Transcript Services, and then find the link for the Parchment. The cost per transcript is \$8.25.

TRANSCRIPTS FOR ERAS, SCHOLARSHIPS AND AWAY ROTATIONS

Currently enrolled students can request a transcript for purposes of applying for residency programs, financial aid scholarships or Away rotations in the Office of Student Records, MERB 328. Official transcripts originate from Main Campus and must be ordered via the web. It is recommended that you place your request two weeks in advance to ensure timely receipt of the documents. Unofficial transcripts are available from the LKSOM Office of Student Records, MERB 328 or email dmg@temple.edu.

In accordance with Temple University policy, the School of Medicine does not send academic records via FAX, nor does it give official status to documents received by FAX transmission.

Temple University adheres to the Federal Educational Rights and Privacy Act (FERPA) to ensure that confidentiality of academic records is maintained.

Confidentiality and FERPA

Temple University keeps educational records to facilitate the development of our students. Confidentiality of those records is maintained by the University according to federal law, The Family Educational Rights and Privacy Act (FERPA) of 1974.

FERPA provides the following rights for students and for the parents of dependent students attending Temple University:

1. The right of a student, with minor limitations, to inspect and review his or her education records;
2. The right to request amendment of a student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to withhold the disclosures of personally identifiable information contained in the student's education records.

When a student enters Temple University, regardless of age, FERPA rights transfer from the parent to the student. Therefore, the University cannot disclose a student's education records, including grades, without the written consent of the student.

For more on FERPA rights and how students may submit a contact waiver, please visit: <http://www.temple.edu/studentaffairs/orientation/parents-and-family/ferpa-information.asp>

For in-depth information regarding FERPA policy, please go to <http://policies.temple.edu/ferpa/> (PDF)

Student Record Access and Amendment Policy

Students have the right to review educational records:

File Review: Students may review transcripts, registration and grades online through Self-Serve Banner. In addition, a student may make a written request to LKSOM Office of Student Records to review other documents in the academic record. After the file is prepared for review as per the [Family Education Rights and Privacy Act \(FERPA\)](#), a Record's Office Administrator will contact the student to schedule a review meeting. All file reviews must be conducted in the presence of an LKSOM administrator. Copies requested from the student record may be provided—but are subject to FERPA regulations.

If a student has waived their right to see any document, e.g., Letters of Recommendation, such documents will not be subject to student review.

The right to request amendment of a student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights:

All requests to amend a student's education record must be submitted in writing to the Office of Student Records. All requests will be considered. Administrative/clerical errors will be corrected promptly—within 1-3 business days.

If the amendment request pertains to unfairness, prejudice, grade miscalculations, etc., such requests will be referred to the Course or Clerkship Director, Associate Dean of Student Affairs or the Senior Associate Dean of Education for further review, consideration and possible resolution. The procedure will follow the "Appeal of a Grade" policies and procedures.

Enrollment Verification

Students or alumni in need of enrollment verifications should contact Denise Green in the Office of Student Records, 328 MERB, or by e-mail at dmg@temple.edu.

Registration/Payment Methods

Students' registrations are not finalized until all applicable tuition and fees are processed by the Office of Student Financial Services. Failure to satisfy all financial obligations when due will result in withholding of official transcripts and diplomas, and denial of the right to register for future sessions.

Financial aid, checks, cash and money orders are acceptable forms of payment. Checks or money orders should be made payable to Temple University. The University will not accept credit card payments directly or via the phone for payment of tuition and fees that appear on the billing statement. Credit card payments can be made via TUPay through the TUportal only and are processed by the University's vendor.

Students are charged a convenience fee of 2.75% in addition to tuition and fees charged for this service by the vendor. No fee is charged for e-check payments.

MasterCard, Discover and American Express are accepted. VISA credit, debit and check cards are not accepted. Credit card payments are not accepted in person by the cashiers at any of the Bursar's Office locations, and will not be accepted via telephone through the Diamond Line or through the Bursar's Office phone line.

Third Party Payments are acceptable. An approved letter/contract authorizing Temple University to bill the third party must be presented to the Office of Student Financial Services by the due date of the bill.

In-State/Out-of-State Residency Status

A student is classified as a Pennsylvania resident for tuition purposes if his/her permanent, legal residence is in Pennsylvania. In-state residency is generally established within the context of the following overall guidelines:

A student who has resided in Pennsylvania for a purpose other than pursuing higher education for a continuous 12-month period immediately prior to registration at Temple or any other college or university within the state is presumed to be a resident of Pennsylvania. A student who comes to Pennsylvania primarily or solely for the purpose of pursuing his/her education will not be considered a Pennsylvania resident for tuition.

Students under 22 are presumed to have the domicile of their parents or guardians. A student who receives financial aid based on residence in a state other than Pennsylvania may not be considered a resident of Pennsylvania.

A student attempting to establish Pennsylvania residency must be a citizen of the United States or must hold a valid immigration visa. A student who does not qualify for such presumption must present convincing evidence to establish Pennsylvania residency. Such evidence may include some or all of the following: lease or purchase of a permanent Pennsylvania residence; payment of Pennsylvania taxes; transfer bank accounts, stock, automobile, and other registered property to Pennsylvania; acquisition of Pennsylvania driver's license;

registration to vote in the State of Pennsylvania; acceptance of permanent full-time employment in Pennsylvania upon graduation; continuous presence in Pennsylvania during significant periods when not enrolled as a student; membership in Pennsylvania social, athletic, civic, political, and/or religious organizations; an affidavit of intention to reside indefinitely in Pennsylvania.

For further details: <http://www.temple.edu/registrar/students/registration/residency/>. Specific questions pertaining to Pennsylvania residency status should be directed to the Main Campus Office of the Registrar at 215-204-1131.

Student ID Cards

Student identification cards are issued to new students upon registration into the first semester, and are distributed during new student orientation. The original photo ID is issued free of charge.

If an ID card is lost, you may apply for a replacement in the Office of Student Records (OSR), Room 328 MERB. There is a \$20 replacement fee for each reissued card. Cash or checks payable to Temple University must be submitted to the Kresge Cash Operations window, lobby level of the Kresge Building. Please bring your receipt with you to OSR at the time the replacement request form is completed.

STUDENT AFFAIRS

The Office of Student Affairs helps students to succeed in medical school, addressing orientation and adaptation, academic advising and support, career and residency planning, personal counseling, financial aid, background clearance and health requirements, and student activities and wellness. In collaboration with the Office of Health Equity, Diversity and Inclusion, we welcome and support all students, celebrating their unique contributions.

CAMPUS RESOURCES

Campus Safety Services

Campus Safety Services provides service to the Temple community 24 hours a day, 365 days a year.

Location:	Health Science Center Campus Parkinson Pavilion Broad and Tioga Streets
Phone:	1-1234 (on campus) 215-204-1234 (non- campus) 215-777-WALK (9255) for walking escort services
Website:	www.temple.edu/safety/
Twitter:	@TU_Police

The safety and security of our students, faculty and staff are of the utmost importance to all leadership. Both institutional and office facilities are located in reasonably safe areas with security appropriate to each area. Perhaps the area of greatest concern is the Health Sciences campus (HSC), but even though a potential risk may be higher, security systems are enhanced appropriately. Security measures on the Health Sciences Campus of the University are reviewed regularly to ensure that everything possible is being done to keep our campus students and employees safe.

Temple University security systems are managed by the Department of Campus Safety Services which uses a multi-faceted approach to ensure the safety of students, faculty, staff and visitors. Components of the department include a staff of more than 125 uniformed police officers, contracted security services, campus safety specialty services and crime prevention tools. Each police officer has received state-mandated training at an accredited police academy. Seeking to utilize personnel and technology to provide an effective response, Temple has several specialized units, including Hazardous Device teams, the Investigative division and Honor Guard. Since 2004, Temple University Police officers have taken part in the nationally acclaimed Active Shooter program to ensure all police personnel are trained in responding to this potential situation.

A Communication Center provides support to our University's police and security personnel and our community at-large, and operates 24 hours per day, 365 days per year. It monitors and coordinates responses to over 600 surveillance cameras, Code Blue emergency phones, our walking escort program, elevator emergency phones, panic alarms, intrusion alarms, fire alarms and law enforcement activity. Its technology includes the TU Alert notification system and the computer aided dispatching system that interfaces with the Philadelphia Police Department's 911 Emergency Dispatch Center. Located throughout the campus are strategically placed "code blue" emergency communications kiosks. These highly visible deterrents to would be criminals add to the sense of security for staff, faculty, students and visitors.

Each officer attends regular in-service training including sensitivity training to sharpen skills needed to work within a diverse socio-economic and cultural community. In addition, the law enforcement staff maintains a strong visual presence traveling by identifiable cruiser, by bicycle and on foot to ensure safety and security of students, faculty, staff and visitors to the institution.

Our Security Division includes Temple and AlliedBarton security officers. Security services consist, in part, of approximately 73 officers stationed at building entrances, strategic on-site locations and building rover rounds throughout the HSC campus. Their role is to monitor and control access to the buildings for students, faculty, staff and visitors. Security officers work closely with police personnel to coordinate personal safety and property protection in University buildings and throughout the community. By providing access control and compliance with University policies and procedures, security officers further ensure safety for the University. In addition, security officers are readily available to provide directions, respond to security concerns and assist in the reduction of loss prevention. All security

personnel receive departmental training annually related to topics, such as incident report writing, customer service, and emergency procedures.

In order to enter any Temple building, a University issued ID card must be presented. A Temple ID is issued to each student, faculty and staff member and must be prominently displayed. Each and every individual entering one of the buildings on the Health Sciences Campus must show their ID to the security guard(s) on duty. If you do not have a valid Temple Photo ID, you must register on an electronic visitor registration system, provide a form of photo identification and advise of your business in the building.

In addition to external and internal building security, Campus Safety Services provides dusk to dawn shuttle services and/or walking escort services as requested. Security Bike Officers provide escort services and maintain communication with Temple Police. The Walking Escort Program is available to help get students/employees safely to their destination. Walking escorts, security officers on bicycle, accompany individuals who are walking around or across the HSC. These escorts can be provided by calling 8-WALK from any campus phone or 215-777-WALK (9255) from a cell phone. Walking escorts are available from 4 p.m. to 6 a.m. seven days a week.

TUready is Temple University's fully integrated, campus-wide, all-hazards emergency management program based on the framework of the four phases of emergency management: prevention/mitigation, preparedness, response, and recovery. TUready is intended to be comprehensive, sustainable, and flexible; taking into account the unique mission and characteristics of the University. Temple University's emergency management program is implemented through the Office of Emergency Management. Through Emergency Management's extensive planning, Temple University is capable of handling any situation that may arise. TUready's mission consists of five aspects:

1. Maintain and implement the University's emergency communication system (TUalert)
2. Assess and develop the University's emergency preparedness efforts
3. Enhance mitigation practices to protect the University's people, property and assets
4. Facilitate a process for University continuity planning that includes academics, business, research operations
5. Provide educational resources for emergency procedures, including evacuation, shelter-in-place, lockdown and responses to specific hazards

The TUAAlert system is the University-wide system that is used to communicate information regarding an incident that occurs on or near campus and is deemed an emergency requiring immediate action on the part of the campus community. This alert may take the form of an e-mail, a text message to mobile phones, and/or a voice message depending on the user's preference when registering.

TUsiren is used only to communicate information regarding an incident that occurs on or around campus that is deemed a catastrophic and life-threatening situation (e.g. severe weather or release of hazardous material). The siren will indicate the need for all to shelter-in-place, unless otherwise directed. In addition to sounding the siren, a TUalert will be sent out and incident updates will be posted to the university web site.

Campus Safety Services (including Temple Police and Security Officers) and Facilities Management serve as the university's officials for emergency procedures and oversight. An evacuation is implemented under conditions when it is no longer safe for students, faculty and staff to remain in a building or a specific area in a building. This requires occupants to move out and away from a building to a designated building area of refuge or out and away from a specific area within a building.

Shelter-in-place means to seek immediate shelter and remain there during an emergency rather than evacuate the area. Shelter-in-place will only be used when an evacuation is not safe. Certain events, such as hazardous materials contamination or severe weather, may necessitate the initiation of the university's shelter-in-place protocol. Notification to shelter-in-place may be made using all means of communication available. A Lockdown is a procedure used when there is an immediate threat to the building occupants and there is a need to stop access to all or a portion of the buildings on campus. This allows emergency responders to secure the students and staff in place, address the immediate threat, render first aid if needed, and remove any innocent bystanders from immediate danger to an area of safe refuge. An Active Shooter event necessitates Lockdown, but Lockdown is also used in other scenarios, such as when there is gunfire exchange outside the building as a result of criminal activity. A Lock Out prevents unauthorized personnel from entering a building. All exterior doors are locked and the main entrance is monitored by the Temple Police, Security, and/or administrators. This procedure allows the occupants of a building to continue operations, but curtails disturbance from outside activity. This is used in the event of a large civil disturbance or protest.

An Active Shooter event is one in which one or more persons are actively engaging in killing or attempting to kill people in a populated area. In most cases, active shooters use firearms, and there is no apparent pattern or method to their selection of victims. These situations are dynamic and evolve rapidly. Police officers are typically deployed immediately to stop the shooting and mitigate harm to victims. The Homeland Security training for an active shooter incident includes three things you can do that make a difference: run, hide, fight. For more information, visit: <http://safety.temple.edu/emergency-preparedness/know-what-do/active-shooter-preparedness>

In the event of a catastrophic impact which causes an interruption of continued building operations for academic affairs a multi-level approach to relocate activities will be assessed and implemented. The medical school is fortunate to be a part of the University which has multiple opportunities to provide classroom, library and study space. Within the buildings the medical school has functions are separate but connected via a pedestrian bridge to the Kresge building, four (4) over 100 persons auditoria with state of the art audiovisual technology.

Roof mounted lighting floods the Broad Street corridor and strategically located lighting is in place to illuminate common paths of travel to parking areas and public transportation. Closed circuit recorded video monitoring exists to cover many areas of the Health Sciences Campus and specifically, common paths of travel to parking and building entrances and exits.

Students and employees are advised that Temple Police can be reached at any time at 215-204-1234 (1-1234 from a campus phone) or Philadelphia Police at 911. All of the information and details on

procedures can be found on the Temple University Campus Safety Services website. In addition, the medical school conducts periodic safety training sessions through the Office of Emergency Management.

For information about campus safety at our affiliate campuses, refer to Appendix B.

Emergency Closing or Delayed Opening

Should it be necessary to close the medical school because of extremely severe weather or other emergencies, the following procedure will be utilized:

1. The medical school follows university policy regarding emergency closings or delayed openings. LKSOM status updates will be sent via email and will be posted on the website.
2. Closure will apply to all student education programs, with the exception of fourth year sub-internships. Sub-interns should check with their individual clinical sites to determine if they need to report. Students at campuses outside of Philadelphia should check with their individual sites regarding the necessity for closing/delayed opening, since weather at those sites may significantly vary from that in Philadelphia.
3. Announcement of the closure will be made over public radio utilizing the following code number: 101

For clinical and regional campus Emergency Closing or Delayed Opening information, please refer to Appendix B.

Student Faculty Center

The Student Faculty Center (SFC) is located on the southwest corner of N. Broad and Ontario Streets on the Health Sciences Center (HSC) campus of Temple University. Operating hours are 6:30 am – 10 pm Monday through Thursday and 6:30 am – 8 pm Friday.

A recreation center, conference rooms, pool, ping pong and air hockey stations, bookstore, Student Health Services, and Student Financial Services are among the many services offered. The SFC sponsors monthly coffee and bagel mornings and a variety of student entertainment with discounted tickets to shows, sporting events and recreation activities throughout the academic year.

Recreation Center

The 15,000 sq. ft. recreation center includes a weight room, separate cardio area, basketball court, racquetball court, and two fitness studios averaging over 3,500 people per month using the facility. This includes students, staff and faculty from all HSC schools and the Temple University Health System. The weight room has a wide selection of dumbbells and other free weights including a total of 7 benches. Workout using the 15-piece selectorized muscle group machines, free weights, bench press, and squat racks or try the kettlebells and plyoboxes. In addition, students can take part in fitness classes such as cardio boxing, HIIT total body, Zumba, body shaping and step aerobics. The recreation center also sponsors multiple intramural sports throughout the year including basketball, indoor soccer, racquetball, volleyball and table tennis. The recreation center is open during the fall and spring semesters from 6:30 am – 9:45 pm Monday through Thursday and 6:30 am – 7:45 pm on Friday. During the summer, the recreation center is open from 6:30 am – 7:45 pm. A valid Temple

University ID is necessary to access and use any of the recreation center offerings.

Please visit <http://studentcenter.temple.edu/hsc-recreation-center> for more information.

Bookstore

Location: Student Faculty Center, 1st Floor

Hours: 9:00 am - 4:00 pm, Monday - Friday

Phone: 215-707-3157

The Student Bookstore is operated by Barnes and Noble College Booksellers. The bookstore stocks all required books and supplies as well as Temple clothing, souvenirs and giftware. A limited assortment of jewelry, greeting cards, snack items and health-aids are also available. We are also your source for specialized clothing for fraternities, sororities, student organizations, and fund raising items.

SFC Activities and Operations Office

The SFC Activities and Operations Office plans the cultural, educational, recreational, and social programs for the Health Science Campus. The General Activities Fee generates funding which sponsors events such as the annual HSC Ski Trip, Free Coffee and Bagels every first Wednesdays of the month and discounted tickets to sports games, Broadway shows, and other various events in Philadelphia. Tickets usually go on sale 2-3 weeks before the event date. Be sure to continually check the website below for updated information and follow the SFC Facebook and Twitter page. These funds are also used to collaborate with student organization run events such as the Annual Health Policy Symposium, SNMA Black History Month Events, Habitat for Humanity, and LMSA Spring Fiesta as well as many others.

If you have any suggestions on events or programming you would like to see at HSC, please contact the Program Coordinator at 215-707-4919 or email sfc@temple.edu or visit our website: <http://studentcenter.temple.edu/activities-0> for additional information.

The SFC Activities and Operations Office also sponsors over 83 different HSC campus student organizations for the Medical, Dental, Pharmacy, Podiatry, and Public Health Schools. Each year these organizations receive allocations to program events on and off campus. Please visit: <http://studentcenter.temple.edu/student-organizations> for more information.

Library Services

THE SIMMY AND HARRY GINSBURG HEALTH SCIENCES LIBRARY

- Over 175 public workstations
- Seating for nearly 1,000 patrons throughout the library
- Two classrooms to meet the library's instructional needs, one of which can be converted into a conference room
- Over 30 group study rooms
- Wireless access throughout the entire library space
- Ten collaborative learning rooms

Hours of Operation

Regular Hours (Hours vary during summer and holidays)

Monday – Thursday: open 24 hours

Friday: library closes at 10:00 pm

Saturday: 9:00 am – 10:00 pm

Sunday: 10:00 am – 1:00 am

Hours vary during summer and holidays. Please visit <http://library.temple.edu/hsl> for more information.

Contact Information

Ginsburg Health Sciences Library

3500 North Broad Street

Philadelphia, PA 19140

Circulation: 215-707-BOOK (2665), hscirc@temple.edu

Reference: 215-707-4033, hscref@temple.edu

A Guide to the Ginsburg Health Science Library

The Simmy and Harry Ginsburg Health Sciences Library supports education, patient care and research at Temple University. It serves the information needs of the schools of Medicine, Dentistry, Pharmacy, the College of Health Professions and Social Work and Temple University Hospital.

- Located in the state of the art Medical Education and Research Building, the Ginsburg Library provides access to a variety of online and print materials and offers space for individual study, collaborative learning and information instruction.
- The School of Podiatric Medicine is served by the Charles E. Krausz Library of Podiatric Medicine, located on its campus at 8th and Race streets in downtown Philadelphia. Together, the Krausz Library and the Ginsburg Library comprise the Health Sciences Libraries system.

Serving the 21st Century Health Sciences Center

Over the past 20 years, health sciences libraries have transformed from print-oriented collections of journals and books into electronic information centers. Therefore, the Ginsburg Library offers a substantial number of journals and medical and health-related texts online. Students and clinicians can access important patient care information wherever they need it. The Library also continues to offer a rich collection of approximately 120,000 print volumes covering the late 16th century to the present. This new library space is designed to accommodate the use of electronic resources with over 175 public work stations, wireless internet throughout and ample group study space. The new library also boasts generous shelving space for journals and other health sciences print texts. The library lends laptops and iPads to Health Science students. Learn more by calling the circulation desk: 215-707-2665 or reference desk: 215-707-4033.

Selected Resources

Below is just a sample of the exemplary resources offered to Temple's health sciences students, scholars, practitioners and researchers by the Simmy and Harry Ginsburg Health Sciences Library:

- **Ovid Databases:** A collection of health sciences databases, full-text journals and a 3-D human anatomy program.

- **Cardiosource:** An online cardiovascular information service from the American College of Cardiology that includes news, commentary, self-assessment materials, clinical practice guidelines and more. It features an audio collection of heart sounds, referred to as Heart Songs, that is used to improve cardiac auscultation skills.
- **MD Consult:** A web-based clinical information resource that offers online reference books, journals, patient handouts, a pill identification system and current awareness materials.
- **ACCESS Medicine, ACCESS Emergency Medicine, ACCESS Surgery and ACCESS Pharmacy:** The ACCESS collections offer several major medical text titles including: Harrison's Online, Schwartz's Surgery Online, and Goodman & Gillman's Pharmacology. Other materials include question databanks, videos and drug-information tools.
- **Web of Science:** Covers literature in the sciences, social sciences and humanities with subject and citation searching.
- **Medical Humanities Collection:** This collection of books found at the Ginsburg Library holds interdisciplinary works that explore medical education and practice through perspectives from the arts, humanities and social sciences.

Services

Librarians and staff are always on hand to help the health sciences community at Temple find the essential information they need. Our services include:

- **Information Services:** 215-707-4033, hscref@temple.edu. Reference librarians offer assistance in online searching, answer factual questions and provide support for in-depth research through training sessions and consultations.
- **Research Guides:** <http://guides.temple.edu>. Web-based guides contain information on relevant subject-specific materials, both in print and online.
- **Credentialing Services:** Experienced staff provides comprehensive credentialing searches for faculty tenure, promotion and appointment.
- **Circulation:** 215-707-BOOK (2665), hscirc@temple.edu. The Circulation Department manages the reserve collection, including the laptop loaner program, AV items and the checking in and out of materials.
- **Document Delivery Service:** The document delivery department can obtain materials not owned by the Ginsburg Library. Most articles are received and delivered electronically. For patient-care emergencies, the library provides rush services, which often provide articles within 24 hours.
- **The Freeman Biomedical Information Center:** A virtual and physical learning destination that is integrated into the reference area of HSL's service desk and its print reference collection. The center also offers electronic access to select reference materials.

For information about Library Services at St. Luke's Regional Campus, refer to Appendix B.

CHARLES E. KRAUSZ LIBRARY: SCHOOL OF PODIATRIC MEDICINE

Location/Contact Information

8th and Race Streets, 6th floor

215-629-0300 Press "0" and ask for the library.

http://www.temple.edu/hsc_library/

Hours of Operation

Regular Hours (Hours vary during summer and holidays.)

Monday – Thursday: 8:00 am – 11:30 pm

Friday: 8:00 am – 4:45 pm

Saturday: 9:00 am – 4:45 pm

Sunday: 12 noon – 10:30 pm

A Temple University I.D. is required to borrow library materials. Books circulate for two weeks with one two-week renewal allowed. Journals circulate for two hours during the day or overnight after 4:00 pm. (Kresge and South only.) Some reserve books circulate after 4:00 pm and are due the next day by 10:00 am Laptops may be checked out for use during the day or overnight. Two renewals are permitted.

The libraries are open to students, faculty, and staff of Temple University. The libraries/study areas listed below are open to all Temple University students. Always bring Temple I.D. For questions regarding library facilities (or service) call 215-707-BOOK (215-707-2665). For additional information, please see the HS library web site at <http://library.temple.edu/hsl>.

PALEY LIBRARY (MAIN CAMPUS)

Location/Contact Information

13th and Berks Mall

Phone: 215-204-8211; 215-204-8212 (Reference)

<http://www.library.temple.edu>

Hours of Operation

Regular Hours (summer and holiday hours vary. For current hours, call 215-204-8211)

Monday – Thursday: 8:00 am – 12:00 am

Friday: 8:00 am – 8:00 pm

Saturday: 9:00 am – 7:00 pm

Sunday: 12:00 pm – 12:00 am

AMBLER CAMPUS LIBRARY

Library Building, 580 Meetinghouse Road, Ambler

Phone: 267-468-8646

TEMPLE UNIVERSITY CENTER CITY (TUCC) LIBRARY

1515 Market Street

Phone: 215-204-6950

MAIN CAMPUS DEPARTMENTAL LIBRARIES

Science and Engineering Library

Engineering Technology Building

12th and Norris Streets, Room 201

Phone: 215-204-7828

Law Library

Charles Klein Law Bldg., third Floor

The Law School Library has certain restrictions in its use. Students in other schools may not use the facilities for study space. If you need to use specific law materials, please call 215-204- 4538 to arrange a day pass.

Tech Center

Bell Building, 12th and Montgomery Ave.

Phone: 215-204-8000

The TECH Center is a technology and education center at Main Campus with over 600 computer workstations, breakout rooms, specialized labs and spaces to socialize.

STUDENT HEALTH INFORMATION

Pre-matriculation Immunization Requirements

Prior to medical school matriculation, students will receive a letter and two forms. The first form is an immunization record. After completion of this form, students are asked to submit the laboratory reports of titers/antibodies that verify immunity to infection with:

- Measles, Mumps, Rubella, Varicella, and Hepatitis B.
- The date of the last Tetanus/Diphtheria booster shot is also needed (within the last ten years).

The second form is a physical form and must be completed by a healthcare provider and sent to:

Temple University Student Health Services
Student Faculty Center, Lower Basement, Rm. 43
3340 North Broad Street, Philadelphia, PA 19140
(215)707-2708 Fax

All students are required to have an annual Tuberculin Skin Test (PPD). This testing must be done in Student Health Services upon arrival to campus. Scheduling will be determined at that time.

Student In-House Health Services

Basic health care for students is available through the Student Health Services office at Temple University Health Sciences Center, located in the Student Faculty Center at Broad and Ontario Streets. The service is designed to offer students easily accessible care at low costs. Routine appointments, same-day care and referrals for specialty care are available.

**During times when Student Health Services is closed, the Emergency Department will give students with non-urgent problems as much priority as possible. However, our Emergency Department has a very high percentage of emergency and urgent cases. Students, therefore, must be aware that there may be a substantial wait for a non-urgent problem.

To facilitate your being seen in the Emergency Department in as timely a fashion as possible, you should go to the Triage Office, **identify yourself as a medical student and bring your insurance card with you.** The Emergency Department is not to be used in lieu of Student Health Services.

Student Health Services Staff:

Dorrit Sterner, M.D.

Eileen Hyams Kolick, R.N.
(215)707-4088

DENTAL SERVICES

Dental School Clinic: 215-707-2900

- No discount is offered
- Emergency care Monday through Friday, 8:30 am - 4:30 pm (first-come, first-serve)
- Routine and specialty care by appointment

For urgent dental care at nights, weekends, and holidays, go to the Emergency Department, Temple University Hospital.

MENTAL HEALTH RESOURCES

The Center for Professional Development

Confidential behavioral health services provided including: Psychiatry, Educational assessments, Psychotherapy, Substance Use assessments, Mindfulness training, Psychological Assessments, Bio/Neurofeedback. Services are provided free of charge.

Philadelphia campus:

Dr. William J. Heran, PhD, LCSW
Clinical Director, Psychotherapist
(215)834-7979

Janet Castellini, MSS, LCSW
Psychotherapist
(609)504-2522

Ryan Connelly, MS, MD
Psychiatrist
(215)834-7979

Jerome F. Knast, PhD
Educational Psychologist
(215)834-7979

Affiliate campuses:

Thomas Vallella, PsyD (St. Luke's Regional Campus)
Clinical Psychologist
(610)434-2431

Michael Carr, LPC (Geisinger Campus)
Licensed Professional Counselor
(570)441-5422

Tuttleman Counseling Services

215-204-7276
5th floor of 1810 Liacouras Walk

Main Campus of Temple University

Tuttleman Counseling Services (TCS) is located on Main Campus at 1810 Liacouras Walk, 5th Floor. TCS is a comprehensive provider of mental health services including individual, group, and couples counseling as well as psychiatric services. TCS provides consultation on mental health issues, for students, families, faculty, and staff. All services are free and confidential.

Please note that the point of entry for all services provided at TCS is Walk-In Clinic, which is available Mondays, Tuesdays, Thursdays, and Fridays between 10 am and 1:30 pm; Wednesdays between 9 am and 12 pm; Saturdays between 9 am and 12 pm (during the Fall and Spring semesters only).

Once you arrive, you will be asked to complete a brief intake assessment on the computer, wait to meet with a counselor to discuss your concerns, then collaboratively decide on next steps, which might include scheduling you to meet with a counselor to begin a course of treatment. Evening appointments are available on Tuesdays and Wednesdays until 8:00 pm. If any additional information is needed, please feel to contact TCS at 215-204-7276.

If you have an emergency and Tuttleman Counseling Services are not available (evenings, weekends and holidays) please call Temple police at 215-204-1234 or 911. If you would like to have a mental health evaluation you can call Temple Hospital Episcopal Campus at 215-707-2577. Emergency care is available at the Crisis Response Center located at Episcopal Campus.

****Remember to identify yourself as a medical student if you call a department directly!!!****

INFECTIOUS DISEASE PREVENTION

Bloodborne and Airborne Pathogens Training

Through the Directors of Occupational Health and Infectious Disease, and Student Health Services, the Lewis Katz School of Medicine has implemented a comprehensive program of education about methods of prevention and control.

The Year I class receives bloodborne and airborne pathogens training during orientation. Year II students have instruction about infection prevention and control, basic infection and prevention control principles and practices and more in-depth discussion about HIV, hepatitis B, and hepatitis C as they relate to occupational exposure issues during block 7, at the beginning of the year. Annual training also takes place for Year III and IV students. The schedule of training for Years III and IV students is announced in a mailing prior to a class meeting.

These measures have been developed to best assure that students are given appropriate education about preventing exposure to infectious and environmental hazards and to best support the students and the patients with whom they come in contact.

Policy Regarding Medical Students and High Risk Infectious Diseases, such as Ebola

LKSOM medical students should avoid interacting with patients with possible Ebola or similar high risk infectious diseases. As a result:

1. No LKSOM medical student is to interact with a patient who has been diagnosed with Ebola or a similar high risk infectious disease.
2. No LKSOM medical student is to interact with a patient who has been quarantined because of exposure to Ebola or similar high risk infectious disease until that quarantine is lifted.
3. No LKSOM medical student is to interact with a patient who has a positive Ebola screen.
4. Students are advised not to travel to any location that the CDC has classified as a level one or level two travel risk. No LKSOM sponsored experience will take place in any location that the CDC has classified as a level one or level two travel risk related to Ebola or a similar high risk infectious disease.

Students should be involved in discussing care parameters regarding patients with Ebola or similar high risk infectious diseases; however, there is no need for students to be exposed to patients with such infections. To prepare students as well as possible:

1. The Associate Dean for Academic Affiliations will work with the affiliates to make sure they are aware of our policy and will obtain their institutional specific protocols.
2. The Senior Associate Dean for Education will work with clerkship directors and Family Medicine sites to be sure they are aware of and able to comply with our policy.
3. Fourth year students doing away electives should make themselves aware of the local hospital policy upon arrival. Students should familiarize themselves with the personal protective equipment available and practice universal precautions. If, at any time, a student is uncomfortable with his/her responsibilities during the rotation, s/he should feel free to contact Dr. Gerald Sterling or Dr. Douglas Reifler.
4. Clinical experiences for the first and second year students will be altered as needed by Dr. Denise Salerno.

Policies may change depending on the nature of the infectious disease risk. LKSOM follows appropriate CDC recommendations in order to keep all of our health care workers and trainees safe.

What to Do in the Event of a Needlestick

Go to Temple Occupational Health Services during regular business hours. Tell them you have the student accident insurance.

Temple University Hospital
Basement, Rock Pavilion
(215)707-4455

On nights and weekends, go to the Emergency Room and tell them you have the student accident insurance policy. Follow up care is managed by Student Health Services.

STUDENT INSURANCE INFORMATION

Health Insurance

It is medical school policy that all students are required to carry health insurance. As a medical student you have the following options:

1. Enroll in one of the University sponsored plans or
2. Provide proof of coverage from an outside insurance company. If you have coverage from an outside insurance company you **MUST** complete a Waiver of Insurance and Certification of Outside Health Insurance Coverage form during the open enrollment period.

Health Insurance Options:

University sponsored plan options, monthly premiums, enrollment/waiver process and student health insurance requirements can be found on the HR website at:

<http://www.temple.edu/hr/students/index.html>

Health Insurance Billing:

If you elect any type of coverage during the open enrollment period, a bill will be sent to the address you provided during the enrollment process. You will be responsible for paying the monthly premiums directly to Independence Blue Cross.

Loss of Outside Health Insurance:

If outside health insurance is lost for any reason, you should contact Jacquee Lukawski at jlukawski@temple.edu or (215)707-1630.

For questions about open enrollment or your health insurance bill, please visit the Independence Blue Cross website at https://www.ibx.com/temple_students or call 1-888-516-8309. You may contact the Benefits office at (215)926-2270 or via e-mail at studentinsurance@temple.edu.

Student Accident Insurance

All medical students are enrolled in a supplemental accident plan that reviews incidents such as needlesticks, sharp injuries, etc. The claims administrator of this policy is **A-G Administrators, Inc.**

The student accident policy is not a health insurance plan. It is a supplemental policy that only covers injuries that result from an accident while performing required academic activities, and it coordinates the payments made from your health insurance.

If you sustain an injury as a result of a required academic activity, you must submit a claim under the student accident policy. To file a claim, you will need to complete a [student accident claim form](#) making sure to provide information about your health insurance. Claim forms that are missing information will delay the claim process. If necessary, **A-G Administrators, Inc.** will write to you directly to request additional confidential health information.

The claim form must be submitted within 30 days of the injury date. All claim forms must be submitted via mail or fax directly to **A-G Administrators, Inc. Claims department** and a copy must be mailed or faxed to the Temple University Benefits office.

- [Click here for instruction on how to file a student accident insurance claim with A-G Administrators, Inc.](#)
- [A-G Administrators, Inc. Summary of student accident insurance plan](#)
- [A-G Administrators, Inc. Student Accident Claim Form](#)

Temple University Benefits Department

Attn: Geralyn O'Kane
 TASB 083-39
 1852 N.10th Street
 Philadelphia, PA 19129
 FAX: (215)926-2288

For questions regarding Student Accident Insurance, please contact [Geralyn O'Kane](#) at (215)926-2280 or Benefits Department at (215)926-2270.

For further information on the Student Accident Insurance plan, please visit:
<https://www.temple.edu/hr/students/accident.htm>

Liability Coverage for Medical Students

Temple University administers its liability insurance program through the Risk Management and Insurance Department. The following addresses liability coverage for medical students enrolled in the Lewis Katz School of Medicine, as it relates to curricular and non-curricular activities.

CURRICULAR PROGRAMS

Temple University provides students with liability coverage for programs taken for curricular credit whether at Temple University Hospital, an affiliated institution, or while on an external rotation if they are registered as a student. Liability coverage is also provided when an external rotation is taken for curricular credit at an institution that is not affiliated. Further questions regarding student activities, summer work projects or volunteer activities should be directed to Office of Student Affairs. Further questions about curricular issues should be directed to the Office of Medical Education.

STUDENT ORGANIZATIONS

Temple University provides liability coverage to student organizations of a professional nature but not to social and/or sports organizations unless those social organizations are taking part in a professionally related activity like health screenings. Examples of professional student organizations include Student Council, TEAC, Temple Cares, Prevention Point, AMSA, and SNMA. Examples of social and/or sports organizations include Soccer and Basketball. The University liability program applies only to registered student organizations. Therefore, it is highly desirable for all student organizations to register with the Student Activities office located in the Student Faculty Center on the 1st floor. Registration materials can be obtained there.

Any student organization undertaking an activity in the community must first obtain approval from the School of Medicine. The student organization is asked to consult with the Office of Student Affairs about the need for an informed consent waiver form. In general, any activity undertaken with minors (under 18 years of age) needs an individual informed consent waiver form

to be signed by the participant's parent or legal guardian. The signed forms will be kept on file in the Office of Student Affairs. A student organization undertaking an approved group program in the community (such as training on self-breast examination with a church group) is required to routinely communicate to the group that the information is presented as community service information and not prescribed medical treatment. Only approved community activities will have liability coverage provided by Temple University. Liability alleged to result from non-approved community activities is not covered.

RESEARCH/VOLUNTEER WORK

Students working on research or as a medically related volunteer at Temple University Hospital or at an affiliated institution at the direction of Temple, whether in a paid or volunteer capacity, are provided coverage under the University's liability insurance policy. Examples of this include students working on a summer research project in a clinical department through the work-study program at Temple University Hospital or volunteering at Temple University Hospital.

Students who are directed by Temple University to work at affiliated institutions are also provided with liability coverage. However, without specific approval from Temple University through the Office of Education or Student Affairs at LKSOM, liability coverage does not extend to student research/volunteer activities at non-affiliated institutions. Some examples of activities that would not be covered except with specific additional approval include: students working on a summer externship program sponsored by a hospital in another state, working during the summer at the NIH, or working through federal work-study at an institution which is not affiliated with Temple. In those situations, students may or may not be covered by the institution/organization in which they are working. The student is responsible for knowing if they are covered. Before undertaking any such venture, it is advisable that students check with the institution/organization regarding professional liability insurance coverage and, if need be, the LKSOM Office of Student Affairs.

STUDENT FINANCIAL SERVICES

Student Financial Services at LKSOM

Lisa Duncan, MBA
Assistant Director, Student Financial Services
lisa.duncan@temple.edu

Joanne Handler, BA
Financial Coordinator
joanneh@temple.edu

MERB Suite 329
3500 North Broad Street Philadelphia, PA 19140
(215)707-7846 / (215)707-0749
sfsmed@temple.edu

Financial Aid Application Process and Awards

To be eligible for federal student loans (Direct Unsubsidized and/or Graduate PLUS) and consideration for any need-based financial aid (scholarships and loans), students must do the following:

- File the FAFSA (Free Application for Federal Student Aid) at www.fafsa.gov, using Temple University's federal school code (003371). A FSA ID is required.

Priority filing deadline is March 1st. It is recommended to use estimated income, if necessary, to meet the deadline. Any applicable updates and changes to the FAFSA can be made at any time.

To be considered for need-based financial aid (LKSOM scholarships and/or various loan programs), it is strongly encouraged parent information is provided on the FAFSA, regardless of your dependency status. Please contact the SFS office with any questions or concerns.

The Office of Student Financial Services may request income documentation to determine need-based loan eligibility. This would include a completed verification worksheet, student W2's and federal Tax Return Transcript (if applicable) and parent W2's and federal Tax Return Transcript (if applicable). You can obtain a Tax Return Transcript through the following:

- RECOMMENDED: Use the IRS Data Retrieval Tool through the FAFSA.
- Request online at www.irs.gov (Get a Tax Transcript under 'Tools' > Get Transcript by MAIL). Tax Return Transcript will then be mailed
- Request by phone at 1-800-908-9946
- Complete Form 4506-T, available at www.irs.gov under 'Forms & Pubs'. Mail or fax form to applicable listed contact
- Visit your local IRS office and present government issued photo ID

Lewis Katz School of Medicine Scholarships

The Lewis Katz School of Medicine is committed to providing scholarship support to medical students. Students are given full consideration for merit-based scholarships through the admissions process as an entering first year medical student. Students are also continuously given full consideration for need-based scholarships and loans throughout each academic year.

The scholarship policy is the following:

1. Only students in good academic standing are eligible for medical school scholarships.
2. Students must adhere to the professionalism standards of LKSOM to continue receiving scholarship funds.
3. Students are not eligible for scholarships while on Independent Study.
4. Students not in good standing with a scholarship will be reviewed by a scholarship committee, including the Associate Dean of Student Affairs, Senior Associate Dean of Education, Director of Student Affairs and Student Financial Services.
 - a) Students may be in good standing without successfully completing all coursework.
5. Any student who has not successfully completed all academic requirements, including USMLE exams (even though s/he may be in good standing), may lose scholarships for the following academic year.
6. All scholarships with restrictions as set by the scholarship donor(s) will be awarded in strict compliance. Where possible, academic success and financial need will be considered.

- Scholarships are renewable each year as long as student continues to be in good academic standing and meets any criteria for donor funds.

Outside Scholarships

Students are encouraged to search and apply for scholarships through outside organizations each academic year. Criteria, amounts, and deadlines will vary upon organization.

The Office of Student Financial Services will notify students of outside scholarship opportunities throughout the academic year.

Debt Management Counseling Services

All new federal student loan borrowers must complete an online entrance counseling at www.studentloans.gov. During this, the borrower's rights and responsibilities are outlined and explained. An online exit counseling session is also required of all graduating student loan borrowers to reiterate rights and responsibilities, as well as explain various repayment plans.

As per the American Association of Medical Colleges (AAMC) recommendation for ensuring financial literacy for medical students is being taught, a financial literacy program is in place. Through the use of the SALT financial literacy program, two mandatory assignments are required for each student per year. Through the use of the AAMC's MedLoans Organizer & Calculator (MLOC) and the National Student Loan Data System (NSLDS), loan borrowers will have additional required assignments.

Specific sessions will be offered on topics such as employee benefits basics, financial planner basics, and filing taxes basics throughout the academic year. Although optional, students are encouraged to attend.

The Association of American Medical Colleges (AAMC) is also a helpful resource for financial education for medical students. Resources and tools can be viewed online at <https://students-residents.aamc.org/financial-aid/>

One on one appointments are also always available.

Bursar's Office

The Bursar's office generates student tuition bills each semester, handles tuition payments, and issues refunds to students.

Only electronic bills statements (e-bills) are generated for registered students. Paper bills are not mailed.

Locations:

Health Sciences Campus

3440 North Broad Street Philadelphia, PA 19140

Kresge Building, First Floor

(215)707-3123

Hours: 9:30 am to 3:30 pm (closed from 1:00 pm to 2:00 pm)

Main Campus

1803 North Broad Street Philadelphia, PA 19122

Carnell Hall, Room 115
(215)204-7269
Hours: 8:30 am to 5:00 pm

Information regarding how to make a payment and bill due dates can be found at <https://bursar.temple.edu/>

REFUND POLICIES:

Tuition Refund Policy

Based on University policy for a tuition refund, students are eligible to receive a full refund of tuition costs for any withdrawal within the first two weeks of a semester. After the first two weeks, only medical or other extreme extenuating circumstances will be taken into consideration and determined by the Associate Dean for Student Affairs. Should a student take a leave of absence after the first two weeks, they will be placed on Independent Study for one semester to complete courses in that semester upon their return.

Refund of Credit Balances

Refunds caused by excess financial aid and loan funds are issued after the initial disbursement of financial aid, which generally occurs a few days prior to the start of the semester. Refunds are processed continually during the semester as aid is paid to the student account.

It is strongly encouraged students sign up for direct deposit for any anticipated refunds while attending LKSOM. Students can sign up for direct deposit through the TUPortal under 'Student Tools' (TUPortal > Student Tools > Student Accounts under TUPay > Student Choice Refunds). Checking or savings account and routing information will need to be entered. If direct deposit is not set up, a paper check will be mailed. In order for a refund to process, a student must have an accurate mailing address on file with Temple University.

Emergency Refund Advances

Students may receive an emergency advance on their expected refund prior to the University's receipt of funds.

Eligibility:

- Must be receiving financial aid funds and expecting a refund through excess funds of scholarships and/or loans for the semester
- No more than two emergency advances will be issued to a student per academic year
- First year medical students are not eligible for an emergency advance before the start of their fall semester. They may request up to \$2000 for the spring semester.
- Second year students may request up to \$2000 per semester
- Third and fourth year medical students can request up to \$4000 per semester

Process:

- Students are required to complete a promissory note before receiving any funds
- A promissory note must be completed in person at the Heath Sciences Campus Student Financial Services office (SFC, LB-41) or by mail (3340 North Broad Street Philadelphia, PA 19140)

- Emergency advances will be issued to a student no sooner than 30 days before the start of a semester

For questions regarding eligibility, students should contact the Office of Student Financial Services at 215-707-7846 or sfsmed@temple.edu.

For questions regarding the process, students should contact the Health Sciences Campus Student Financial Services Office at 215-707-2667.

Employment and Federal Work Study

In general, it is discouraged for a medical student to work and depend on wages from employment during the academic year. This is especially true during the first year, when the heavy study load and accelerated educational programs require a major adjustment for all new students. Students are encouraged to consult with their faculty advisor if considering employment during the academic year. If employment is feasible from an academic standpoint, the SFS Office may be able to assist.

Summer employment and research opportunities paid through federal work study funds are available in the summer following the first year through the Office of Student Affairs. During the spring, students will be informed of the various opportunities and process. For more information, contact the Office of SFS at sfsmed@temple.edu.

In-School Deferment of Previous Loans

In order to defer a previous loan, a lending institution may request written verification of your enrollment. Contact Denise Green in the Office of Student Records, 328 MERB, or by e-mail at dmg@temple.edu for assistance.

ADDITIONAL STUDENT SUPPORT SERVICES

Student Academic Support Services

LKSOM is committed to students having access to academic support services. Staff members in the Offices for Student Affairs (OSA) who have no evaluative role, collaborate with the faculty and fourth year students to provide academic support.

Pre-clinical Years:

First Year and Second Year:

All students are encouraged to seek help as soon as possible. Information about academic support resources and tutoring are provided at the beginning of each curricular block and Doctoring, are distributed through e-mail, and posted in Blackboard, LCMS, Google Docs, and each class Facebook page.

Resources include:

- Block Directors and designated Faculty who sit on the Pre-clerkship Academic Support Committee
- Staff in Student Affairs and Medical Education
- Fourth Year Student Study Assistants / Mentors / Tutors
- Doctoring College Advisors

- Study Tip Resources located in Blackboard, LCMS, Google Docs, Facebook
- a) Block directors and pre-clerkship faculty are available to assist students regarding material in the pre-clerkship curriculum. Help includes: assessing student issues and concerns, ensuring study assistance / tutoring availability, and facilitating study sessions.
 - b) Staff in the Office for Student Affairs and pre-clerkship faculty members collaborate with fourth year students to coordinate study assistance. Fourth year students serve as mentors and tutors, meet with students individually to assess and review academic issues, address study strategies, and provide follow up to ensure students are meeting their academic goals.
 - c) Staff in Student Affairs and Medical Education are available, to address student concerns, issues and questions regarding academic support.
 - d) Each student also has a doctoring college advisor who receives exam scores, grades and monitors academic progress. Advisors serve as a resource for students seeking academic support.
 - e) Grades are monitored by doctoring college advisors and staff in student affairs and medical education. They coordinate efforts to reach out to students if there is concern about academic progress.

Clerkship Assistance

If students need academic support during their third and fourth years, they are encouraged to meet with the clerkship directors as soon as possible. Additionally, staff in student affairs and medical education are available to assist them with resources information. Resources and study tips are available in Blackboard, Facebook, and Google Docs. The clerkship directors and dean's office directs students to appropriate help, as needed.

Post First Year Summer Academic Support Program

During the summer between the first and second curricular year, faculty and fourth year students provide a Summer Academic Support Program (SASP) for rising second year students seeking assistance with study skills in order to be well prepared for second year. The program, which is voluntary, offers the following:

- a) Assessment of first year student academic issues;
- b) Development of an individualized study plan;
- c) Assignment of an upper year mentor who meets with the students to discuss questions, review progress, and coordinate study sessions as requested.
- d) Opportunities to take practice exams which are reviewed to assess progress.
- e) Ongoing academic support / mentoring throughout the second year.

Disability Accommodations

The Lewis Katz School of Medicine in accordance with the Rehabilitation Act of 1973 and Americans with Disabilities Act as Amended (ADAAA) of 2008, provides appropriate accommodations for students with disabilities in order to facilitate equitable access to education.

When a qualified student with a disability requests accommodation, every reasonable effort will be made to provide the accommodation, adjustment, and/or auxiliary service, as long as the accommodation(s) do not alter the fundamental objective of a course or violate the program's technical standards: <https://medicine.temple.edu/education/md-program/admissions/technical-standards>.

Students with documented disabilities are responsible for notifying the Director of Diversity and Inclusion within the Office of Health Equity, Diversity, and Inclusion (OHEDI) at (215)707-8856; mcosby@temple.edu to schedule an appointment for an initial consultation. Making these arrangements as soon as possible so accommodations can be made in a timely manner is strongly encouraged.

After the initial consultation to discuss how to best support their specific needs, the student must contact the Disability Resources and Services (DRS) office located on main campus. In order to determine eligibility for academic accommodations, students must provide the required documentation from a physician or other licensed healthcare professional, verifying the nature of their condition and its impact on their academic pursuits. The student will be contacted to confirm receipt of the submitted information; once the submitted information has been reviewed and approved, the student will be assigned to a DRS Coordinator in order to determine the appropriate accommodations. Students can also opt to initiate the registration process online independently, by following the steps indicated below.

- Step 1: Log into [MyDRS](#). Complete the “Student Information Form” and upload any additional current and relevant information that supports your request for accommodations. These materials can also be mailed, faxed, or hand-delivered.
- Step 2: You will then be contacted to schedule an initial meeting at DRS after your materials have been received. Please note that it could take up to 3 weeks before you meet with a coordinator.
- Step 3: Meet with your assigned DRS Coordinator to discuss needed accommodations, after which time a letter of accommodation (LOA) will be provided electronically to both the student and to the Director of Diversity and Inclusion who serves in the role of the LKSOM DRS Liaison.

For additional information regarding documentation, you can access DRS via the following link: <http://www.temple.edu/studentaffairs/disability/documentation-guidelines.html>

Students who have had accommodations in the past for standardized exams such as the SAT or the MCAT and think accommodations will be necessary for the USMLE Board exams should contact the Senior Associate Dean for Education and the Director of Diversity and Inclusion within the Office of Health Equity, Diversity, and Inclusion as early as possible.

DISABILITY RESOURCES AND SERVICES

Temple University
100 Ritter Annex
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122
(215)204-1280
<http://www.temple.edu/studentaffairs/disability/>

Student Well-Being and Impairment

The Lewis Katz School of Medicine is committed to promoting and facilitating student well-being and adjustment to the intellectual, physical, and emotional rigors of medical school. Similarly, it is each student's professional responsibility to be attentive to well-being as it relates to the academic, personal, emotional, and social aspects of medical school. Self-assessment, the ability to build and sustain personal and professional relationships, awareness of others, capacity for listening well, reflective practice, and empathy are keys to developing a solid medical knowledge base and good clinical skills. Students are urged to utilize the resources that are listed below to address any issues that may arise and prevent optimal performance in medical school.

IMPAIRED STUDENTS

- LKSOM is motivated by a humanitarian concern for the impaired student, the student's family, and the public.
- As future practitioners of the healing arts, we, more than any other group, favor treatment and/or rehabilitation of our afflicted colleagues whenever possible.
- All actions taken by the LKSOM on behalf of impaired students will preserve the student's right to continue in the educational program upon recovery or remission.
- Alcoholism and drug abuse represent forms of illness that may be unrecognized, ignored, or untreated.
- We encourage all impaired students to seek help and cooperate in treatment using all means at the disposal of Temple University and the LKSOM.
- We favor the earliest possible intervention in cases of student impairment, while personal, financial, mental, and physical resources are intact and before damage has been done to self or the public.
- All actions taken in the area of impaired medical students by the LKSOM are intended to protect the public interest and the integrity of the medical profession.
- Referral of a student to the Academic Standards and Promotions Committee for further action will only be considered when the impaired student refuses assistance as prescribed.

CASE IDENTIFICATION

The process of identifying alleged impaired students must be conducted with strict confidentiality.

SELF-REFERRAL

An impaired student seeking help may call or contact in person any member of the Office of Student Affairs, or (s)he may go directly to the Temple University or LKSOM counseling service. The student may be recommended for evaluation and treatment by the Physicians' Health Program.

INVOLUNTARY REFERRAL

The Office of Student Affairs accepts from any reasonable party (e.g., physician, medical school administration, medical student, other medical school professional staff, patient, student's spouse, etc.) information concerning an allegedly impaired student. Said party shall call or contact a member of the Office of Student Affairs. The contact will be asked the name of the student thought to be impaired and the general nature of the complaint. The contact will be assured (s)he may remain anonymous.

CASE EVALUATION

In the case of involuntary referral, the Associate Dean for Student Affairs or his/her designee will reach out to the student within 30 days of the contact. The person evaluating the case will treat all information as confidential.

INTERVENTION

In the case of involuntary referral, if sufficient cause exists to justify contacting the student thought to be impaired, a counselor or a member of the Office of Student Affairs will be designated to speak with the student, family members and others in an appropriate setting with the permission of the impaired student, to present that student with the documentation that impairment exists, and to express the concerns of his/her colleagues and family.

Regardless of the referral source, the Office of Student Affairs will:

- Encourage the impaired student to seek help voluntarily, or assist him/her into active treatment;
- Maintain and encourage his/her cooperation in treatment;
- Make every effort to assist the impaired student to continue his/her education insofar as (s)he is considered able to do so by the physician in charge of the treatment;
- Refer the impaired student to the Physicians' Health Program for assessment and treatment recommendations.
- Support the impaired student to request a leave of absence if treatment requires a leave of absence; the Office of Medical Education shall not be informed as to the specific reason for the leave.

CASE FOLLOW-UP

The Associate Dean for Student Affairs or his/her designee will request appropriate follow-up from the Physicians' Health Program (through the Pennsylvania Medical Society) as deemed necessary. This may take the form of requesting no contact unless a problem arises or requesting periodic monitoring, depending on the nature of the case. Monitoring may be requested verbally or in writing.

When a student is considered rehabilitated, restored, and able to continue the educational process, the intervention is concluded. This may require several years. All records shall be maintained until the conclusion of the case follow-up. The Physicians' Health Program will serve as a resource to the impaired student for assistance with issues related to applying for residency and obtaining medical licensure.

When all efforts fail and the degree of impairment of the student's performance threatens the public trust, the matter will be reported to the Academic Standards and Promotions Committee for management in accordance with the grading and promotional policies of the LKSOM.

The Office of Health Equity, Diversity and Inclusion

The Office of Health Equity, Diversity and Inclusion provides ongoing support, programs, events and activities designed to meet our diversity mission. The Lewis Katz School of Medicine at Temple University is committed to being a diverse, inclusive academic community as reflected in our Diversity Mission below:

Located in the heart of an economically distressed and diverse urban area, Lewis Katz School of

Medicine at Temple University is acutely aware of the impact of the national systemic problems related to the lack of health equity and access to affordable, culturally responsive healthcare. In response, we will address issues to promote health equity through education, care delivery, workforce development, and research. We recognize that an environment enriched with persons from varied backgrounds working to address health disparity enhances scholarly work and the development of a culturally aware and responsive healthcare workforce.

Lewis Katz School of Medicine values and embraces a diverse community reflected by individuals' race, ethnicity, culture, gender, sex, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, language, national origin, religious affiliation, spiritual practice, mental and physical ability/disability, and age. In response to the needs of our local community and patient population, we will concentrate our recruitment and retention efforts on students, residents, and faculty who identify as Black/African American, Hispanic/Latino, and/or educationally and economically disadvantaged, while also being intentional in our efforts to create an inclusive and welcoming environment for women and LGBT students, residents, faculty, and staff.

We are committed to achieving a climate of inclusion that respects and affirms diverse backgrounds and life experiences. We recognize that excellence in all aspects of education, training, research, and care delivery can only be achieved when all students, faculty, staff, community members and patients experience authentic connection and engagement; feel supported; and are encouraged to participate and contribute to creating health equity.

To help meet this mission, some of the programs supported by the Office of Health Equity, Diversity and Inclusion include the following:

- Pipeline programs and high school mentorships that prepare students before they enter medical school.
- The Step-Up Program, an eight-week, research-based training initiative, supports college students interested in biomedical research—helping to meet the nationwide need for diversity in the physician workforce.
- A summer Pre-matriculation Readiness & Enrichment Program (PREP), open to all incoming first-year students. The program supports participants' smooth transition to medical school and ultimate academic success by: providing early exposure to the medical curriculum; introducing students to the rigor of medical school; and assisting with the development of learning and study-skill strategies.
- Support of students who identify as under-represented in medicine and those who participate in organizations such as the Student National Medical Association (SNMA), the Latino Medical Student Association (LMSA) and the LGBT Interest Group.
- Support a learning environment at the Lewis Katz School of Medicine is inclusive and free of intimidation and intolerance.
- Curricula which addresses professional identity, unconscious bias and social determinants of health, thus preparing students to meet diverse patient needs through integrated educational components that promote cultural humility and responsiveness.
- An elective in Medical Spanish, with the opportunity to become a certified interpreter.

Please contact us for more information:

Kathleen Reeves, MD, Senior Associate Dean of Health Equity, Diversity and Inclusion:

kreeves@temple.edu

Oneida Arosarena, MD, Associate Dean of Health Equity, Diversity and Inclusion:

oneida.aosarena@temple.edu

Melanie Cosby, PhD, Director of Diversity and Inclusion: mcosby@temple.edu

Germyce Harris, BA, Multicultural Student Recruitment Coordinator: germyce.harris@temple.edu

STUDENT AFFAIRS POLICIES AND PROCEDURES

AAMC Compact Between Teachers and Learners of Medicine

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

GUIDING PRINCIPLES

DUTY Medical educators have a duty, not only to convey the knowledge and skills required for delivering the profession's contemporary standard of care, but also to inculcate the values and attitudes required for preserving the medical profession's social contract across generations.

INTEGRITY The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

RESPECT Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

COMMITMENTS OF FACULTY

- We pledge our utmost effort to ensure that all components of the educational program for students and residents are of high quality.
- As mentors for our student and resident colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.
- We respect all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student or resident.
- We pledge that students and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest; we monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for "call" on clinical rotations, to ensure students' and residents' well-being.
- In nurturing both the intellectual and the personal development of students and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
- We do not tolerate any abuse or exploitation of students or residents.
- We encourage any student or resident who experiences mistreatment or who witnesses

unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

COMMITMENTS OF STUDENTS

- We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.
- We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.
- We pledge to respect all faculty members and all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.
- As physicians in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.
- As physicians in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.
- In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents in meeting their professional obligations, as well.

Policy on Academic and Learning Environments

Introduction

This policy on Academic and Learning Environments has three main components:

1. A statement regarding the Lewis Katz School of Medicine's standards of behavior in the treatment of medical students.
2. A description of the educational process used to keep the academic community aware of these standards as well as the process by which they are upheld.
3. A description of the process the Lewis Katz School of Medicine uses to respond to allegations of mistreatment emanating from medical students.

Learning Environment/Professionalism

The Lewis Katz School of Medicine provides an environment conducive to effective learning by creating an atmosphere of mutual respect and collegiality among faculty, residents, healthcare providers, staff and students. Inappropriate behavior towards, or mistreatment of, students is contrary to the educational mission of the medical school and is not tolerated. Examples of inappropriate behavior or mistreatment may include but are not limited to: sexual harassment; discrimination based on race, gender, age, ethnicity, religion, health, or sexual orientation; purposeful humiliation, verbal abuse, threats or other psychological abuse; and not respecting the political and other opinions of students.

Ongoing Education Concerning Appropriate Treatment of Medical Students

To promote an environment consistent with our standards of behavior, the Lewis Katz School of Medicine provides ongoing education to students, faculty and residents about the appropriate treatment of medical students, standards of behavior, and the School's process for dealing with allegations of inappropriate behavior or mistreatment. At the first class meeting of each academic year, this policy is reviewed and distributed to each student. An electronic copy of this document will remain available. Each year, faculty and residents receive a copy of the policy. The department chairs make certain that the faculty members in their departments are aware of the

policy and that violations of the policy have consequences.

Process for Reporting and Responding to Allegations of Student Mistreatment

When an allegation of inappropriate behavior or mistreatment arises, the parties involved may attempt to resolve the matter themselves. Students are encouraged to address their concerns locally to the degree feasible, by discussing the behavior with the course or clerkship director, supervising attending physician, or another appropriate faculty member involved in the setting where alleged mistreatment occurs. Because it is often difficult for medical students to raise the matter directly with a faculty member or the parties may be unable to resolve the matter themselves, a more formal process is also available. This process is designed to be fair to all parties involved and to prohibit retaliation.

Students are encouraged to report their concerns about mistreatment to the Associate Dean for Student Affairs, the Senior Associate Dean for Education, or any member of their offices. One member of the Student Affairs office, the Associate Director for Diversity and Inclusion, has been designated as an Ombudsperson to help resolve disputes between faculty members, students, and staff. The Assistant Dean for Human Resources and Administration is another Ombudsperson. The Ombudspersons are appointed by the Dean and hold positions that should not make a student, faculty member or staff member reluctant to report possible inappropriate behavior or mistreatment. The Ombudspersons have the authority to attempt to resolve complaints of inappropriate behavior or mistreatment under this policy. If the Ombudsperson is unable to successfully resolve the complaint, (s)he reports the concern to the Learning Environment and Appeals Committee.

Students, faculty, and staff may use the LKSOM standard forms for reporting exemplary or deficient professional behavior (see Appendix A). They may submit these forms either with their names on them or anonymously. In addition, students may report concerns anonymously on the routine end-of-block or end-of-clerkship evaluation forms administered all four years OR on the quarterly Learning Environment Survey administered in the M3 and M4 years.

Any hearing on a complaint will be an academic proceeding, not a legal proceeding. The Student Learning Environment and Appeals Committee may consider any evidence that the group deems relevant and trustworthy and need not apply the formal rules of evidence. This group need not arrange for a verbatim transcript of its proceedings. The members of the review group, the parties to any hearing, and any witnesses at the hearing must maintain the confidentiality of any evidence presented at the hearing and of any recommendation made by the review group. Any party to the proceeding may obtain legal advice but shall not be entitled to be represented by legal counsel during any proceeding. After the hearing, the group will make a recommendation to the Dean regarding the validity of the complaint and any action that should be taken. In the event of disagreements among members of the review group, multiple recommendations may be made. The Dean will make the final decision on the validity of the complaint and any action that will be taken. The decision of the Dean will be final and will not be subject to review in any subsequent proceeding.

The Ombudspersons for the School of Medicine are as follows:

Melanie Cosby: 215-707-8856 or melanie.cosby@temple.edu

Greg Zimmaro: 215-707-1484 or greg.zimmaro@temple.edu

Relation of Other University Policies

The process established by this policy does not apply to sexual harassment as there is a separate policy concerning such mistreatment.

Protection from Retaliation

Retaliation in any form is strictly prohibited, and any retaliation as a result of a complaint under this policy is a violation of this policy.

Compliance Requirements for Years 1 to 4

Medical students are required to complete a number of health screenings, background clearances and trainings/certifications throughout the duration of their enrollment in medical school. Students are expected to keep copies of all documentation and provide said documentation upon request.

YEAR 1

Health requirements:

- Pre-Matriculation Physical
- TDAP Booster (within past 10 years)
- Hepatitis B Antibody Titer
- Measles Antibody Titer
- Mumps Antibody Titer
- Rubella Antibody Titer
- Varicella Antibody Titer
- Annual PPD skin test (conducted during orientation)
- Annual flu shot (completed in the fall semester)

Background clearance requirements:

- Criminal Background Check conducted by Certiphi, Inc. (prior to matriculation)
- FBI Fingerprinting Clearance (prior to matriculation)
- Pennsylvania Child Abuse Clearance conducted by the Department of Human Services (prior to matriculation)

Training/certification requirements:

- Bloodborne Pathogens training (completed during orientation)
- Infection Control training (completed during orientation)
- Health Information Portability and Accountability Act (HIPAA) online training (completed during orientation)

YEAR 2

Health requirements:

- Annual PPD skin test (conducted during the fall semester)
- Annual flu shot (completed in the fall semester)

Background clearance requirements:

- Criminal Background Check re-screening (conducted in the spring semester)
- Pennsylvania Child Abuse Clearance re-screening (conducted in the spring semester)

Training/certification requirements:

- Respiratory mask fit testing (conducted in the spring semester)

- Basic Cardiac Life Support (BCLS) in-person training (conducted in the spring semester)
- Health Information Portability and Accountability Act (HIPAA) online training (conducted in the spring semester)

YEAR 3

Health requirements:

- Annual PPD skin test (completed during the fall semester)
- Annual flu shot (completed in the fall semester)

Training/certification requirements:

- Bloodborne Pathogens online training (completed in the fall semester)
- Infection Control online training (completed in the fall semester)
- HIPAA online training (completed in the spring semester)

Please note: Some clinical sites will require additional screenings.

YEAR 4

Health requirements:

- Annual PPD skin test (completed during the fall semester)
- Annual flu shot (completed in the fall semester)

Training/certification requirements:

- Bloodborne Pathogens online training (completed in the fall semester)
- Infection Control online training (completed in the fall semester)
- HIPAA online training (completed in the spring semester)

Please note: Some clinical sites will require additional screenings.

For MD/PhD students or any student attending for more than five years, the FBI Fingerprinting Clearance will need to be repeated at the start of the fifth year of medical school.

Criminal Background Check Policy

1. Medical School applicants are required to disclose any misdemeanors or felony convictions, including deferred adjudication. Failure to do so may lead to dismissal.
2. A criminal background check is required by AMCAS and will be done prior to matriculation to medical school by AMCAS. Any information noted on this criminal check that is significant and that was not previously disclosed by the student could result in the nullification of the admission offer. Students will be required to repeat the criminal background check upon completion of the second year of medical school. Any infraction identified on the check not previously disclosed to Office of Student Affairs could result in dismissal.
3. A Pennsylvania State Child Abuse check will be required of all applicants upon acceptance to medical school and again upon completion of the second year of medical school. Any infraction noted on the child abuse check could result in a nullification of the students' acceptance or dismissal.
4. Appropriate authorization, with pertinent identifying information necessary to initiate the check, will be received from each accepted applicant through AMCAS prior to initiating a criminal background check. This authorization will inform the accepted applicant that (s)he will have access to criminal background check data about himself/herself to ensure the accuracy of the criminal background check report. The Child Abuse Check will be initiated by

the student directly with the State of Pennsylvania and the student is required to return the original documentation from the state outlining the result.

5. Ultimate decisions about the matriculation of an accepted applicant whose criminal background check and/or child abuse check reveals information of concern will be made by an ad hoc committee appointed by the Associate Dean for Student Affairs and approved by the Dean or the Dean's designee. The committee must contain representation from student affairs, medical education, minority affairs/diversity and inclusion, faculty senate and the student body.
6. No information derived from a criminal background check will automatically disqualify any accepted applicant from medical school matriculation. A final decision about matriculation will be made only after a careful review of factors including:
 - a) The nature, circumstances, and frequency of any offense(s)
 - b) The length of time since the offense(s)
 - c) Documented successful rehabilitation
 - d) The accuracy of the information provided by the applicant in his/her application materials.
7. Information from these reports that is unrelated to decisions about admissions and continued enrollment will be maintained in the office of the Associate Dean of Student Affairs and not become part of the students' permanent file unless deemed necessary by the committee reviewing the infraction. Students would be made aware if any information was included in his or her record.
8. Information obtained will only be used in accord with state and federal laws. Information will be shared with affiliated institutions that provide required rotations as needed as they are part of the educational institution and sharing information is within FERPA guidelines.
9. Enrolled students are required to disclose any misdemeanor or felony convictions, including deferred adjudication, within thirty days of occurrence to the Office of Student Affairs. Non-disclosure or falsification may be grounds for nullification of admission, dismissal or degree revocation.

Social Media Policy

Introduction

Social media offer unique opportunities to connect and communicate with people across the globe. Lewis Katz School of Medicine supports the use of social media initiatives that seek to share and support its educational, research and clinical missions. Members of the LKSOM community are asked to be professional, confidential and technically secure, and transparent of their identity in all communications on behalf of the School of Medicine and University.

Medical Students have a duty to represent the profession of medicine in all interactions with the public. Social media have become important aspects of that professional development: networking, gathering information, and public image. This document is intended to provide students with guidance in their use of social media. Such media, include but are not limited to YouTube, Vimeo, Facebook, iTunes, blogs, web feeds (such as RSS and Twitter), Instagram, MySpace, LinkedIn, Flickr, community forums, chat rooms, listservs, social bookmarking sites and other forums.

These guidelines apply to all students of the Lewis Katz School of Medicine when engaging in any online conversation, professional or otherwise. It is important to recognize that social media

platforms are among new and evolving technologies and discretion should be used to adhere to professional behavior in all social media interactions if not explicitly stated in this policy.

When to use Social Media

Students should use social media in the appropriate settings. Students should not engage in social media when on duty directly interacting with patients, faculty, and staff. Our focus on patient-centered care requires that you give your full attention to your patients and education when engaged in medicine.

Appropriate use of all social media sites

Students and faculty must:

1. Follow all existing LKSOM policies and guidelines, including HIPAA, Conflict of Interest Policy, Intellectual Property and general civil behavior guidelines cited above.
2. Respect copyrights, trademarks and intellectual property of the University, LKSOM and others.
3. Protect others' privacy and their proprietary financial, patient care or similar sensitive or private content.
4. Not communicate identifiable patient information on any social media site.
5. Be professional and respectful in all postings. Be mindful that all communications in the online environment can be visible to patients, co-workers, managers, competitors and others. Remember that nearly all content contributed on all social media platforms becomes immediately searchable and can be immediately shared.
6. When representing LKSOM, identify yourself and your role with the organization in all posts. Use good judgment and strive for accuracy. Errors and omissions could result in liability for you or for LKSOM.
7. When expressing personal views, and when an association with LKSOM is shared, implied or apparent, make it clear that one's opinions are personal and do not represent the views or opinion of LKSOM.
8. Not discriminate against any individual on the grounds of race, color, religion, sex, age, disability, sexual orientation, national origin, or any other factor prohibited by law. LKSOM is committed to a work environment free of harassment and disruptive behavior, and to providing an equal opportunity work environment where every member of the University community is treated with fairness, dignity and respect.
9. Keep personal online social networking activities separate from professional online activities to maintain appropriate boundaries when interacting with patients online and to ensure patient privacy and confidentiality.
10. Use privacy settings to safeguard personal information on non-work related activities as appropriate. The practice of accepting patients as friends on personal, non-LKSOM accounts is strongly discouraged. Monitor your Internet presence to ensure accuracy and appropriateness of content posted about you. Please also review the AMA guidelines for social media use.
11. Always adhere to the site's user terms and conditions.
12. Ensure that online activities do not interfere with the completion of academic responsibilities.
13. Avoid conflicts of interest that violate LKSOM policies and guidelines; if someone or some group offers to pay for participation in an online forum on the basis of one's LKSOM role, this provision could apply.
14. Alert the LKSOM Office of Student Affairs immediately if anyone from media outlets

contacts you about posts you have made in online forums that relate to LKSOM in any way.

15. Be respectful and factually accurate in any writing about other Universities, the Health System, faculty, peers, or healthcare providers

Using LKSOM Sponsored Social Media

Define LKSOM sponsored Social Media: Any official public or private social media group created by LKSOM or any SGA-recognized organizations.

A) Appropriate Use

Comments on these previously defined official LKSOM forums containing any of the following, in addition to the guidelines listed above, are in violation of the policy:

1. Profanity, racist, sexist, discriminatory or other derogatory content
2. Comments that reflect negatively on the school, any person or persons with the school, the hospital or the health system
3. Plagiarism or infringement upon or violation of the rights of third parties, such as copyright, trademark, trade secret, confidentiality, intellectual property or patent
4. False claims, including those not in compliance with AMA, AAMC and ACGME guidelines
5. Spam, spyware, virus or other component or computer code or script that is or could be harmful
6. Endorsements of for-profit institutions.
7. Explicit or implied use of the University's or School of Medicine's names, trademarks, logos or images – including pictures of campus buildings – to endorse any product or service without approval by the Office of Student Affairs.

B) Site Administration

Define site administrator: Any social media group and/or organization using the LKSOM name must officially designate a site administrator, whose name will be made available to SGA.

All site administrators will ensure that:

1. Content is appropriate, accurate and timely.
2. Content complies with all privacy, corporate compliance, copyright, disclosure, conflict of interest, HIPAA and other relevant laws and University and LKSOM's policies.
3. Appropriate consent is obtained and documented for content including words, graphics, photos, video, audio, images, PowerPoint presentations, artwork, and any other included elements.
4. Content does not constitute advertising. The University does not endorse commercial enterprises, including in its digital communication unless approved by the Office of Student Affairs. Promotion of an event sponsored by the University or its partners is acceptable.
5. Content is monitored daily, or more frequently if necessary, and postings and comments adhere to policies.
6. All errors are immediately corrected and correction notes included with the original post.
7. Offered links are reviewed and deemed appropriate.
8. No Patient Information is to be communicated on any social media site.
9. All TU computer services policies are met and adhered to.

Monitoring and Disciplinary Procedures

Privacy. LKSOM academic administration and/or LKSOM Honor Board may review the social networking activities of its students in cases of suspected violations to ensure compliance with this policy. LKSOM students should therefore have no expectation of privacy regarding their social networking activities if they choose to make information publicly accessible through the internet.

Disciplinary Measures. Violations of this policy will constitute an Honor Code violation resulting in appropriate corrective action. In addition, if the violation involves patient information, violations may result in civil penalties and criminal prosecution at the discretion of the LKSOM Office of Student Affairs.

Dress Code

The following guideline applies to all Lewis Katz School of Medicine students during any and all educational activities at any site involving actual or simulated patients.

Appropriate attire is an important part of a student's recognition as a medical professional by him- or herself and by others. A professional dress code demonstrates respect for the student's patients, faculty, administrative staff, other health professionals, and fellow students. Establishment of a dress code is not an attempt to inhibit a student's personal freedom, but rather to create a solid frame of reference for a successful career as a medical professional.

Proper attire, including a white coat, should be worn for all patient encounters, events occurring in actual healthcare settings, and activities involving simulated patients or patient instructors unless specifically told otherwise by supervising faculty. More specific guidelines are provided below:

1. All students must have their LKSOM Identification Badges at all times. Badges should either be worn on one's shirt, blouse or jacket so that the name and picture are clearly visible or be available for presentation upon request.
2. Students who have direct patient contact are required to wear either a white laboratory coat or a white laboratory jacket over their clothes. Denim pants and shirts, regardless of color, sweat shirts, cut offs, shorts and sportswear are unacceptable.
3. For men, shirts with collars and ties are required. Ties should be tucked into shirts in areas where there is the potential for ties to become entangled.
4. Revealing clothing such as low cut blouses or tops, midriff tops, see-through clothing or extremely tight fitting or short clothing is unacceptable.
5. Shoes of respectable quality and cleanliness are to be worn with socks or stockings. For safety reasons, open toed shoes and sandals should not be worn.
6. Tattoos should be covered in the hospital, to the extent possible. Piercings, other than ear piercings, should be covered or removed in the hospital.
7. Hair, including facial hair should be neat, clean, and well-groomed at all times.
8. Jewelry that could be hazardous to patients or employees should be avoided.
9. Fingernails must be clean, trimmed and barely visible above the fingertip, and at an appropriate length. In accordance with the CDC guidelines, any employee providing direct care or service to patients may not wear artificial nails or silk overlays on nails.
10. Scrub uniforms (dresses, pants, and tops) are available for all students who work in areas where contamination of one's personal clothing is possible or sterile clothing is required. Department faculty will inform you when the wearing of scrubs is acceptable.

More detailed information may be obtained from department faculty.

Jury Duty Exemption

A student who receives a summons for Jury Duty may bring the summons to the Office of Medical Education (Suite 228, MERB) for a letter of support from the Senior Associate Dean for Education in requesting an exemption. For information regarding Jury Duty exemptions for the St. Luke's Regional Campus, refer to Appendix B.

STUDENT LIFE

HONOR SYSTEM

Honor Code (Revised 2016)

The students for the degree of doctor of medicine and faculty members of the Lewis Katz School of Medicine [LKSOM] subscribe to the high ethical and moral standards of conduct appropriate for health care professionals as set forth in this Honor Code. These standards are based upon the principles of honesty, integrity, and civility. Those who accept admission to the Temple community pledge both personal and collective responsibility for maintaining these standards at all times and places and pledge to help others do likewise.

This Code is intended to promote relationships of trust and respect among students, faculty, staff, and patients; to foster an environment which promotes such relationships and, when necessary, to enforce these ethical standards and regulate breaches through the judicial duties of the Honor Board. It is not intended to dictate the lifestyle of an individual. This Code supplements the Temple University *Student Conduct Code* (http://policies.temple.edu/list_docs.asp#C, policy no. 03.70.12). Alleged violations of the Temple University *Student Conduct Code* that do not violate this Honor Code will be adjudicated under the University's Student Conduct Code. Alleged violations that might violate either Code shall be adjudicated by either the university or LKSOM at the discretion of the Dean or his or her designee.

I. JURISDICTION

The Honor Code applies to both the academic and non-academic activities of all candidates for the M.D. degree and to both on-campus and off-campus conduct. Every student seeking the M.D. degree who accepts admission to the LKSOM is responsible for knowing the content of and upholding the rules and regulations of the Medical School and this Honor Code. Copies of the Honor Code are made available to incoming first-year M.D. students. Copies of amendments to the Honor Code are distributed to all M.D. students and faculty and are published on the website of the School of Medicine. Ignorance of the Honor Code and the rules and regulations of LKSOM does not constitute a defense in any proceeding against a student.

II. RESPONSIBILITY FOR THE HONOR CODE

The Honor Board will write to all prospective medical students, informing them that LKSOM is governed by an Honor Code and that their matriculation is conditioned upon a promise to abide by that Code. The Honor Board Chairpersons will provide that communication to the Office of the

Senior Associate Dean for Admissions by October 10th of each academic year so that it may be enclosed with the applicant's letter of acceptance. A copy of the Honor Code, the Honor Board Bylaws and the Schedule of Violations will be mailed to any candidate who wishes to review them prior to matriculation.

Every student who is a candidate for the M.D. degree must comply with the Honor Code. Students who are candidates for the M.D. degree and the Ph.D. degree are expected to comply with the Honor Code during the periods when they are taking courses or engaged in rotations that are intended to lead to the M.D. degree. Compliance with the Honor Code includes (a) reporting violations of which the candidate has personal knowledge, (b) providing information and evidence, including documents and testimony at any investigation of or hearing on an alleged violation and (c) otherwise cooperating fully in the implementation and enforcement of the Code.

III. HONOR BOARD

The Honor Board is a representative body composed of students who are candidates for the M.D. degree and of faculty members of the School of Medicine, whose primary function is to educate the Temple community about the Honor Code. In the event of an allegation of an Honor Code infraction, the Honor Board investigates the allegation and acts as the official judicial body of the Honor Code in accordance with the Honor Board bylaws below.

IV. CONFIDENTIALITY

The effectiveness of the Honor Code depends upon the confidentiality of any allegations of violations, the information collected in any investigation and the proceedings and results of any hearing. A breach of confidentiality can be a violation of the Honor Code.

V. AMENDMENTS AND REVISIONS

A. Any amendment to the Honor Code, the Bylaws of the Honor Board or the Schedule of Violations, requires the approval of:

- a) A majority vote at a meeting of the Honor Board
- b) A majority vote at a meeting of the student body
- c) A majority vote at a meeting of the Medical School Faculty Senate
- d) The Dean.

B. In addition, any amendment requires the review or approval of the President or his or her designee.

Notwithstanding paragraph V (A), supra., amendments to the Honor Code, the Bylaws of the Honor Board or the Schedule of Violations that are solely for the purpose of clarification require only the approval of a majority vote at a meeting of the Honor Board.

C. Proposals for amendment to the Honor Code, the Bylaws of the Honor Board or the Schedule of Violations may be made by the Honor Board, the Medical School Faculty Senate, the Dean, or the President.

VI. ANNUAL REPORT

The Honor Board will prepare an Annual Report to the School of Medicine. That Annual Report

will summarize all activities and projects undertaken by the Board during the preceding year. It will also list any cases brought to the Board and their dispositions. This list shall include a summary (omitting names) of charges, verdicts, any sanctions recommended by the Honor Board, and any sanctions levied by the Senior Associate Dean for Education. The Senior Associate Dean will forward the Annual Report to the University Code Administrator.

Bylaws of the Honor Board

I. COMPOSITION OF THE HONOR BOARD

The Honor Board is composed of the following members:

- A. 20 Student members (5 members from each class)
- B. 4 non-voting Faculty advisors, two each from the clinical and basic science faculties
- C. 4 voting Faculty members, including one Lead Faculty Member

II. SELECTION AND RESPONSIBILITIES OF HONOR BOARD MEMBERS

A. All Honor Board Members

The Honor Board shall have the following responsibilities:

- **Administrative Role** – Board members shall promote compliance with the Honor Code through, among other actions, orientation of incoming students; communication with faculty members, administrators, and students through statements, reports, polls, and announcements; and any other activities that will enhance the spirit of the Honor Code at the School of Medicine.
- **Judicial Role** – Board members shall be involved in any formal matter brought to the Board's attention involving a possible violation of the Honor Code. These duties include advising and/or mediating a confrontation between two parties, taking part in an investigation or a hearing, determining a verdict, and recommending sanctions. The procedures to be followed in the event of an allegation of a violation are set forth in Sections VIII through XIII below.
- **Advisory Role** – Board members shall serve as resource persons to students and faculty members on all matters pertaining to the Honor Code.

B. Student Members of the Honor Board

- a) Election and Terms – In the fall term, the first year class shall elect five representatives to the Honor Board to serve one-year terms. Early in the spring term, the first year class shall elect five representatives to the Honor Board to serve three-year terms and the second and third year classes shall elect representatives to fill any vacancies on the Honor Board. Elections shall be held in accordance with this Section II (B)(1).
 - i. The Honor Board Chair shall establish a date for the Honor Board elections and a deadline for nominations.
 - ii. The Honor Board Chair will, at least three weeks prior to the date of the election, give notice to first-year medical students and, if there is one or more vacancies to be filled, to second- or third-year medical students by email and by announcement posted on the student bulletin board located by the student mail boxes. Such notice shall include a description of the responsibilities of Honor Board members, the date of the election, the number of positions on the Honor Board to be elected by each class, and the date and person to whom nominations may be made. Nominations shall be due at least seven days before the date of the election. Students may be

- nominated by one or more student colleagues or may nominate themselves. The Associate Dean for Student Affairs shall receive the nominations.
- iii. Several days prior to the date of the election, the Honor Board shall prepare and distribute by email to first-year medical students and, if there is one or more vacancies to be filled, second- or third-year medical students, a ballot containing the name and photograph of every candidate for whom that student may vote. Each first-year medical student may vote for up to five (5) candidates. Each second- or third-year medical student may vote for a number of candidates equal to the number of vacancies, if any, from that student's class.
 - iv. Votes will be tabulated by students other than those who are candidates. The five (5) candidates from the first-year class and the number of candidates representing the number of any vacancies from the second- and third-year classes who receive the greatest number of votes will be the Board representatives. Every candidate will be notified directly of the results. In the event of a tie, both candidates will serve on the Board as full members.
 - v. If a Board member should be alleged to have violated the Honor Code, (s)he will not be able to participate in any Board meetings while the charge is pending. If the member is found to have violated the Honor Code, his/her office will be declared vacant as of the day of the final determination.
- b) Election of Student Officers – At the final Honor Board meeting of the academic year, which will be held after the elections, members will either nominate themselves or will be nominated for the positions of Chairperson(s) and Treasurer. The Board will vote by closed ballot. All officers will assume their new positions at the conclusion of the meeting. The position of Secretary will be filled at the second meeting of the following year, permitting the newly elected first-year representatives to run for this office.
- c) Responsibilities of Student Officers
- i. The responsibilities of the Chairperson(s) or the Chairperson's designee(s) are:
 - To call and preside over all meetings of the Honor Board.
 - To carry out all written and verbal correspondence of the Honor Board, or to delegate such duty to another member of the Board.
 - To appoint Investigating Committees, Hearing Boards, and their chairpersons.
 - ii. The responsibilities of the Secretary are:
 - iii. To record minutes at all meeting of the Honor Board.
 - To prepare two copies of each set of minutes: One copy is to be placed in the Honor Board files; the other copy is to be posted for public viewing (with any confidential information redacted).
 - iv. The responsibilities of the Treasurer are:
 - To create a budget for all activities planned by the Board for the academic year and to prepare all documents needed to secure such funds.
 - To serve as a liaison between the Board and all funding sources (e.g., Student Council and Dean's Office).
 - To report the financial status to the Board on a periodic basis.

C. Faculty Members of the Honor Board

- a) Faculty Advisors
 - i. **Selection** – The Board will include four voting Faculty Advisors, two each from the clinical and general science faculties. The Board will provide a list of suitable

candidates for the position of Faculty Advisor to the Dean, who will appoint each Faculty Advisor for a term of four years, including one Lead Faculty Advisor. Separate lists will be made for clinical and non-clinical faculty. The lists of nominees will be retained by the Board to be used in the event of a resignation.

- ii. **Responsibilities** – Faculty Advisors will participate in all activities of the Board, serve on Investigating Committees and participate in hearings. Each member will have one vote. The Lead Faculty Member will serve as a resource to student leaders, advising them on protocol to ensure fairness and consistency.

III. ATTENDANCE

The Honor Board will meet once each month during the academic year to conduct general business. Additional meetings may be called by the Honor Board as needed. Members are required to attend all meetings. If a member is unable to attend, that member must notify the Board and/or the Chairperson(s) before the meeting. Three unexcused absences by Board members may be considered reason for dismissal. Arrangements for dismissal shall be coordinated by the Chairperson(s). Attendance records of student members may be published at class elections for Honor Board representatives.

IV. SUMMER ADJUSTMENTS TO THE HONOR BOARD

- A. Prior to the end of the spring semester, the new Chairperson(s) of the Honor Board will be elected by the Board members to serve for the following academic year. The new Chairperson(s) will coordinate the activities for the summer.
- B. During the summer, the Board will consist of fifteen students, as only three classes will be represented.

V. CONFIDENTIALITY

- A. The reports, records, and proceedings of the Honor Board shall be held in strict confidence by all members of the student body, the faculty and the administration. An alleged breach of this confidentiality will be considered a violation of the Honor System. A breach of confidentiality committed by a member of the faculty or administration may be referred to the Dean.
- B. Any discussion about possible Honor Code violations shall be kept in confidence by Honor Board members who have knowledge of an alleged incident.
- C. Discussion of past Board proceedings within members shall be limited to revealing only the charge, verdict, and final sanctions. No discussion of other details should occur, nor should there be any discussion of a current proceeding until a final resolution of the case has been made.
- D. Confidentiality with respect to the hearing records shall be maintained in accordance with the protocol described in "Post-Hearing Procedures" of this document.

VI. VIOLATIONS

A. Definitions

Violations of the Honor Code are set forth in the Appendix and include violations of the University Student Conduct Code.

B. Faculty Responsibilities:

- a) When a violation of departmental policy or rules takes place, the faculty retains the right

to handle such incidents under the grading system rather than through the Honor Board. For example, flagrant cheating on an examination or the falsification of a patient's records may be addressed through failure of an exam or failure of the course. Issues of unethical behavior in the community may be addressed both through the Honor Code and under the grading system. To promote consistency, sanctions applied in any case are ultimately determined and imposed by the Senior Associate Dean for Education (see X. Post-Hearing Procedures, below), with appeals going to the Student Learning Environment and Appeals Committee (see XI. Appeals, below).

- b) Students are responsible for knowing appropriate behavior with respect to test taking, the use of study aids, class attendance and the like, by obtaining such information from the relevant Academic Department.
- c) Each year, the Honor Board shall send a letter to all faculty members. This letter shall state that all faculty members should be in possession of a copy of the Honor Code, and that copies are available in the Office of Student Affairs.

VII. ENFORCEMENT OF THE HONOR CODE

When a member of the community has witnessed a possible violation or has knowledge of one, that member must either confront the alleged violator or submit a written complaint to the Honor Board. Although confrontation or submission of a complaint should be initiated promptly, such action may be taken at any time after a possible violation has occurred.

A. Confrontation

- a) Purpose – A confrontation between the Accuser and the Accused, with or without the mediation of an Honor Board member, provides an opportunity for the Accuser to explain the charge to the Accused and for the Accused to offer an explanation of his/her actions.
- b) Mediation – If the Accuser finds it difficult to confront the offender, alone, (s)he may contact an Honor Board member to arrange a meeting between the two parties to mediate the confrontation.
- c) Results:
 - i. If, as a result of the confrontation, the Accuser is satisfied that no violation occurred, or that the violation was inadvertent, minor, and will not be repeated, the complaint will be considered resolved and no record of the incident will be maintained.
 - ii. If, however, the Accuser is not satisfied with the explanation, or if the Accused admits to a violation of the Honor Code, the Accuser must submit a written report and any evidence substantiating the charge to a member of the Honor Board. The report may either describe a situation that merits further investigation, or it may make specific charges against the Accused.

B. Direct Submission of a Written Complaint

A member of the LKSOM or university community may elect to bypass confrontation and proceed directly to the submission of a written complaint regarding a student. The Accuser submits a written complaint by submitting to a member of the Honor Board a written summary of the alleged violation of the Honor Code and any evidence substantiating the alleged violation. A complaint may either describe a situation that merits further investigation, or list specific charges against the Accused. At this time, the Accuser may remain anonymous.

The University may always take appropriate action with respect to any complaint in accordance with University policies.

VIII. INVESTIGATION PROCEDURES

A. Initiation of an Investigation

When a member of the Honor Board receives a written complaint of an alleged violation, that member must notify the Honor Board Chairperson(s) that a complaint has been filed. The Honor Board Chairperson(s) must then form an Investigating Committee, which will offer Faculty Advisors for the Accuser and the Accused. The Honor Board Chairperson(s) shall also advise the Office of the Dean, through the Associate Dean for Student Affairs, that a complaint has been filed. The Honor Board Chairperson(s) shall not, however, disclose to the Associate Dean the names of either the Accuser or the Accused.

B. Investigating Committee

- a) Composition – Each Investigating Committee shall consist of three (3) unbiased (as defined in Section IX.E.a below) members of the Honor Board, including two students, and one Faculty Member. One member should be the Honor Board member initially contacted by the Accuser. The Investigating Committee will select a student member to chair the investigation. The Chairperson of the Investigating Committee may, but need not be, the member initially contacted by the Accuser.
- b) Notice to the Accused – The Investigating Committee Chairperson shall notify the Accused that a complaint has been filed and shall provide him/her with a copy of that complaint.
- c) Role of the Investigating Committee – The Investigating Committee shall first determine whether the conduct alleged in the complaint, if true, would constitute a violation of the Honor Code. If the Investigating Committee so determines, the Investigating Committee shall interview the Accused, the Accuser, and such other witnesses (whether they are named by the Accused, Accuser, or other witnesses) as the Committee shall deem appropriate, and any involved faculty members. The Investigating Committee shall also gather any physical evidence (e.g., test papers) that might be useful in the investigation.
- d) Scope of the Investigation – The scope of the investigation shall be limited to the charges in the complaint. If, during the course of its investigation, the Investigating Committee discovers other behavior which (a) may constitute a violation of the Honor Code, (b) is related to the charges in the complaint, and (c) is not referred to in or otherwise related to the complaint, the Investigating Committee may investigate this behavior. If the behavior is not related to the charges in the complaint, the Investigating Committee may not investigate the behavior. The newly discovered behavior must be handled as a separate violation.
- e) Witnesses – All witnesses interviewed by the Investigating Committee, including the Accuser, will be informed that the matter must remain confidential and will be instructed to restrict their comments to the scope of the written complaint. The evidence shall be summarized in writing. If a hearing is scheduled, the Accused shall have the opportunity to review this material prior to the hearing.

C. Hearing Determination

- a) No Hearing – If the Investigating Committee determines that an Honor Code infraction did not occur, it shall promptly notify the Accused and Accuser of its determination. The Committee shall deliver all investigation materials to the Associate Dean for Student Affairs in a closed file. All documents must refer to the Accused and the Accuser by Temple student identification numbers.

- b) Progression to a Hearing If:
 - i. The Accused admits to conduct that the Investigating Committee determines to be a violation of the Honor Code, or
 - ii. The Investigating Committee determines, by majority vote, that there is sufficient evidence that a violation of the Honor Code occurred; The Chairperson of the Investigating Committee will notify the Chairperson(s) of the Honor Board and the Accuser and the Accused of its determination and the Investigating Committee will retain all investigation materials.

D.Pre-Hearing Proceedings

- a) Appointment of the Hearing Board – Promptly after receiving notification of a determination by an Investigating Committee either that the Accused has admitted to conduct that is a violation of the Honor Code or that there is sufficient evidence that a violation of the Honor Code has occurred, the Chairperson(s) of the Honor Board shall appoint a Hearing Board consisting of five members of the Honor Board, four student members and one Faculty Member, each of whom shall be unbiased as defined in Section IX.E.a. Faculty Advisors, members of the Investigating Committee, and persons with prior knowledge of an incident subject to the hearing are ineligible to serve as members of a Hearing Board.
- b) Hearing Board Chairperson – The Honor Board Chairperson(s) will ask for a volunteer among the Hearing Board members to chair the hearing. If there are no volunteers or if there is more than one volunteer, the Honor Board Chairperson(s) shall appoint the Chairperson of the Hearing Board. The Chairperson shall preside at all proceedings of the Hearing Board and shall remain a voting member of the Hearing Board.
- c) Notice of Hearing – Promptly after the appointment of a Hearing Board, the Chairperson of the Investigating Committee shall provide the Chairperson of the Hearing Board with a summary of the charges to be heard, a summary of the evidence, and the names of the witnesses, including the Accuser. At least ten days prior to the hearing, the Chairperson of the Hearing Board shall give notice of the date, time and place of the hearing to the members of the Hearing Board, the Accuser, the Accused, the Faculty Advisors to the Accuser and the Accused, and the Chairperson of the Investigating Committee. At the time of this notice, the Chairperson of the Hearing Board shall provide the Accused with the information provided to him/her by the Chairperson of the Investigating Committee and with the names of the members of the Hearing Board. Promptly after receipt of this notice, the Chairperson of the Investigating Committee shall notify any witnesses of the date, time and place of the hearing.
- d) Right to Challenge Composition of the Hearing Board – Not less than five days before the date scheduled for the hearing, the Accused may challenge one or more members of the Hearing Board on the grounds that that member is not able to objectively determine one or more of the issues presented in the Complaint. The Accused shall deliver any such challenge, together with the reasons for the challenge, to the Chairperson of the Honor Board, who shall resolve such challenge as promptly as practicable. If the Chairperson of the Honor Board sustains the challenge, that Chairperson shall appoint one or more substitute members of the Hearing Board. The Accused shall have no right to challenge any of the substitute members.
- e) List of Witnesses to be Called by Accused – Not less than five days before the date scheduled for the hearing, the Accused shall deliver to the Chairperson of the Hearing Board and the Chairperson of the Investigating Committee, a list of any persons, not listed as witnesses by the Investigating Committee, whom the Accused intends to call as witnesses at the hearing. The Investigating Committee shall have the right to interview such persons

prior to the hearing.

IX. HEARING PROCEDURES

A. Role of the Hearing Board

The Hearing Board shall hear all testimony and receive all evidence and shall determine whether the Accused has violated the Honor Code and, if the Hearing Board determines that the Accused has violated the Honor Code, recommend sanctions to be imposed by the Senior Associate Dean for Education. In conducting the hearing, the Hearing Board shall not be bound by the rules of evidence but may accept any evidence that it finds will assist it in making its determination. The Hearing Board shall produce a verbatim record of the hearing by means of a stenographer or an audio or video recording.

B. Role of the Investigating Committee Chair

The Investigating Committee Chair or a Committee designee must attend the hearing and present the investigating Committee's findings. At the discretion of the Hearing Board Chair, other members of the Investigating Committee may attend the hearing, but only as observers or resources to the presenter and may not address the Hearing Board unless recognized by the Hearing Board Chair.

C. Advisors

The Accused and the Accuser will each be appointed an Honor Board Faculty Advisor. The Accused may also be accompanied to the hearing by an advisor of his/her choice at their expense. Finally, the Hearing Board may consult an advisor about procedural questions. Faculty Advisors are permitted at the interview of the Accused/Accuser during the investigation with the respective Accused/Accuser's consent, and may attend the hearing with the respective Accused/Accuser's consent. However, Advisors will not be recognized by the Hearing Board during a hearing and may not advocate on behalf of the Accused.

D. Hearing Witnesses

- a) If the Accused or the Accuser wishes to submit character witnesses, testimony may be received in written form.
- b) Evidence in the form of oral testimony by witnesses should serve to inform the Hearing Board about specific details of the alleged violation.
- c) During the course of a hearing, witnesses may be sequestered as necessary. The Hearing Board may require witnesses to remain available for the duration of the Hearing or be excused at the conclusion of their testimony.

E. Order of Events During a Hearing

- a) The Hearing Board Chair shall begin the hearing by naming the Accused and the Accuser, briefly describing the procedure for the hearing, and confirming that no member of the Hearing Board is biased or otherwise disqualified from serving on the Board due to prior knowledge of the case, a conflict of interest, or personal relationship with the Accused or the Accuser. In the event any Hearing Board member is disqualified for bias, the Hearing shall continue with the remaining four (4) members of the Hearing Board. In the event that more than one (1) member of the Hearing Board is recused for bias, then the Chairperson(s) of the Honor Board shall reconstitute a new Hearing Board and reschedule the Hearing. All reasonable effort should be undertaken to assure the absence of bias when the Hearing Board appointments are initially made.

- b) The Investigating Committee Chair shall present a statement of the charges and a summary of the evidence.
- c) The Accused, if s(he) wishes, may make a brief opening statement into the record.
- d) The Investigating Committee Chair may begin by offering testimony of witnesses. Testimony should be relevant to the charge and evidence.
- e) When the Investigating Committee Chair has finished questioning a witness offered by the Investigating Committee, the Hearing Board Chair may recognize any Hearing Board member who may have questions for the witness. Once the Hearing Board has finished, the Accused may question the witness. This cycle of questioning - Investigating Committee Chair, Hearing Board, Accused – is repeated until all questions for the witness have been exhausted. The Hearing Board may also direct questions to the Investigating Committee Chair. Note, all questions must be directed toward a specific witness.
- f) The Accused may then present his or her defense or other testimony or evidence. The Accused shall not be compelled to testify and the decision not to testify will not be used against the Accused. Following this presentation, the Accused may offer testimony of supporting witnesses to the Honor Board. Again, testimony must be relevant to the current charge and evidence.
- g) When the Accused has finished questioning a witness offered by the Accused, the Hearing Board Chair may recognize any Hearing Board member if they have any questions for the witness. Once the Hearing Board has finished, the Investigating Committee Chair may ask any questions of the witness. This cycle of questioning - Accused, Hearing Board, Investigating Committee Chair - is repeated until completed.
- h) Witnesses who have already testified may be recalled if the need arises. Once testimony of witnesses is completed, concluding statements will be made – first by the Investigating Committee Chair, then by the Accused.
- i) The Hearing Board Chair shall conclude the Hearing and dismiss everyone but Hearing Board members.
- j) Exceptions or alterations to the above listed order of events may be deemed acceptable upon mutual agreement by the Hearing Board and Investigating Committee Chair, after consultation with the Accused.

X. POST-HEARING PROCEDURES

A. Determination of Verdict

At the conclusion of the hearing, in a closed session, the Hearing Board must deliberate and determine whether a violation of the Honor Code has occurred. At the conclusion of this deliberation, the Hearing Board must come to a conclusion and vote by secret ballot on each of the charges. Each charge will be voted upon separately.

- a) Violation – If at least four (4) of the five (5) votes are that a violation has occurred, the Accused will be declared responsible for a violation of the Honor Code as presented in the charges. In the event of less than five (5) Hearing Board members vote as a result of recusal due to bias, then at least three (3) of the four (4) votes shall be required to find a violation. The Board will then determine sanctions to be recommended to the Senior Associate Dean for Education and produce a summary of the hearing which summary shall include the names of all persons present at the hearing and pertinent information that supports its findings and recommendations.
- b) No Violation – If only three (3) or fewer members of the Board vote that a violation

occurred, the current charges will be dropped. A finding of no violation may not be appealed or reheard.

B.Sanctions

No specific guidelines exist for the recommendation of sanctions, except that the degree of the sanction should be appropriate to the seriousness of the offense. Sanctions may include one or more of the following: A written reprimand, failure of course or rotation, non-academic probation, failure of year, reference to the offense(s) in the Medical Student Performance Evaluation, suspension, or expulsion.

C.Notice to the Accused, the Chairperson of the Investigating Committee and the Chairperson of the Honor Board

Promptly after the Hearing Board makes its determination and produces any summary of the hearing, the Chairperson of the Hearing Board shall provide a copy of its findings and of any recommendations for sanctions and a copy of any summary of the hearing to the Accused, the Chairperson of the Investigating Committee, the Honor Board Chairperson(s) and the Associate Dean for Student Affairs. The Chairperson shall also provide a copy of the verbatim record of the hearing to the Associate Dean for Student Affairs for retention and for possible use by any Appeals Committee and the Dean.

D.Record Retention

After the Hearing Board has made its findings and any recommendations or summary, the Hearing Board Chair shall collect any personal notes of the members of the Hearing Board members and shall destroy them. The Chair of the Investigating Committee and the Honor Board Chairperson(s) shall retain a copy of the findings and recommendations and of the summary of the decision finding no violation of the Honor Code for seven days and shall then deliver them to the Associate Dean for Student Affairs. The Chair of the Investigating Committee shall retain a copy of the findings and recommendations and of the summary of the decision finding a violation of the Honor Code until seven days after a final decision by the Senior Associate Dean for Education and shall then deliver them to the Associate Dean for Student Affairs. The Chairperson(s) of the Honor Board shall retain a copy of the findings and recommendations and of the summary of the decision finding a violation of the Honor Code until completion of the Annual Report and shall then deliver them to the Associate Dean for Student Affairs. The Associate Dean for Student Affairs shall retain in closed and confidential files one copy of all records of the Hearing Board's proceedings submitted to him/her and shall destroy all other copies.

- a) The Associate Dean for Student Affairs shall retain all records of those found in violation for six (6) years. These files shall be labeled with the Temple student identification number of the Accused and the termination dates of the files. Files for students that were suspended or expelled shall be maintained permanently.
- b) The Associate Dean for Student Affairs shall retain all disciplinary records of those not found in violation until the student leaves the School of Medicine. These files shall be labeled with the Temple student identification number of the Accused and the termination dates of the files.

E.Access to Records

Disciplinary records and hearing documents shall be maintained separately from other records of the student concerned. Access to them will be governed by current University policy on the

disclosure of information of student, faculty, and employee records. Information from disciplinary records will not be made available to unauthorized persons within the University community, nor to any non-University personnel except as permitted by law.

XI. APPEALS

A. Time for Appeal

Any person found responsible for a violation of the Honor Code may appeal this finding within two weeks of receiving notification of the finding and recommendation for sanctions. Appeals based on new evidence must be made within two weeks after the Accused learned of or should have learned of the new evidence.

B. Written Requests

The Accused may submit, by letter, a written appeal of findings and recommendation for sanction to the Honor Board Chair, who will pass on the letter unread to the Student Learning Environment and Appeals Committee (SLEAC). The appeal letter must state clearly the grounds for appeal, any new evidence, the names of any new witnesses, and/or any other supporting information.

C. Appeal of Findings and Recommendation for Sanctions

- a) A student may base his/her appeal on one or more of the following reasons:
 - i. New evidence that may be sufficient to alter the finding of a violation or recommended sanction(s);
 - ii. Procedural errors that significantly prevented the Accused from having a full and fair hearing; or
 - iii. Insufficient evidence to reasonably support the finding of a violation or recommended sanction(s).
- b) SLEAC may review the entire record pertaining to the case, interview any member of the Hearing Board or Investigating Committee, and interview any previous or new witnesses as deemed necessary, including the Accused.
 - i. By majority vote, SLEAC will either uphold or revise the finding of a violation of the Hearing Committee and present its findings and any recommendations regarding sanctions to the Dean.

D. Review of Sanctions

- a) Based on the findings and recommendation of SLEAC, the Dean shall determine the sanctions, which determination shall not be subject to further review. The final sanctions may be less harsh than, identical to, or harsher than the original sanctions.
- b) The Dean will notify the Accused, the Associate Dean for Student Affairs and the Hearing Board Chair of the final decision regarding sanctions. The Associate Dean for Student Affairs will notify the Student Promotion Committee. The Hearing Board Chair will notify Honor Board Chairperson(s).
- c) SLEAC may consult previous Honor Board Annual Reports.

APPENDIX

VIOLATIONS

The following are examples of violations of the Honor Code but are not all inclusive - the nature of a presumed activity shall be considered on a case by case basis by the Honor Board members

involved with its evaluation:

- A. Receiving help from any unauthorized source in answering questions on any medical school evaluation or examination. Such unauthorized help includes: copying answers to any examination from other students, use of any note or text in a closed-book examination, use of references specifically not permitted by the course instructor in open-book examinations, discussion of examination questions with any other person during an examination, and obtaining or releasing copies of sequestered examination questions prior to the time they are to be released by the course instructor.
- B. Interference with the activities of other students preparing for or taking examinations. Such interference includes: tampering with materials being used on practical examinations, creating a disturbance in examinations (loud conversation, etc.), removing reference material from the library for periods of time longer than permitted by library regulations, removal of publicly posted class notes, diagrams, references, etc.
- C. Presentation of data that is known to be false concerning patients under the student's examination or evaluation.
- D. Falsification of attendance records, including signing in for a required activity for another student who is absent, allowing another student to falsely sign in on one's behalf, or signing in and then leaving before a required session is complete or not attending.
- E. Violation of the LKSOM Social Media Policy.
- F. Assistance of any kind to another student in violating this Honor Code.
- G. Giving false testimony or evidence in Board proceeding.
- H. Knowingly breaching confidentiality with regard to past or present Honor Board cases.

STUDENT CONDUCT CODE (TEMPLE UNIVERSITY)

In addition to the Honor Code expectations, any student or student organization found to have committed or to have attempted to commit any violation of the University *Student Conduct Code* is subject to disciplinary sanctions. The University *Student Conduct Code* can be found at http://policies.temple.edu/list_docs.asp#C, policy no. 03.70.12.

Student Organizations and Activities

Student Government Association (Elected)	Acts as a liaison between the students, faculty, administration and alumni of the Lewis Katz School of Medicine as well as other elements of the Health Science campus community. Promotes activities for the academic, social, professional, and administrative welfare of the entire student body.
Honor Board (Elected)	Responsible for providing information about and upholding the LKSOM Honor Code. It is composed of an elected board of 20 students (five from each class) and six faculty members who deal with the educational and administrative aspects of Temple's Honor System.
Curriculum Committee (Elected)	Designed for students interested in learning about, and participating in, decisions affecting the LKSOM curriculum. Each class selects a representative to serve as voting committee members together with faculty representatives from all Basic Science and Clinical departments. Decisions made involve curricular philosophies, content and scheduling.
Admissions Committee (Elected)	The third and fourth year class each have one representative that serves as a voting member of the Admissions Committee. Student representatives listen to applicant presentations, participate in the discussion, and vote on the Admissions Committee decision.

Community Service Organizations

BIG Friends	A tutoring program that provides 4th and 5th grade students of Kenderton Elementary School with assistance in various academic areas as well as social and cultural areas. Tutors donate two hours every other week for two months.
Global Medical Brigades	The group's purpose is to plan and execute a one-week long medical service trip through the Medical Brigades division of the national Global Brigades organization. This is a trip intended for medical students who want to gain clinical experience abroad, but participants may include professionals and students in other fields.
Habitat for Humanity	Addresses the Philadelphia poverty housing crisis by working regularly with Habitat for Humanity and providing volunteer labor and funding to build homes for low income families.
Help Energize and Rebuild Ourselves Temple Volunteers	HERO Temple Volunteers is a student group that helps support the Helping Energize & Rebuild Ourselves (H.E.R.O) non- profit organization. Students assist HERO through volunteering with the daily after-school program from Monday thru Thursday with 30 kids from the local community. In addition the group has also taken part in bigger events for HERO, such as computer renovating, pumpkin carving, and canned food drive. For more information, please visit: www.facebook.com/helpingenergizeandrebildourselves
International Health Organization	Provides information and education about international health and helps students prepare for experiences in international health. Arranges talks, distributes information, and works with faculty to ensure that LKSOM offers a range of international health opportunities.
Medible Garden	Integrates students and faculty from Temple's schools of Health Sciences and the Ambler School of Environmental Design, to design, develop, plant, and sustain medicinal plants, vegetables, as well as herbs and other plants. We have developed into an outreach initiative, engaging North Philadelphia inhabitants with a variety of herbs, fruits and vegetables.
Prevention Point	The city's needle exchange program. Temple students staff the program on Thursdays, providing basic medical care (such as blood pressure screenings and flu shots) and advice on care and avoidance of infection, plus referral to other Prevention Point health care providers.

Puentes de Salud	Puentes de Salud is a non-profit organization that promotes the well-being of Philadelphia's Latino population through low-cost, high-quality health care, community development, and innovative education programs. During Monday and Thursday evening clinics, student volunteers can work with physicians, practice their Spanish by giving "charlas" (waiting room education), and take vital signs while learning the ins and outs of a clinic for the uninsured. Outside of clinic, volunteers can get involved in community education, health screenings at local events/fairs, and other opportunities throughout the community.
Science in Philly Schools	Science in Philly Schools (SiPS) is a science outreach project that brings Temple medical students directly into the science classroom at the Mary McLeod Bethune School just a few blocks from MERB. SiPS aims to enhance the science curriculum at the Bethune School by providing weekly, hands-on laboratory science lessons for the 7th and/or 8th grade students. The lessons, led by Temple students under the supervision of Bethune teachers, emphasize fundamental topics relevant to the curriculum, focusing on a hands-on approach to learning.
Temple Emergency Action Corp/Temple Emergency Action Corp-Homeless Initiative	Trains medical students in disaster response and will be able to mobilize quickly in the event of a local, national, or international disaster to provide basic medical care to those affected.

Enrichment Activities

Business in Medicine Interest Group	The business in medicine group was founded by a group of MD/MBA students who have an interest in the economics and fiduciary interests in healthcare. The group is not limited to dual degree students and hosts programming with various executives and leaders in the field. This group is perfect for a student with a potential future in healthcare leadership.
Institute for Healthcare Improvement	Interdisciplinary group of students from the medical, dental, physical therapy, nursing and business schools working together to improve patient quality of life. We meet and discuss process improvement in the hospital, organize health fairs, and collaborate on projects to improve community health. For more information: https://www.facebook.com/groups/TempleIHI/
Integrative Medicine Interest Group	Offers students opportunities to learn about alternative therapies for health and well-being. Students organize speaker series and provide information and resources about the role integrative medicine can have for practitioners and patients.
Medical Humanities Discussion Group	The Medical Humanities Discussion Group meets regularly to discuss literature related to medicine. The group includes novels as well as short story selections.
Students Engaging in Health Policy	SEHP equips current students with the proper knowledge and insight gained from the exposure to diverse perspectives that is necessary to develop informed opinions regarding health care reform.
Students for a National Health Policy	Students for a National Health Program advocates for universal, comprehensive, single payer national health insurance. We engage in education and advocacy work to build a movement for single-payer health care.
Temple Arts Group	The TUSM Arts Group (TAG) is a community of students with backgrounds and/or interest in the visual arts, music, dance, film, museums, theater, or any other area related to the arts that aspire to foster the arts within a healthcare setting and among the student body.
Temple Med Soccer	The Temple Med Soccer Team provides a variety of opportunities for any student who is interested in playing soccer. The group organizes a team for a full field outdoor soccer league against other medical schools in Philadelphia, pick-up indoor soccer, and support intramural indoor soccer on the health sciences campus.

Temple University Cricket Club	The purpose of this organization shall be 1) to promote the awareness of the international sport of cricket 2) to add to the diverse environment of the campus 3) to create a strong community by bringing together all students and faculty of the Temple University network, who share a passion for or desire to learn cricket 4) to hold service events to foster team chemistry as well as give back to the surrounding community 5) to participate in friendly recreational games 6) to participate in competitive cricket games against other teams and 7) to promote Temple University's name.
Transplantations a cappella group	The Transplantations is an a cappella group that includes medical and graduate students. They perform at events such as the LKSOM graduation ceremony, the College Cup, and the talent show.

Specialty Interest Groups

Anesthesiology Interest Group	The Anesthesiology Interest Group's (AIG) main goal is to prepare Temple medical students for a career in anesthesiology via mentorship and hands on learning. Faculty and residents will teach students basic skills that are critical to the practice of anesthesiology, via OR cases, lectures, and workshops.
Babcock Surgical Society	Provides opportunities to shadow surgeons and participate in surgical skills training labs alongside surgery residents and attendings. Upcoming events for the year include General Surgery, Trauma and Orthopedic Surgery shadowing programs and a variety of guest lecturers. Also holds hold surgical skill workshops to teach suturing, knot tying, and other valuable surgical skills to students.
Dermatology Interest Group	The Dermatology Interest Group (DIG) is a student organization that strives to provide educational opportunities for medical students who wish to gain exposure to the field of dermatology. We create a platform for students to be able to access shadowing and research positions within the department of dermatology, provide support to those pursuing a career in dermatology, organize talks/lecture by faculty to discuss relevant topics, and raise community awareness on various dermatological conditions through volunteer opportunities.
Ear, Nose, and Throat Interest Group	The ENT Interest group offers exposure to the field of Otolaryngology. We organize events with residents as well as newly-matched 4th years and facilitate shadowing experiences. Also free thyroid exams if you are interested.
Emergency Medicine Interest Group	Exposes pre-clinical medical students to the field of Emergency Medicine, since students do not otherwise have the opportunity to do so until their fourth year. Activities include: guest speakers, an Emergency Room shadowing program for first year students, and an Emergency Room volunteer program for second year students.
Family Medicine Interest Group	Encourages interaction between residents, faculty, practicing physicians and students interested in family medicine. Holds formal events, such as speaker series and meetings, and informal ones, such as potluck dinners and an end of year reception for graduating students entering Family Practice residencies.
Internal Medicine Interest Group	Provides opportunities for those interested in internal medicine to learn more about the field. Sponsors lunch lectures with guest speakers, and offers a mentorship program in which students are paired with internal medicine physicians.
OB Interest Group	Provides opportunities for students to observe labor and delivery as well as to participate in a mentorship program with doctors and residents. Sponsors monthly noontime speakers.
Ophthalmology Interest Group	Provides free monthly eye care screenings for 10-20 patients at District Health Center #5 at 1900 North 20th St on the first and the third Thursday of every month. This allows first and second year students to learn valuable ophthalmology exam techniques while interacting with patients in a clinical setting. In addition, OSIG has held one to two forums per semester to increase awareness of the opportunities in ophthalmology. The ophthalmology residents discuss the application process and how to learn more about the specialty.

Orthopedic Interest Group	Organizes discussions and speeches by orthopedic surgeons specializing in fields ranging from sports medicine to trauma surgery. Members collaborate with residents, attendings and chiefs from several local hospitals to form a network providing information and resources for those interested in orthopedic surgery.
Pediatrics Interest Group	Focuses on providing opportunities to learn more about the field and participate in care-giving. Features a variety of speakers, participates in health fairs and immunization drives held at a local elementary school, and provides opportunities for students to volunteer in a resident-run pediatric clinic, working alongside residents to gain clinical exposure beginning during their first two years of medical school.
Psychiatry Student Interest Group	The purpose of the Psychiatry Student Interest Group is to promote issues of psychiatry within the health care setting. The group will also seek to provide access and exposure of medical students to Psychiatry faculty within the Temple Health community.
Radiology Interest Group	Provides talks and networking opportunities for students interested in Radiology.
Ultrasound Interest Group	Ultrasound Interest Group (USIG) is an interest group at the Lewis Katz School of Medicine at Temple University who is dedicated to teaching medical students about the importance of ultrasound, various imaging methods and procedures done with ultrasound.

Student Associations

Al-Shifaa Muslim Student Organization	Al-Shifaa is a Muslim run organization. Our goal is to provide the community, especially the underserved and underrepresented, unique healthcare services and screenings by outstanding healthcare providers. We work with Doctors, Dentists, Pharmacists and Podiatrists as well as students in each of these fields to ensure that our patients receive holistic healthcare and education.
American Medical Association	Provides updates on medical issues and techniques both in Pennsylvania and nationwide. Participates in national meetings of the American Medical Association (AMA) and sponsors various activities and lectures on topics such as current issues in medicine to career considerations for medical students.
American Medical Student Association	Run for and by medical students, this national organization deals with medical and political issues. Offers national, regional and local chapter activities for its members. The local project is STATS: Students Teaching AIDS to Students, a program to teach high school students about AIDS. The group also sponsors a lunchtime lecture series at Temple and offers publications, insurance programs, and loan funds.
American Medical Women Association	Open to all those who wish to advance women in medicine and promote the health of women and their families. All medical students, graduate students, and undergraduates are invited to join as AMWA Student Members.
American Physician Scientists Association	APSA provides research-related career development events, shadowing opportunities with physician-scientists (MDs, MD/PhDs) in the Temple community, and networking to interact with other medical students interested in research.
Asian Pacific Medical Student Association	Serves as a forum for Asian Pacific American medical students to exchange information and experiences, and develop personally and professionally.
Catholic Medical Student Association	Dedicated to those who wish to learn more about the Catholic faith and how to live faithfully as medical professionals, while upholding principles of social justice. Activities include engaging in dialogue and debate on various medical ethical issues, outreach, and participation in the events, and liturgies of the Temple University Newman Center.

Christian Medical and Dental Association	Meets weekly year-round to learn from the Bible, pray, and enjoy fellowship. Activities include singing, sharing food, special guest speakers, and sharing life's victories, defeats, and challenges.
Jewish Student Union	Aims to engage all self-identifying Jewish students, no matter their level of religious observance or Jewish education. JSU believes that a connection to the Jewish community is important and can be a source of support for all students, and hopes to provide a sense of home and a sense of camaraderie. Open to all members of the Temple community.
Latino Medical Student Association	Aims to increase the participation of Latino medical students in the organization and to promote volunteerism in the Latino community. The group looks forward to starting projects/collaborations between the Latino community and Temple/LMSA, which will allow all medical students to participate and volunteer.
LGBTQ Alliance of Students Organized for Health	LASOH is a group of medical students from Temple and PCOM who volunteer at the Washington West Project to provide STI screenings to the general Philadelphia population, with a focus on the LGBT+ community.
LGBTQ and Allies in Medicine	LGBPM aims to improve the quality of health care for lesbian, gay and bisexual patients, and to improve conditions for lesbian, gay and bisexual medical students, physicians and health care workers. LGBPM welcomes all allied health students, faculty, staff and administrators who are interested in gay, lesbian and bisexual issues. LGBPM Local and National sponsors educational workshops on homosexuality, disseminates research and materials on gay health issues, coordinates gay and lesbian preceptor-electives, reviews gay friendly residency programs, holds networking and social events for gay, lesbian and bisexual people in medicine and their friends and bisexual people in medicine and their friends.
Medical Students for Choice	Dedicated to ensuring that women receive the full range of reproductive healthcare choices. MSFC recognizes that one of the greatest obstacles to safe and legal abortion is the absence of trained providers. As medical students and residents, we work to make reproductive health care, including abortion, a part of standard medical education and residency training.
South Asian Health Student Association	Promotes South Asian health awareness, to engage in and educate others about traditional cultural activities, and to serve the South Asian community within Philadelphia and beyond. SAHSA serves as a hub for students to make meaningful connections with their future colleagues and with the local community.
Student National Medical Association	SNMA is committed to developing a network of traditionally underrepresented minority medical students and to improving health care conditions of the underserved community. The group holds programs such as blood pressure screenings in the surrounding community, AIDS awareness workshops in elementary and high schools, seminars on opportunities in medicine, and provides opportunities to interact with colleagues from other institutions.

Constitution of the Student Government Association

CONSTITUTION OF THE LEWIS KATZ SCHOOL OF MEDICINE AT TEMPLE UNIVERSITY STUDENT GOVERNMENT ASSOCIATION

(REVISED November 2015)

ARTICLE I -- Name and Object

Section 1. Name -- The name of this organization shall be the Lewis Katz School of Medicine Student Government Association (LKSOM SGA), hereinafter referred to as "LKSOM SGA".

Section 2. Object -- The object of LKSOM SGA shall be:

- A. to act as a liaison between the individual students, the faculty, administration, and alumni of the Lewis Katz School of Medicine at Temple University;
- B. to act as a liaison between individual classes and other elements of the Health Science Campus community;
- C. to contribute to the welfare and education of the student body;
- D. to promote activities for the academic, social, professional, and administrative welfare of the entire student body.

ARTICLE II -- Members

Section 1. Members -- LKSOM SGA shall consist of Student LKSOM SGA Officers, newly elected or reelected Class Representatives, Clinical Campus Representatives, and at least one representative from Recognized Student Organizations (RSOs).

Section 2. Membership Requirements

A. LKSOM SGA Executive Board, Class Officers, and Clinical Campus Representatives:

1. **Absences:** shall miss no more than two (2) LKSOM SGA meetings for that academic year, unless excused. The absence of a LKSOM SGA Executive Board or Class Officer is excused if that absence fulfills one (1) of the following requirements:
 - a. The student is on an away rotation (an away rotation is defined as one (1) for which the institution provides housing for the duration of the rotation and which requires considerable travel time from LKSOM.
 - b. The student is mandated to remain for the entirety of a short or long call. (Documentation required such as a note signed by a Resident or Attending Physician.)
 - c. The rotation mandates that a student attend sign-out, thereby detaining the student past the time of a LKSOM SGA meeting. (Documentation required such as a note signed by a Resident or Attending Physician.)
 - d. The student is away on interview. (Documentation required.)
 - e. At least four (4) class representatives per class should attend the LKSOM SGA meetings unless absences fall within the guidelines stated above (Section 2, A, 1)
2. **Forced Resignation of Members**
 - a. If any individual member of LKSOM SGA fails to meet the responsibilities of their position, LKSOM SGA may force them to resign by two-thirds (2/3) vote.

Notice of the invoked forced resignation vote shall occur at least two (2) weeks in advance of such a vote.

- b. LKSOM SGA Officers, Class Representatives, or any other appointed officials are expected to abide by the Lewis Katz School of Medicine Honor Code. Any individual committing such a violation can be brought before LKSOM SGA for disciplinary action as determined by LKSOM SGA.

3. Voluntary Resignation of LKSOM SGA Officers

- a. Voluntary resignation of the President -- In the event of voluntary resignation of the President of LKSOM SGA, the Vice President of LKSOM SGA shall assume the position of President. An election will be open for the office of Vice president as per Article V, Section 1.
- b. Voluntary resignation of the remaining LKSOM SGA Officers -- In the event of voluntary resignation of any other Officer of LKSOM SGA, an election shall be held at the earliest opportunity to fill that office for the remainder of that term, as per Article V, Section 1.

B. Recognized Student Organizations

1. Representation. Each RSO must have representation at every LKSOM SGA meeting.

- a. RSOs that do not have representation at more than two (2) meetings in an academic year may be subject to a penalty of 10% of their current budget.
- b. Organizations absent at two (2) meetings in a semester may be voted out of LKSOM SGA via majority vote at the subsequent LKSOM SGA meeting. E-mail notification must be made to all officers of said organization after both the first and the second absences.
- c. In the event an RSO is voted out of LKSOM SGA, the organization still has the option of reapplying for LKSOM SGA membership; re-application can occur if the organization is represented at the three (3) successive LKSOM SGA meetings following the expulsion.
- d. Each RSO must have first year representation at one-half (1/2) of the monthly LKSOM SGA meetings, or a total of four (4) meetings, to be documented and collected in the monthly attendance.
- e. A single individual may only sign in for a maximum of 2 RSOs.

2. Application Process. Any RSO requesting admission to LKSOM SGA as a voting member shall follow the procedure outlined below:

- a. Eligibility -- The structure and functions of the RSO shall represent the social, educational, and/or the professional aspects of the students of Lewis Katz School of Medicine.
- b. A representative shall present a written and verbal petition to LKSOM SGA stating the purpose of their organization. Said organization must serve or meet an unmet need of the LKSOM student body. Said organization must show that there is sufficient membership willing to take an active and ongoing part of the organization. Following the petition, a representative must attend four (4) more successive meetings.
- c. Once these requirements have been met, LKSOM SGA shall discuss the proposal. A vote shall be taken following the close of the discussion. The organization will be granted membership only on approval of two thirds (2/3) of LKSOM SGA.

3. Restarting an Inactive Organization. Any RSO requesting admission to

LKSOM SGA as a voting member shall follow the procedure outlined below:

- a. Eligibility: Groups inactive for less than 4 full years are eligible to be restarted within the following construct. Any group attempting to be restarted after that time must follow the general application process found above. The structure and functions of the RSO shall continue to represent the social, educational, and/or the professional aspects of the students of Lewis Katz School of Medicine.
- b. A representative shall present a written and verbal petition to LKSOM SGA stating the purpose of the organization. Said organization must serve or meet an unmet need of the LKSOM student body. Said organization must show that there is sufficient membership willing to take an active and ongoing part in the organization. Following the petition, a representative must attend two (2) more successive meetings.
- c. Once these requirements have been met, LKSOM SGA shall discuss the proposal. A vote shall be taken following the close of the discussion. The organization will be granted membership only on approval of two thirds (2/3) of LKSOM SGA.

ARTICLE III - Voting

Section 1. Privileges

A. Officers -- The Vice President, Treasurer, Secretary, Webmaster, and Community Service Chair shall each receive one (1) vote.

1. The President shall only receive a vote in the event of a tie.

B. Class Representatives -- Each class shall have no more than four (4) votes.

C. Clinical Campus Representatives -- Each representative shall receive one (1) vote

D. RSOs -- Each organization shall have one (1) vote.

E. Each individual shall hold no more than one (1) vote.

F. Suspension of voting privileges -- The voting privileges of any member may be suspended if they fail to meet the responsibilities of membership to LKSOM SGA as stated in Article II, Section 2.

G. In the event that a class representative of the General Assembly cannot be present due to an excused absence, (s)he may request an absentee ballot. These ballots will be distributed by the SGA Executive Board on an individual basis, and must be received by the time of voting. The GA will be notified when absentee ballots are distributed and counted towards a vote.

Section 2. Procedure -- Voting shall be conducted in an open fashion unless any member requests a secret vote.

A. Quorum -- A quorum shall be considered a meeting of 2/3 voting members of LKSOM SGA as determined by Article II, Section 1.

B. Motions -- Any individual present at a LKSOM SGA meeting may make a motion. A motion must be seconded by another individual at the meeting to be considered for a vote.

C. Approval -- A simple majority of the voting members present has the capacity to pass or reject any motion brought before LKSOM SGA unless otherwise indicated in the constitution. An Executive Board Member (President, Vice-President, Treasurer, Secretary, Webmaster, or Community Service Chair) of LKSOM SGA shall count the votes.

D. In the event of a secret vote, a nonvoting member of LKSOM SGA shall be appointed by LKSOM SGA to assist in the counting of ballots.

ARTICLE IV - LKSOM SGA Executive Board, Class Officers *and Clinical Campus Representatives*

Section 1. Enumeration -- The six (6) LKSOM SGA Executive Board Officers shall be designated as President, Vice President, Treasurer, Secretary, Webmaster, and Community Service Chair. The Class Officers are enumerated in ARTICLE V, Section 2.

- A. LKSOM SGA Officers shall:** 1) act as LKSOM SGA liaisons to the LKSOM student body and to all other organizations; 2) perform any other duties listed within this Constitution; 3) attend meetings as requested by the Deans' Office, Administration, Faculty and Alumni Association; 4) organize LKSOM SGA events (e.g. social functions, fund-raisers, community service projects); 5) promote attendance and early involvement of the incoming first year class through email and in person announcements which welcome and encourage their participation and advise them of student government leadership opportunities (including the attendance requirement to run for Executive Board).
- B. The President shall:** 1) organize and conduct both monthly and emergency LKSOM SGA meetings; 2) circulate meeting agendas via the listserv before the meeting; 3) communicating regularly throughout each month with each Class President and SGA members, as appropriate.
- C. The Vice President shall:** 1) perform the duties of the President in the temporary absence of the President; 2) review the Constitution each semester and, if necessary, form a review committee (see Article VIII, Section 3); 3) address all inquiries regarding the Constitution, including all questions regarding attendance requirements.
- D. The Treasurer shall:** 1) organize the budget and present it to LKSOM SGA (see Article VIII, Section 2); 2) make monthly reports to LKSOM SGA regarding the current account balance for both LKSOM SGA as a whole and for each RSO; 3) Keep track of receipts that have been submitted but not yet reimbursed, and include these totals in the monthly reports to LKSOM SGA; 4) let LKSOM SGA members know if they have reimbursements that have been ready for them for weeks; 5) request and receive written budget proposals for the Budget Committee from all organizations funded by LKSOM SGA (see Article VIII, Section 2); 6) advocate for additional funds from both University and other sources; 7) address all budgetary concerns; and 8) act as an advocate for LKSOM SGA members in all budgetary matters, as appropriate.
- E. The Secretary shall:** 1) record attendance and minutes for all LKSOM SGA meetings; 2) distribute minutes for each LKSOM SGA meeting via the list serve and issue attendance advisories to absent members/RSOs; 3) schedule trimonthly meetings between the administration and student representatives to discuss any issues within the school; 4) assign a student representative for each administration/representative meeting to take and distribute meeting minutes; 5) advertise LKSOM SGA meetings by placing flyers prominently within the medical school and by sending notifications via the list server; 6) Work with the Deans' Office to ensure that posting rules are enforced and bulletin boards updated; 7) provide an updated Constitution after the May meeting to the Deans' Office for inclusion in the Student Handbook.
- F. The Webmaster shall:** 1) Work with administration to maintain the online version of the student handbook; 2) Maintain a database of the newly elected RSO officers, their e-mail addresses, and telephone numbers for monthly list serve distribution and provide an updated list in May to both the Deans' Office (for organizing Orientation) and to the LKSOM SGA members; 3) Maintain and make accessible online, an updated calendar of all events taking place on the Health Sciences Campus.

G. The Community Service Chair shall: 1) Oversee all SGA sponsored community service events; 2) Communicate with administration as point person for service events; 3) Serve as liaison between community and LKSOM; 4) Keep record of service site contact information; 5) Encourage all RSO to participate in at least one service event per year.

H. Class Officers shall serve their respective classes and the LKSOM student body as a whole.

1. The collective efforts of each class's officers must include (but should not be limited to): 1) organizing and presenting class and LKSOM SGA activities, 2) organizing and holding class elections (see Article V, Section 2), 3) serving on LKSOM SGA committees as needed, 4) fulfilling other duties enumerated in the LKSOM SGA Constitution, 5) acting as liaisons between their class and others at LKSOM (including the administration, LKSOM SGA, other classes, etc.), 6) advertising LKSOM SGA activities to their classmates and encouraging class participation in LKSOM SGA organization community service events and programs.
2. Class Officers shall report each month to their Class President, who will confer and present a monthly report to the LKSOM SGA President prior to each monthly meeting. This report of activities and duties will be reviewed at each monthly LKSOM SGA meeting.

I. Clinical campus representatives shall serve their clinical campus and student body as a whole and act as liaison between the clinical campus and LKSOM main campus.

1. The efforts of the clinical campus representatives must include (but should not be limited to): 1) organizing and presenting class and LKSOM SGA activities, 2) serving on LKSOM SGA committees as needed, 4) fulfilling other duties enumerated in the LKSOM SGA Constitution, 5) acting as liaisons between their class and others at LKSOM and respective clinical campus (including the administration, LKSOM SGA, other classes, etc.), 6) advertising LKSOM SGA activities to their classmates and encouraging class participation in LKSOM SGA organization community service events and programs.
2. Clinical campus representatives shall present a monthly report to the LKSOM SGA President prior to each monthly meeting. This report of activities and duties will be reviewed at each monthly LKSOM SGA meeting.

Section 3. Term of Office -- Officers of LKSOM SGA shall serve for a term of one (1) year following election or until the next officer election. Except in the case of emergency or special elections, the ordinary term of Executive Board members shall span from June 1 through May 31 of the Academic Year.

ARTICLE V - Elections

Section 1. LKSOM SGA Officers

A. Eligibility

1. President, Vice-President, Treasurer, Secretary, Webmaster, and Community Service Chair. Any 1st year student wishing to run for an executive board position must have attended at least one (1) SGA meeting in the fall and two meetings in the spring. Any 2nd or third year student wishing to run for an executive board position must have attended at least two (2) meetings in the fall and two (2) meetings in the spring.
2. Any eligible student may be nominated or nominate him/herself.
3. Each candidate shall be required to make a speech of no more than three (3) minutes including questions. In the event that the candidate cannot attend the meeting, (s)he shall send a written speech to be read by a designated proxy. After the speeches there

shall be no discussion.

4. Voting shall be conducted as per Article III. Newly elected Class Representatives/, and newly elected club representatives are not eligible to vote. The candidate with the highest number of votes shall be elected to that office. The other candidates may then run for the remaining offices for which they are eligible.
5. Any student who misses more than two (2) LKSOM SGA meetings during an academic year because of responsibilities at an away rotation, or at a rotation where Temple has deemed it necessary to provide living accommodations, can count the missed meetings as attended for the purposes of eligibility for election to the offices of President, Vice President, Treasurer, Secretary and Webmaster. These meetings cannot be counted as attended meetings for any other purpose.
6. Election of LKSOM SGA Officers shall be held at the April meeting. New officers shall sit with the outgoing officers at the May meeting, but may only vote if they are representing an organization.

Section 2. Class Representatives

A. Eligibility -- Any member of a class, *regardless of assigned clinical campus*, shall be eligible to run unless that person was a Class Representative for the current academic year, in which case the same policy as in Article V, Section 1.A.1 applies as stated above.

B. Procedure

1. Elections of Class Officers shall be conducted by the Honor Board
2. Attendance records for each candidate must be verified with the Secretary prior to the production of the ballot (Article II, Section 2).
 - a. Elections for the rising three classes shall be scheduled to occur at least one (1) week before the first Wednesday of May.
 - b. Elections for the newly arrived 1st year class shall be scheduled to occur within the first two (2) weeks of October, following a Monday Doctoring. This will be scheduled in coordination with the Doctoring faculty.
3. Separate elections shall be held for Class President, Class Representative, and Community Service Representative. Students may run for one (1), two (2) or three (3) class positions.
4. Each candidate for class office shall submit at least one (1) written statement of no more than seventy-five (75) words with their choice(s) of position(s). This statement is due no later than ten (10) days before the election. At least one (1) week prior to the election, these statements shall be posted prominently in the medical school building and e-mailed to the class. These statements shall also be included on the ballot, along with the candidate's student ID photo.
5. Candidates shall each address their class. Each candidate's address shall last no more than two (2) minutes.
6. The order of election will be as follows: 1) Class President 2) Community Service 3) Class Representative. The student with the highest number of votes for Presidency shall be elected to that office. The student with the highest number of votes for Community Service Representative shall be elected to that position. The students with the three (3) highest numbers of votes for Class Representatives shall be elected to those positions.
7. The process of election will proceed as follows:
 - a. Electronic polls for Class President will be open for 48 hours following the speeches. The results will be announced. The student with highest number of votes will be removed from voting for the Community Service and Class Representative
 - b. Electronic polls for Community Service will open at the conclusion of the Class

president poll and will remain open for 48 hours. The results will be announced. The student with the highest number of votes will be removed from the voting for Class Representative

- c. The Class Representative electronic poll will open at the conclusion of the Community Service poll and will be open for 48 hours.
- d. In the event that a paper poll is conducted, voting for all positions will take place on the same day, preferably, but not exclusively, following a Doctoring session.

Section 3. Clinical Campus Representatives

A. Eligibility -- Any member of the class assigned to go to a specific clinical campus shall be eligible to run for the position at the clinical campus unless that person already holds a position of Class Representative.

B. Procedure

1. Elections of Class Officers shall be conducted by the Honor Board
2. Attendance records for each candidate must be verified with the Secretary prior to the production of the ballot (Article II, Section 2).
 - a. Elections for Clinical Campus Representative to St. Luke's and Philadelphia campuses for the rising second year class shall be scheduled to occur at least one (1) week before the first Wednesday of May.
 - b. Elections for Clinical Campus Representative to St. Luke's, West Penn, Geisinger and Philadelphia campuses for the rising third year class shall be scheduled to occur at least one (1) week before the first Wednesday of May.
3. Each candidate for clinical campus representative shall submit a written statement of no more than seventy-five (75) words. This statement is due no later than ten (10) days before the election. At least one (1) week prior to the election, these statements shall be posted prominently in the medical school building and e-mailed to the clinical campus students. These statements shall also be included on the ballot, along with the candidate's student ID photo.
4. Candidates shall each address their respective clinical campus classmates. Each candidate's address shall last no more than two (2) minutes. These speeches shall occur at either a class meeting, immediately after a lecture, or at any time deemed appropriate by the Honor Board's Election Committee
5. Should no student run for the position of clinical campus representative to a specific campus, that position will be left open until the following year.

Section 4. RSOs -- Elections shall be conducted as outlined by the constitution of each organization.

ARTICLE VI -- Meetings

Section 1. LKSOM SGA shall meet at 5:15pm on the first Wednesday of each month from September to May. If a meeting is held at another time, absences will not be counted against members unless, at least one (1) week prior, two (2) e-mail notices are sent to members and notices are prominently placed in the medical school (e.g. elevators, doors to stairways, bulletin boards).

Section 2. The last LKSOM SGA meeting shall be attended by both outgoing and newly elected members of LKSOM SGA.

ARTICLE VII -- Budget

Section 1. Eligibility

- A. In order to be eligible for funding, an organization must be a RSO.
- B. Organizations recognized within two (2) years will not have to reapply for LKSOM SGA organization status. Dormant organizations (inactive for 1 year without budget) will be allowed no more than \$100 for starting budget.

Section 2. Budget Allocation

- A. LKSOM SGA will approve a budget for the current academic year as outlined in Article VIII, Section 2.
- B. Requisition and reimbursement of allocated funds shall follow current guidelines available through the Budget Committee and in the Office of Student Affairs.
- C. It is required that receipts for reimbursement be copied in triplicate, with one copy for the University Office which reimburses, one

ARTICLE VIII – Committees

All of the SGA committees will be formed at the same time, early in the fall semester. During the SGA meeting at which the new 1st year representatives are first present, each class representative member will rank, in order of preference (#1 - #6), his/her choices for the committee on which they would like to sit. Each class representative must fill out a ranking sheet. Any other SGA member may volunteer to fill out a ranking sheet as well. The executive board will review the rankings and allocate committee positions based on preference. In the event that there are more SGA members than committee positions, then the remaining SGA members will serve as 'alternates,' to be used in the event of a conflict of interest (i.e. someone sitting on the Curriculum Committee Selection Committee decides they want to be on the Curriculum Committee itself).

Section 1. Admissions Board Selection Committee

- A. The selection committee shall consist of current student members of the Admissions Committee and three (3) members of LKSOM SGA. Members of the selection committee are not eligible to apply for a position on the Admissions Board that year.
- B. Selection of student representatives shall be made each year from the applicants in the second-year class. Applicants must submit essays stating their qualifications for the position and be interviewed. From here, Admissions Director must approve final decision.

Section 2. Budget Committee

- A. The Budget Committee shall consist of the Student LKSOM SGA Treasurer and volunteers who have attended at least two (2) LKSOM SGA meetings in the current academic year. Both the treasurer elect and the treasurer shall attend the April meeting.
- B. Of amount allocated to Student Government from Student Affairs, the Budget Committee will allocate a certain % to be given directly to each class for their representatives to use at their discretion. The remaining funds will be a general reserve for recognized student organizations to apply for as the year progresses and needs arise.
- C. The purpose of the Budget Committee is to establish criteria for determining allocation of funds. Reflecting this role, the Budget Committee may choose to use the following guidelines:
 - 1. Activities that enhance the medical education of Temple medical students.
 - 2. Activities that positively reflect upon Lewis Katz School of Medicine.
 - 3. Activities that promote application and/or enrollment at Lewis Katz School of Medicine.
 - 4. Activities that contribute in a significant way to the health care of others.

5. Number of LKSOM SGA meetings at which a member of the organization was present.
6. Activities planned for the next academic year by the organization's newly elected officers.
7. Whether the organization has completed the activities it had planned for the current academic year (or has reasonable and substantial plans to complete those activities before the end of the academic year).

D. Recognized student organizations must submit a detailed request for funding at least three weeks prior to event to the SGA Executive Board. From here, funding will be given based on criteria in Section 2, Paragraph C and as funding permits.

E. Treasurer will report to SGA funding of events at each monthly meeting.

Section 3. Bylaws Committee -- This Committee shall be formed when necessary at the request of the Vice President or other members of LKSOM SGA and shall consist of LKSOM SGA members. LKSOM SGA must approve the formation of this committee.

Section 4. Curriculum Committee

- A. The student body, in an election, shall select one (1) First Year student to serve a two (2) year term, beginning his/her sophomore year.
- B. All applicants shall submit an essay and be reviewed by the Class.
- C. The Dean of Curriculum will have the final approval of the selected student.
- D. The selected student may attend Curriculum Committee meetings during his/her first year, but may not have voting privileges.

Section 5. Representative to the Academic Block Directors' Committee

- A. The first and second year class shall each select one (1) student, by election, in the beginning of the year.
- B. All applicants shall submit an essay and be reviewed by the Class.
- C. The Dean of Curriculum will have the final approval of the selected student.
- D. The selected student may attend academic block directors' meetings, but may not have voting privileges.

Section 6. Representative to the Clinical Rotation Directors' Committee

- A. The third and fourth year class shall each select one (1) student, by election, in the beginning of the year.
- B. All applicants shall submit an essay and be reviewed by the Class.
- C. The Dean of Curriculum will have the final approval of the selected student.
- D. The selected student may attend clinical rotation directors' meetings, but may not have voting privileges.

Section 7. Teaching Evaluation Subcommittee

- A. The student body, via an election held by class representatives, shall select one (1) medical student to serve a one (1) year term with possible reappointment for one (1) additional year. All applicants shall submit an essay
- B. The Dean of Curriculum will have final approval of the selected student.

Section 8. Student Promotion, Appeal and Grievance Committee

- A. The Committee shall select one (1) first-year student to serve a two (2) year term beginning in the sophomore year. All applicants shall submit an essay and be interviewed by the Committee.
- B. The Dean of Student Affairs will have final approval of the selected student.

ARTICLE IX - Amendments

Section 1. Amendments

- A. The by-laws may be amended by the vote of two-thirds (2/3) of the voting members of LKSOM SGA.
- B. An amendment to the Constitution and by-Laws of LKSOM SGA goes into effect immediately upon its adoption by two-thirds (2/3) vote.
- C. All proposed amendments will be submitted to the Vice-President (section 2, C) for review and presentation to the LKSOM SGA.

APPENDIX A: PROFESSIONALISM FORMS

Lewis Katz School of Medicine at Temple University Commendation for Exemplary Professional Behavior (Faculty, Residents, Students, Staff)

Name of Person Being Cited: _____

Course/Clerkship/Context: _____

Date: _____

Optional:

Person Filing Report (Name): _____

Dept.: _____ Phone: _____

I observed the following behavior(s) by the above-mentioned person. In my opinion this behavior reflects exemplary professional standards expected of all persons at the Lewis Katz School of Medicine at Temple University.

This person was exemplary in the following way(s):

- ___1. Treat patients, students, faculty, administrators, and staff with respect, empathy, compassion, and sensitivity.
- ___2. Create a supportive learning environment.
- ___3. Behave in an ethical, legal, responsible, dependable, and accountable manner.
- ___4. Project a professional image in interpersonal relationships, manner, and/or dress.
- ___5. Communicate and work effectively with other health professionals.
- ___6. Recognize or accept feedback on deficiencies in his/her own performance.
- ___7. Demonstrate awareness and sensitivity with regard to diversity.
- ___8. Accept responsibility for his/her own actions.
- ___9. Conduct him/herself in accordance with the LKSOM Honor Code.
- ___10. Complete assigned tasks and in a timely and responsible manner.
- ___11. Communicate in an honest and truthful fashion.
- ___12. Other (Please specify): _____

Description of the behavior(s) that prompted this report. (Please be specific)

I have discussed this commendation with the subject of the report: *Yes No*

If yes, when? _____

I have taken the following action(s):

Optional:

Signature of Person Filing Report _____

Title _____

Please submit this form to:

Douglas Reifler, MD, Associate Dean for Student Affairs, 3500 N. Broad St, Suite 325, Philadelphia, PA 19140, douglas.reifler@temple.edu, 215-707-1670 phone, 215-707-4725 fax

or

Gerald H. Sterling, PhD, Senior Associate Dean for Education, 3500 N. Broad St, Suite 325, Philadelphia, PA 19140, ghsterli@temple.edu, 215-707-4613 phone, 215-707-8278 fax

**Lewis Katz School of Medicine at Temple University
Concern about Unprofessional Behavior
(Faculty, Residents, Students, Staff)**

Name of Person Being Cited: _____

Course/Clerkship/Context: _____

Date: _____

Optional:

Person Filing Report (Name): _____

Dept.: _____ Phone: _____

I observed the following behavior(s) by the above-mentioned person. In my opinion this behavior does not reflect the professional standards expected of all persons at the Lewis Katz School of Medicine at Temple University.

This person **did not/does not adequately:**

- ___1. Treat patients, students, faculty, administrators, and staff with respect, empathy, compassion, and sensitivity.
- ___2. Create a supportive learning environment.
- ___3. Behave in an ethical, legal, responsible, dependable, and accountable manner.
- ___4. Project a professional image in interpersonal relationships, manner, and/or dress.
- ___5. Communicate and work effectively with other health professionals.
- ___6. Recognize or accept feedback on deficiencies in his/her own performance.
- ___7. Demonstrate awareness and sensitivity with regard to diversity.
- ___8. Accept responsibility for his/her own actions.
- ___9. Conduct him/herself in accordance with the LKSOM Honor Code.
- ___10. Complete assigned tasks and in a timely and responsible manner.
- ___11. Communicate in an honest and truthful fashion.
- ___12. Other (Please specify): _____

Description of the behavior(s) that prompted this report. (Please be specific)

I have discussed this concern(s) with the subject of the report: *Yes No*

If yes, when? _____

I have taken the following action(s):

Optional:

Signature of Person Filing Report _____

Title _____

Please submit this form to:

Douglas Reifler, MD, Associate Dean for Student Affairs, 3500 N. Broad St, Suite 325, Philadelphia, PA 19140, douglas.reifler@temple.edu, 215-707-1670 phone, 215-707-4725 fax

or

Gerald H. Sterling, PhD, Senior Associate Dean for Education, 3500 N. Broad St, Suite 325, Philadelphia, PA 19140, ghsterli@temple.edu, 215-707-4613 phone, 215-707-8278 fax

APPENDIX B: CLINICAL AND REGIONAL CAMPUSES

The information in this section supplements the LKSOM student/faculty handbook in regard to our clinical campuses. All other information within the handbook, including all policies and procedures, applies to all LKSOM students at the Health Sciences Campus (HSC) in North Philadelphia, students rotating at any of our affiliates, and students at the clinical campuses. We have a clinical campus at Geisinger Medical Center in Danville, PA and a three year regional campus at St. Luke's Hospital in Bethlehem, PA; The Associate Dean at each campus will serve the role of the Associate Dean of Medical Education and another faculty member at the campus will the role of Student Affairs Dean for the students at the campus. Each clinical campus associate dean has access to the Senior Associate Dean of Education and Associate Dean of Student Affairs at LKSOM for any questions or assistance.

GEISINGER MEDICAL CENTER

Academic Affairs
100 North Academy Avenue
Danville, PA 17822
570-271-6114

Undergraduate Medical Education Staff
100 North Academy Avenue
M.C. 13-51
Danville, PA 17822
570-271-6697

Student Medical Care

The following is a listing of options for clinical campus students seeking primary care and/or episodic medical care:

Geisinger – Bloomsburg Reichart Road
2407 Reichart Road
Bloomsburg, PA 17815
570-784-8303

Geisinger – Catawissa
335 Main Street
Catawissa, PA 17820
570-356-2351

Geisinger Careworks Walk-In Clinic
604 Continental Boulevard
Suite 100
Danville, PA 17821
570-284-4575

Geisinger Careworks Walk-In Clinic
425 East 1st Street
Bloomsburg, PA 17815
570-416-1890

Geisinger Careworks Walk-in Clinic
Colonial Village Plaza
2660 N. Susquehanna Trail
Shamokin Dam, PA 17876
570-884-3726

Columbia Montour Family Health
2201 5th Street Hollow Road
Bloomsburg, PA 17815
570-387-0236
<http://www.bloomsburgfamilyplanning.com/page3.html>

Immunization Records

All immunization and titer records will be kept at the LKSOM HSC office of Student Health Services. Yearly PPD testing will be made available to the students. All students will retain coverage for accidental exposure.

Health Insurance

All medical students, including those who are clinical campus students at Geisinger are required to have health insurance; the school offers a plan that includes numerous providers in Danville, Pennsylvania. Students are able to access care on their own through a primary care provider or in a primary care practice at the hospital which does not participate in the teaching program. Students can schedule an appointment by calling 570-271-6401.

Mental Health Services

To care for their mental health needs students have access on site to a clinical psychologist who does not serve in a teaching or evaluation role. Students can schedule an appointment by calling 570-271-6401. All health and wellness educational sessions and materials are available to students at this campus. The wellness sessions provided during class meetings are communicated in real time to the students at this campus.

Additionally, students at Geisinger may contact Michael Carr, LPC, at 570-441-5422 to arrange for counseling services.

Needlestick Procedure

If the student is exposed to blood, body fluid or respiratory pathogen from a patient, the student is to go directly to the emergency room. At that time the student is to inform his or her attending physician of the incident. When the student reports to the emergency room, the student is to inform the registration personnel as well as the clinician treating the student that (s)he has accidental exposure insurance. All needed paperwork regarding that insurance can be obtained on the Temple University Human Resources website or by calling human resources at 215-926-2270. All decisions regarding source patient testing, student testing and prophylactic treatment will be made following CDC guidelines; which are in compliance with all University guidelines. All

follow up regarding the exposure should be completed by the primary care practice physician identified to care for students. This practice has no role in teaching or evaluating students. The practice can be reached at 570-271-6070.

Library Services

The Health Sciences Library at Geisinger Medical Center is located on the lower level for Health Research. Take the elevator or use the stairs to the lower level. Library hours are 7:00 am – 5:00 pm Monday through Friday. When the library is not staffed, students may access the Library using their Prox Tag on their name badge or by calling Security Department at 570-271-6588.

Telephone Numbers & E-mail:

Circulation Desk: 570-271-6463

Reference: 570-271-6288

Document Delivery: 570-271-6346

Archives: 570-271-5037

Fax: 570-271-5738

Email: hsl@geisinger.edu

Clinical Research Tools

- Ovid (Medline)
PubMed
- CINAHL
Nursing Ref Center Plus
- Isabel-Differential Dx
- DynaMed
- Clinical Key
- UpToDate
- Visual Dx
- PsychiatryOnline
- Access Medicine_h
- Access Anesthesiology
- Access Emergency Med
- Access Pediatrics
- Access Surgery
- JBI-Joanna Briggs Inst EBM

Security Services

The mission of Geisinger Security Services is to protect and serve the medical center and campus facilities, patients, visitors, and employees by providing the following services: Protecting patients, visitors, and employees from harm and reasonable fear of harm; maintaining an acceptable level of order, control, security and safety in the various hospital facilities and throughout the campus; protecting personal and facility property from theft, misuse, and vandalism; Conveying an image of professionalism and behaving in a way that is conducive to positive hospital and community relations; enforcing established rules and regulations; providing customer services related to Protection, Security, Safety and Transportation on an as-needed basis.

A few items/services to note are as follows:

- There are separate patient/visitor and employee shuttles on the GMC campus.
- Students are to utilize the North Zone for parking during regular working hours, except if called in, or on weekends when the Parking Garage is available to staff.
- If students leave after shuttle hours, they are welcome to call Security for a ride to their cars.
- If at any time students feel concerned for their safety, they are encouraged to call Security.
- There is 24/7 Security and Security Dispatch staffing at GMC.
- The GMC campus has a robust video surveillance system, which is observed by Security Dispatch 24/7, although all cameras cannot be observed at all times, due to the number of cameras and other Dispatcher responsibilities.
- There are always at least four Security officers and one Dispatcher on duty at GMC. This includes at least one outside vehicle officer.
- GMC Security maintains a relationship with the Mahoning Township Police Department and East End Fire Company.

Weather Cancellation Policy for Students

Geisinger maintains a policy for cancellations for weather or other building infrastructure emergencies that are similar to that of our affiliated schools.

- Clinics, office practices, and urgent care centers – students assigned to these facilities are not expected to report for duty during times when the clinic is closed to patients during severe weather or utility outage.
- Hospital based services – students assigned to these facilities are expected to report to assigned rotations for usual patient care.

Students are expected to be safe and use good judgment when travelling to and from educational sites. Students must communicate any delays in arrival or travel issues to their clinical team and/or clerkship director by phone or by page and email the UME office. Call rooms are available for students who are stranded at a hospital facility.

Absenteeism Policy for Students

Geisinger maintains a policy for absenteeism that is similar to that of our affiliated schools. If absences are foreseen (e.g. residency interviews), a student must obtain prior approval from their clerkship director and inform their team of their absence for that time. The student must also email the UME office.

If for any reason a student must unexpectedly be absent from a clerkship (e.g. illness, family emergency), the student must contact their clinical team and/or clerkship director by phone or by page and email the UME office.

Students are expected to work with their clerkship director to make-up the rotation time missed.

Academic Counseling

All students at our clinical campuses have access to academic counseling in programs comparable to those at the Broad Street HSC. Students at the clinical campus who are seeking help with academic difficulties, or who are identified by a faculty member or clerkship site director as having academic difficulty are asked to meet with the Associate Dean of the Geisinger Campus. This Associate Dean will meet with the student to evaluate the relevant issues and determine if

other forms of personal or mental health counseling might be beneficial. The Associate Dean will then refer the student to an educational psychologist used within the graduate medical education program to discuss study and learning habits and skills with the student. The Associate Dean will follow the student’s progress and keep the Senior Associate Dean of Medical Education informed of the progress.

Career Counseling

All career advising sessions provided by LKSOM during third and fourth year class meetings are made available in real time to each of the campuses. Students at these campuses are able to ask questions and interact with presenters during these class meetings. All students at both all campuses and the HSC are assigned specialty specific advisors to help with fourth year elective choices and the residency application process. Students at Geisinger are assigned a specialty specific advisor on site at the clinical campus. This faculty member has received the same faculty development material given to clinical faculty advisors at the HSC. Students at affiliate campuses are also given specialty specific advisors from the HSC that they, as well as faculty from the clinical campus, can contact for additional information. Students are encouraged also to access the associate dean at their assigned campus as well as the LKSOM Associate Dean of Student Affairs.

The Medical Student Performance Evaluation (MSPE) letter for students at the Geisinger campus is written by the Associate Dean of that clinical campus. Each campus Associate Dean receives faculty development regarding career counseling as well as the composition of the MSPE. The clinical campus Associate Deans also have access to the LKSOM Associate Dean of Student Affairs.

All students and affiliate faculty have access to the same career advising information available to students at the HSC.

Process for Reporting and Responding to Allegations of Student Mistreatment

Students are encouraged to address concerns about inappropriate behavior or mistreatment locally to the degree feasible, by discussing the behavior with the course or clerkship director, supervising attending physician, or another appropriate faculty member involved in the setting where alleged mistreatment occurs. Because it is often difficult for medical students to raise the matter directly with a faculty member or the parties may be unable to resolve the matter themselves, students are encouraged to report their concerns to the campus Senior Associate, Associate, or Assistant Dean. Students at Geisinger Medical Center should report concerns to Linda Famiglio, MD, Associate Dean. Campus deans will either address the concern directly or enlist the support of the LKSOM Learning Environment and Appeals Committee (see pp. 37-38).

ST. LUKE’S HEALTH SYSTEM

Block Directors: Year 1

COURSE	DIRECTOR	PHONE #/E-MAIL
Doctoring I:	David Leh, M.D. Course Director	484-526-2297 David.Leh@sluhn.org

Block Directors: Year 2

COURSE	DIRECTOR	PHONE #/E-MAIL
Block 7:		

Microbiology & Infectious Diseases	Sharon Steinman, M.D. Block Director Peter Ender, M.D. Associate Block Director	610-628-8643 Sharon.Steinman@sluhn.org 484-554-6015 enderp@hotmail.com
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Block 8: Diseases of the Cardiovascular, Respiratory and Renal Systems	Santo Longo, M.D. Block Director	484-526-4574 Santo.Longo@sluhn.org
	Raymond Durkin, M.D. Associate Block Director	484-526-4011 Raymond.Durkin@sluhn.org

Block 9: Diseases of the Endocrine, Reproductive and Gastrointestinal Systems	Santo Longo, M.D. Block Director	484-526-4574 Santo.Longo@sluhn.org
	James Anasti, M.D. Associate Block Director	484-526-4670 James.Anasti@sluhn.org

Block 10: Diseases of the Nervous System	David Anderson, M.D. Block Director Joan Sweeney, M.D. Associate Block Director	484-526-4899 David.Anderson@sluhn.org 484-426-2626 Joan.Sweeney@sluhn.org
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Block 11: Diseases of the Musculoskeletal and Immune Systems; Hematology and Oncology; Dermatology	David Anderson, M.D. Block Director	484-526-4899 David.Anderson@sluhn.org
	Sanjiv Agarwala, M.D. Associate Block Director	484-503-4500 Sanjiv.Agarwala@sluhn.org

Doctoring II:	David Leh, M.D. Course Director	484-526-2297 David.Leh@sluhn.org
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Clerkship Directors: Year 3
COURSE DIRECTOR

	PHONE #	E-MAIL
<u>Family Medicine</u> Jennifer Ranton, M.D.	484-526-3555	Jennifer.Ranton@sluhn.org
<u>Internal Medicine</u> David Leh, M.D.	484-526-2297	David.Leh@sluhn.org
<u>Neurology</u> Joan Sweeney, M.D.	484-426-2626	Joan.Sweeney@sluhn.org
<u>OB/GYN</u> James Anasti, M.D.	484-526-4670	James.Anasti@sluhn.org
<u>Pediatrics</u> Dianne Jacobetz, M.D.	610-442-1074	Dianne.Jacobetz@sluhn.org
<u>Psychiatry</u> Farhad Sholevar, M.D.	484-526-5200	Farhad.Sholevar@sluhn.org

Surgery

Scott Keeney, D.O. 484-526-2302 Scott.Keeney@sluhn.org

Clerkship Directors: Year 4

Doctoring IV/Capstone

Joel C. Rosenfeld, M.D. M.Ed. 484-526-8865 Joel.Rosenfeld@sluhn.org

Critical Care

Jennifer Axelband, D.O. 484-526-4000 Jennifer.Axelband@sluhn.org
James Cipolla, M.D. 484-526-2200 James.Cipolla@sluhn.org

Emergency Medicine

Rachel Patterson, M.D. 484-526-4552 Rachel.Patterson@sluhn.org

Internal Medicine Sub-Internship

Richard Garwood, D.O. 484-526-6643 Richard.Garwood@sluhn.org

Pediatrics Sub-Internship

Dianne Jacobetz, M.D. 610-442-1074 Dianne.Jacobetz@sluhn.org

Radiology

Andrew Shurman, M.D. 484-526-4800 Andrew.Shurman@sluhn.org

Student Medical Care

Students enrolled through the Regional Campus:

- For acute, emergent illness or other conditions that would either prevent a student from meeting clinical duties or would pose a health risk to patients and health care workers, the student should go to the St. Luke's Emergency Dept. (ED). Regional campus students are given identification cards for use specifically with such emergency visits. The card ensures that the student will not be billed for the ED visit.
- For routine or health care or any medical care that does not meet the above description, students must use providers of their choice, present their own health insurance for payment, meet the copay and deductible for their plan, and, in general, pay any balance not covered by insurance. For students enrolled through the Regional Campus who use a St. Luke's employed provider or facility, there is assistance with the balance billing.
- Routine immunizations and antibody titers required by the Temple Student Health service are provided by St. Luke's at no charge to the students. This includes flu shots and TB tests.

Students doing rotations at St. Luke's who are not enrolled through the Regional Campus may access the St. Luke's ED or an urgent care center. They must use their own health insurance and are responsible for all copays, deductibles, and balance billing. Annual influenza immunizations are provided free of charge to any student on rotation at St. Luke's who presents at a regularly scheduled flu clinic at St. Luke's.

Immunization Records

All immunization and titer records will be kept at the LKSOM HSC office of Student Health Services. Yearly PPD testing will be done on site at St. Luke's. All students will retain coverage for accidental exposure.

Health Insurance

All medical students, including those who are clinical campus students at St. Luke's are required to have health insurance; the school offers a plan that includes numerous providers in Bethlehem, Pennsylvania. At no additional cost students are able to access care on their own through a primary care provider or in a primary care practice at the hospital which does not participate in the teaching program. Students can get the name of a primary care physician by calling the Associate Dean for the clinical campus 610-954-2540 and can schedule an appointment by calling the individual physician. For minor complaints, the student can go to Employee Health.

Mental Health Services

St. Luke's provides all students enrolled through the Regional Campus with both counseling and psychiatrist services. The services are anonymous, free of any charge, and do not require use of the student's health insurance. Students access the services by calling the St. Luke's Behavioral Health Service number (484-526-2400) to request an appointment. No personal information is requested. The counselors and psychiatrists who see students are not involved in evaluating students on rotation. There are no special arrangements for mental health care for visiting students rotating at St. Luke's.

Additionally, students at St. Luke's may contact Thomas Vallella, PsyD, at 610-434-2431 to arrange for counseling services.

What to do in the event of a Needlestick (or other exposures to blood and body fluids)

After immediately washing the exposed area thoroughly and notifying the supervisor or other superior, any student with this type of exposure (both regional campus and visiting students on rotation at St. Luke's) should go to St. Luke's Emergency Dept. for care and present their health insurance information. Students are advised to complete both a St. Luke's accident report and a Temple University accident report (which activates the University's accident insurance policy which then covers any balance billing). The Temple University form is available at www.temple.edu/hr/students/accident.htm

Library Services

The Library Services of St. Luke's University Health Network provides information and resources to support the health care team, administration, students and staff in the areas of patient care, education and research. The library collections consist of professional medical and nursing materials including books, computer software, audiotapes, slides and videotapes

The primary facility is the W.L. Estes Jr. Memorial Library, located within the St. Luke's hospital complex in Bethlehem (Priscilla Payne Hurd Pavilion, second floor) and directly across the street from the Estes building that houses the Regional Medical School. The library facility has 34 computer workstations, 3 group study rooms, 4 AV-equipped rooms for research, a classroom for instructional purposes, and wireless access throughout.

Hours of operation

Monday, Thursday, Friday: 8 am - 4:30 pm

Tuesday, Wednesday: 8 am - 8 pm

During the above hours, a librarian is present. However, students with St. Luke's ID badges are able to access the Estes Memorial Library 24/7.

Contact information

W.L. Estes Jr. Memorial Library
2nd Floor, PPHP
801 Ostrum Street
Bethlehem, PA 18015
484-526-4650
Maria Collette, Medical Librarian

Selected Resources

- STAR Catalog
- EBSCO
- Journal List
- OVID
- Lippincott Manual of Nursing Practice
- STATRef!
- Pubmed
- National Center for Complementary and Alternative Medicine
- Joanna Briggs Institute EBP Database
- Cochrane Database of Systematic Reviews
- DynaMed

Services

The Estes Memorial Library participates in the document delivery service which allows users to request materials not owned by the library. The response to requests is rapid, as most articles are received and delivered electronically.

The library's reference librarians assist faculty, attendings, and students with online searching and can provide consultations for in-depth research.

Campus Safety Services

The St. Luke's Campus Safety and Security department provides services to the entire St. Luke's community, including the Regional Campus of LKSOM, 24 hours a day, 365 days a year.

Location: The main office is located within the Bethlehem campus in Fountain Hill. Phone numbers:

- To report emergencies: 5555 (from any campus phone); 484-526-5555 (non-campus)
- For escort services and non-emergencies (including reporting suspicious activity): "0" (from any campus phone); 484-526-4000 (non-campus)
- St. Luke's also maintains a confidential safety hotline: 484-526-4044.

St. Luke's Campus Safety and Security department includes 17 full-time staff. The department is one of only 49 in hospitals across the U.S. to be recognized by the International Association of Healthcare Security and Safety as a "Program of Distinction" with staff certified in CPI crisis prevention and management of aggressive behavior, thus providing a proactive approach to security.

Some of the campus safety features include:

- more than 100 megapixel cameras situated both inside and outside the building;
- 17 emergency phones in parking areas;
- Mass notification system.

Although the St. Luke's campus is relatively low-incident area, the Campus Safety and Security department maintains a high level of preparedness within the hospital by staging periodic safety drills (such as an active shooter drill). Students on clinical rotations participate with hospital staff in these drills, thus learning the best ways to keep themselves and others safe in the face of danger.

The Safety and Security department has prepared a list of personal safety tips which is distributed to students annually. Examples of tips include:

- Keep your cell phone ready to dial 9-1-1, but do not be distracted by talking, texting or listening to music while traveling in campus parking lots.
- If you dial 9-1-1, repeat your exact location multiple times. Your location is the most important thing the police need to know to respond.
- Take note of campus emergency telephone locations. They are identified by a bright blue light. Press the call button and it will automatically dial the St. Luke's emergency number. You do not need to remain at the emergency call station to speak if it is unsafe for you to do so. Security will automatically respond to your location. The light will flash when the call button is pressed, which may help to deter a crime from occurring.
- Take the most direct route to your vehicle and have your keys out and ready to use. If your vehicle uses a wireless key, unlock your vehicle as you approach and have the key ready to activate the alarm.
- Travel confidently to your vehicle, keeping constant awareness of surroundings. Don't let anyone stop or slow you down for such things as the time, spare change, directions, etc. Politely decline while you keep moving saying you are rushing to be somewhere on time.
- Law enforcement officials recommend surrendering personal property when it is forcibly demanded. Consider separating some valuables and ID so that if you have to turnover some property to avoid being harmed, you will not have to surrender everything (e.g. separate credit cards, driver's license and some cash from your wallet or purse).
- If your vehicle is parked in the lot and you anticipate needing to stay after hours, move your vehicle close to the building before dark. Coordinate moving your vehicle while coworkers are traveling to the parking lot.

Services:

- After-hours escorts: Escorts are available to the parking lots, and other campus buildings. Please call St. Luke's Safety and Security dept. (number above) to make arrangements.
- The Safety and Security dept. maintains records of crimes reported on campus.

Emergency Closing or Delayed Opening

In the event of severe weather or other emergencies, students enrolled through the Regional Campus as well as other LKSOM students on rotation at St. Luke's should follow the procedures, below, to determine whether or not classes or clinical sites will be closed.

- Information about closures and delayed openings will be emailed to students.
- Information will also be posted on public media. Check the following sites; look for Temple University School of Medicine/St. Luke's:

- WAEB-AM 790
- WAEB-FM, B104
- WBYN-AM 1160
- WBYN-FM 107.5
- WCTO-FM (Cat Country 96)
- WLEV-FM 100.7
- WMGH-FM (Magic 105.5)
- WODE-FM 99.9 The Hawk
- WRAW Oldies-Cool Oldies 1340AM
- WRFY-FM Y102
- WWYY-FM 107.1 107 The Bone
- WZZO 95.1
- www.readingeagle.com
- www.lehighvalleylive.com

Jury Duty Exemption

A student enrolled through the St. Luke's Regional Campus who receives a summons for Jury Duty has the option of bringing the summons to and requesting a letter of support from the Regional Campus student affairs assistant dean.

Academic Counseling

Since Regional Campus students are enrolled in second-year blocks and take block exams in step with Main Campus students, and since the St. Luke's students take USMLE Step 1 while at the St. Luke's campus, academic support is a priority at the campus. Students may self-identify as having difficulty with content or with test-taking or they may be identified by block or clerkship directors on the basis of academic performance. Both the Senior Associate Dean and the Assistant Dean for Student Affairs may serve as resources for students having academic problems. Depending on the nature of the difficulty, the Student Affairs dean may work directly with the student on learning and test-taking skills, the student may be offered referrals for additional academic support or to help develop clinical skills, or the student may be referred for personal counseling.

Career Counseling

Career counseling begins in Year 1. The Senior Associate Dean for the Regional Campus and the Saunders College doctoring faculty discuss career issues with the students during the doctoring course. The Assistant Dean for Student Affairs for the Regional Campus also meets with students individually to discuss the student's interests, values, and skills and how these might relate ultimately to a specialty choice. At this point, students are introduced to the AAMC Careers in Medicine program. Career discussions continue when students arrive in Bethlehem for Year 2. Students are provided opportunities to shadow attendings or to learn in other ways about different specialties. During Year 3, the directors of some of St. Luke's residency programs offer presentations to the class about their respective specialties and residency training. Individual advising meetings with the Senior Associate Dean and Assistant Dean for Student Affairs help students develop appropriate schedules and other plans for fourth year in order to optimize their likelihood of matching to a desired specialty. Students are encouraged to meet with clinical advisors for the specialties in which they are interested. Both group and individual advising continues during Year 4. Group information sessions cover the details of the residency application and match processes. Students have individual meetings about all aspects of their

applications and program choices, and they have opportunities for practice interviews. MSPEs are prepared by the Senior Associate Dean and Assistant Dean for Student Affairs for the Regional Campus.

Process for Reporting and Responding to Allegations of Student Mistreatment

Students are encouraged to address concerns about inappropriate behavior or mistreatment locally to the degree feasible, by discussing the behavior with the course or clerkship director, supervising attending physician, or another appropriate faculty member involved in the setting where alleged mistreatment occurs. Because it is often difficult for medical students to raise the matter directly with a faculty member or the parties may be unable to resolve the matter themselves, students are encouraged to report their concerns to the senior administrators at the campus. Students at St. Luke's may report concerns to either Joel Rosenfeld, MD, MEd, Senior Associate Dean, Florence Kimball, PhD, Assistant Dean for Student Affairs, or Kathleen Dave, PhD, Director of Student Affairs who serves as the campus ombudsperson. Students at Geisinger Medical Center should report concerns to Linda Famiglio, MD, Associate Dean. Campus deans will either address the concern directly or enlist the support of the LKSOM Learning Environment and Appeals Committee (see pp. 37-38).

Student Organizations and Activities

Student Government Association (Elected)	Acts as a liaison to the LKSOM SGA based in Philadelphia: both to represent SGA leadership to students at the regional campus and to relay the unique needs and contributions of St. Luke's campus students to the LKSOM student body at large. Works with faculty, administration, and other groups within the St. Luke's Hospital community to contribute to the welfare and education of the student body. Aims to facilitate professional development, social interaction, and service opportunities among and between the individual classes.
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Community Service Organizations

Community Volunteer Experience Resources (CoVER)	Fosters interaction between regional campus students and the surrounding local community. Acts as an umbrella organization for activities related to community outreach and service by providing logistical support, actively seeking out new opportunities for community involvement, and providing a funding conduit for service projects not under the auspices of another student organization.
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Health Education and Advocacy Resources at Temple/St. Luke's (HEARTS)	Organizes and staffs the HEARTS free clinic, run monthly at the Broughal Middle School Family Center. Facilitates service activities enriching the training of medical students. Serves as a forum for community education on healthy living.
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Liberty High School Health Fair	Reaches out to teenagers on important health and wellness issues they face daily. Holds biannual health education events addressing smoking, alcohol & drug abuse, STIs, bullying, physical and sexual abuse, and eating disorders.
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Enrichment Activities

Sports and Fitness Club	Provides a means for St. Luke's students to compete in recreational sports leagues in the Lehigh Valley. Promotes participation in other sports and fitness activities throughout the year.
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Specialty Interest Groups

Anesthesiology Interest Group	Promotes student interest in anesthesiology and its subspecialties. Provides first-through fourth-year students opportunities to experience and learn more about the field and career choices.
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Diagnostic and Interventional Imaging Group	Provides medical students a broad understanding of available imaging modalities and interventions. Guides students through learning about careers in radiology and other interventional specialties (including interventional cardiology, neurology, radiology, and vascular surgery).
Emergency Medicine Interest Group	Provides career information and clinical experience for those medical students interested in emergency medicine. Hosts talks with EM faculty, as well as skills workshops relevant to emergency medicine.
Estes Surgical Society	Advances opportunities for students to explore the surgical fields of medicine. Introduces students to those fields through skills workshops, lunchtime talks, shadowing opportunities, and mentoring relationships with surgeons.
Family Medicine Interest Group	Develops and grows students' understanding of and interest in Family Medicine and Primary Care. Hosts events including skills workshops on common procedures in family medicine, and lectures given by local family physicians. Maintains a close relationship with the Pennsylvania Academy of Family Physicians (PAFP). Welcomes and encourages all students' participation, regardless of specific career plans.
Internal Medicine Interest Group	Promotes an understanding of Internal Medicine among medical students and answers questions about careers in Internal Medicine. Holds lectures and panel discussions about Internal Medicine subspecialties, run clinical skills workshops, and hold journal club meetings discussing advances in Internal Medicine.
Musculoskeletal Specialties Interest Group	Supplements the education of medical students through lectures and activities directed by faculty members specializing in fields of medicine involving the musculoskeletal system.
Pediatric Interest Group	Promotes awareness among all students about the specialty of pediatrics. Creates opportunities for students to interact with infants and children in several settings. Activities offered grow and evolve along with the membership's interests and have included shadowing, volunteering, and educating the community.
Student Research Council	Seeks to provide a forum for discussion of the current research landscape in medicine and for the presentation of ongoing research projects at St. Luke's campus.
Wilderness Medicine Interest Group	Educates students in the practice of wilderness medicine, and makes students aware of available opportunities in wilderness medicine.
Women's Health Interest Group	Educates medical students about unique aspects of women's health and well-being. Organizes lectures and panel discussions, aims also to provide service opportunities for student members.

Student Associations

Women in Medicine

Provides medical students with positive female role models and mentors in medicine. Contributes to the education of the student body about women in the medical profession. Promotes awareness and understanding about the social and professional issues faced by female physicians.

APPENDIX C: CONFLICT OF INTEREST POLICY

LEWIS KATZ SCHOOL OF MEDICINE AT TEMPLE UNIVERSITY PROCEDURES IMPLEMENTING THE TEMPLE UNIVERSITY POLICY AND PROCEDURES ON CONFLICT OF COMMITMENT AND CONFLICT OF INTEREST (POLICY STATEMENTS A – H) INCLUDING FINANCIAL CONFLICTS OF INTEREST RELATED TO RESEARCH (POLICY STATEMENT I)

Title: Conflict of Commitment and Conflict of Interest, LKSOM

Effective Date: June 2009; as amended January 15, 2015

Issuing Authority: Dean, Lewis Katz School of Medicine at Temple University

Introduction:

All Employees are governed by Temple University's Policy on Conflict of Interest and Conflict of Commitment as published online for non-faculty Employees [here](#) and for faculty Employees [here](#). Those policies apply generally to financial relationships between employees and their respective families, and non-Temple University entities and persons. Employees holding primary appointments in LKSOM may encounter potential conflicts of interest that are less well defined than those described in the general University policy. Thus, there is a need to describe in detail the responsibilities of Employees regarding possible interactions with industry or other private entities and to provide direction for appropriate types and levels of external activities. These procedures implement the Temple University Conflict of Interest and Conflict of Commitment Policy for LKSOM. To the extent an Employee's action does not fall under the oversight of these procedures, the Employee must ensure compliance with the appropriate Temple University Policy on Conflict of Interest and Conflict of Commitment, as referenced above, for disclosure and approval.

A commitment to engage in any activity that involves an external institution, agency or company should be made by an Employee only after serious consideration of whether the activity will compromise the amount of time available for fulfillment of the Employee's primary commitment to LKSOM and whether the nature of the proposed activity is commensurate or consistent with the Employee's responsibilities to Temple University. An Employee must additionally consider carefully whether a possible external obligation might constitute a conflict, or the appearance of a conflict, with the interests of LKSOM or of the University.

These procedures provide examples of such conflicts, list specific circumstances where Employees are prohibited from engaging in an activity and list where Employees are required to obtain prior approval of a proposed activity. Employees' activities are also governed by relevant policies of Temple University Physicians and of the Temple University Health System.

These procedures replace all prior LKSOM policies and procedures regarding the subject matter contained herein.

Definitions:

Affiliate: Includes Temple University – Of The Commonwealth System of Higher Education, including its schools and colleges, as well as Temple University Health System, Inc. and its member hospitals and organizations.

Conflict of Commitment: A conflict of commitment occurs when any outside activity, or the sum of all outside activities on an annual basis, burdens or interferes with the ability of an employee to fulfill his/her obligations to LKSOM. An outside activity is defined as any activity that takes place at a location other than LKSOM or its Affiliates, or an activity exclusive of grant-funded research which takes place at a Temple University site but is sponsored or supported by a non-Temple University entity. All Employees have an

obligation to conduct the affairs of LKSOM in a manner that promotes the best interests of LKSOM.

Conflict of Interest: A conflict of interest occurs when an Employee's obligation(s) to LKSOM are, could be, or appear to be compromised by the external activities or agreements undertaken by the Employee, or those undertaken by an immediate family member. Actual or potential conflicts of interest may take many forms, but frequently involve a tangible benefit to the Employee from an outside source, financial or otherwise, which may, or may appear to, influence the Employee's professional actions. A conflict may also arise if an Employee engages in activities with another organization that may compete with similar activities at LKSOM.

Conflict of Interest Committee: The LKSOM committee charged with examining and making recommendations on conflicts of interest and commitment, and drafting management plans for recommendation for the Dean of LKSOM and/or his/her designee.

Employee: Any Temple University W-2 employee who primarily performs work for LKSOM.

Faculty (sometimes also referred to as Faculty Member): Any Employee who holds an appointment from the Dean of LKSOM or the President of Temple University.

Family: The Employee's spouse or spousal equivalent, and any of their parents, children (whether natural or adopted and the spouses of children), or brothers or sisters (whether whole or half-blood and the spouses of brothers and sisters).

Immediate Family: The Employee's spouse or spousal equivalent and dependent children.

Institutional Official: For the purposes of these procedures, the Institutional Official resides in the Office of Faculty Affairs.

LKSOM: Temple University – Of The Commonwealth System of Higher Education, Lewis Katz School of Medicine.

Procedures:

Disclosure: Because extramural activities available to LKSOM Faculty are many and varied, no policy statement or procedures document can address all possibilities. It is therefore the obligation of each Faculty Member to (1) carefully consider whether a particular activity might constitute an actual or apparent Conflict of Interest or a Conflict of Commitment, (2) disclose activities that pose actual or potential Conflicts, or what may appear to be Conflicts including all extramural and consulting activities, before undertaking the questionable activities, to his/her Department Chairperson, Section Chief or Center Director as discussed herein, and (3), if there are questions about the appropriateness of a potential activity and whether or not it qualifies for disclosure to the Faculty Member's Department Chairperson, Section Chief or Center Director, and/or review by the Conflict of Interest Committee, to discuss the activity with the Senior Associate Dean for Faculty Affairs.

All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Faculty Member may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Faculty Member has received notice of approval from the Conflict of Interest Committee.

It is the responsibility of each Faculty Member to keep detailed records of all extramural activities, including the amount of time involved, the amount and source of any financial or other benefit or any reimbursements, and all other relevant details, and to disclose this information to LKSOM administration as required herein. It is the obligation of the Faculty Member to report, in accordance with these procedures, to his/her Department Chairperson, Section Chief or Center Director any situation that could potentially present a conflict of interest or conflict of commitment.

Prior Approval: Excluding the first 5 days of Continuing Medical Education (CME) per fiscal year, prior approval of proposed activities by the Faculty Member's Department Chairperson/Section Chief/Center Director (or by the Dean or the Dean's designee if the Department Chairperson or Center Director is the Faculty Member seeking approval) is required when the following circumstances apply:

- the activity will require the Faculty Member to be absent from his/her duties at LKSOM for more than three consecutive working days or when the Faculty Member's non-vacation time will exceed 10 days per calendar year.
- the Faculty Member will be compensated \$5,000 or more per fiscal year in the aggregate by a non-Temple University entity.
- a proposed external activity conflicts with the fulfillment of regularly scheduled commitments of the Faculty Member at LKSOM (e.g., teaching, patient care).
- the Faculty Member engages in any extramural or consulting relationship with any non-Temple University entity, as further elaborated below and in the Policy Statements attached to these procedures.
- all non-Temple University compensated travel requires full disclosure of all details to the applicable Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or Center Director is the Faculty Member seeking approval). The Department Chairperson, Section Chief or Center Director may bring the issue to the Institutional Official for further clarification and guidance, which may include submission of the activity to the Conflict of Interest Committee for prior review and approval.

Annual Disclosure: All Faculty Members shall be required to complete a Conflict of Interest Disclosure Form at the time of appointment and at least annually.

REMINDER: Per the applicable Temple University Conflict of Interest Policy referenced above for Employees, each Employee must seek prior approval in all instances when the Employee or the Employee's Family is an officer, director, trustee, partner or agent of, or has a 5% or greater interest in an entity involved in a transaction with or affecting the University. Such prior recommendation of approval must be made to the Employee's Department Chairperson/Section Chief/Center Director (or to the Dean or the Dean's designee if the Department Chairperson or Center Director is the Employee seeking approval). All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Employee may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Employee has received notice of approval from the Conflict of Interest Committee.

Relationships between Employees and External or Industry Entities:

Academic medicine and health-related industries share the goal of improving the health of the public. This goal by its nature has given rise to many different interactions between industry and employees. These interactions must be transparent in all aspects. They should support unrestricted exchange of information, should be free of bias and should not in any way influence the professional behavior of an Employee. The following directives apply to all relationships between Employees and external or industrial entities, including but not limited to pharmaceutical companies and manufacturers of medical devices or scientific equipment/supplies, as well as governmental entities for the purpose of research.

For the Policy Statements listed below, E, F and G apply to Faculty only. The balance of the Policy Statements apply to all Employees.

Policy Statement A:	Gifts to Employees
Policy Statement B:	Gifts to LKSOM
Policy Statement C:	Site access by manufacture representatives
Policy Statement D:	Participation in industry sponsored programs
Policy Statement E:	Faculty consulting and research relationships
Policy Statement F:	Faculty expert witness services
Policy Statement G:	Faculty ghostwriting services

Policy Statement H: Purchasing decisions
Policy Statement I: Financial conflicts of interest in research

Conflict of Interest Committee:

LKSOM and the University have long valued the relationships that it and its Employees have with outside entities including industry sponsors. Many of these relationships are critical in allowing LKSOM to follow its mission of education, research and health care. In order to ensure the integrity of research and those relationships with outside entities and industry, Employees must disclose such relationships as elaborated in these procedures, and through the mechanisms that LKSOM and Temple University have in place to capture such disclosures. The Conflict of Interest Committee is a key step in the disclosure process as it is best positioned to thoughtfully examine potential conflicts and create management plans which reduce or eliminate conflicts or bias. Employee non-compliance and failure to follow the this procedures document and the Conflict of Interest Committee's decision(s) can result in significant harm not just to the Employee, but also to LKSOM, the University and LKSOM Affiliates. It is the policy and position of LKSOM and the University that each Employee conducts his/her behavior in a way that promotes objectivity and reduces all instances of potential bias or conflict.

A. Powers and Authority. The Conflict of Interest Committee (the "Committee") is advisory to the LKSOM Dean, or his/her designee, and shall perform the duties described in this procedures document and such other duties as the Dean may assign. The Committee shall report regularly to the Dean or his/her designee on all such matters.

B. Establishment. The Committee is established to review and recommend whether or not approval is appropriate for those activities disclosed under LKSOM and University, if applicable, conflict of interest policies. The Committee is charged with the protection of the integrity of LKSOM's research and educational missions, as well as those of the Employee.

The Committee is also charged with (1) reviewing the LKSOM conflict of interest policies, (2) reviewing individual cases where an Employee is required to disclose an actual or potential conflict of interest and (3) serve as a sanctioning body in individual cases where an Employee fails to comply with a conflict of interest management plan.

C. Membership.

1. Committee Composition.

- a. The Committee will consist of seven (7) Employees with representation from clinical and basic science departments, including at least two members who serve as Principal Investigators on research grants or trials. These members shall have voting rights.
- b. Additionally, the Committee will include an ex officio voting member from each of the following administrative offices: Office of Research and Office of Faculty Affairs. The Senior Associate Dean for Faculty Affairs may attend any meeting but shall not be permitted to vote. A representative from the Office of Counsel shall be present at the meetings.
- c. Quorum will consist of five (5) Committee members present.
- d. The Committee will be chaired by the LKSOM Institutional Official.

2. Selection of Members. The Chair will solicit recommendations for membership of new members from current Committee members and department chairs.

3. Term of Service. Appointments to the Committee will be for three years. There are no term limits for these positions.

D. Meetings.

1. Meeting Frequency. The Committee meeting frequency will be commensurate with the volume and complexity of the issues requiring Committee review. The Committee shall meet at least quarterly.
2. The Chair is empowered to call a meeting at any time, and may delegate this to another voting

member in the case the Chair is unavailable. The Dean of LKSOM and/or the Senior Associate Dean of Faculty Affairs may also call a meeting if necessary.

E. Responsibilities.

1. Review of Conflicts. The Committee is tasked with reviewing actual or potential conflicts as enumerated in these procedures. The Committee shall examine whether or not a conflict exists, and if appropriate, create and implement an appropriate management plan, under which the Employee is required to follow. The Committee shall establish adequate enforcement mechanisms and provide for employee sanctions or other administrative actions to ensure compliance with any Committee determinations or management plans in accordance with all applicable Temple University and LKSOM policies and procedures.

2. Use of Consultants. The Committee may use consultants when necessary. Consultants do not have voting privileges.

3. Committee member conflicts of interest. Committee members must declare any potential conflicts of interest they have with items brought before the Committee. Those Committee members with actual or potential conflicts of interest may participate only to provide information to the Committee as requested. Conflicted Committee members must recuse themselves during the discussion and voting on items in which they have an actual or potential conflict.

4. Policy and Procedure Review. The Committee may recommend changes to LKSOM or University policies and procedures that have a potential impact on conflicts of interest, the general integrity of LKSOM's research program or any policy or procedure involving Employee relationships with external entities.

5. Subcommittees. The Committee may establish subcommittees to further investigate specific issues. Such subcommittees shall report to the Committee and may include Faculty from the Committee and at large, as well as non-Faculty.

6. Confidentiality. Information concerning Employee relationships with industry and external entities, conflicts of interest, management plans, financial interests and non-compliance is of a highly sensitive nature and is not to be discussed with any members outside of the Committee, except those persons for which discussion is required in furtherance of an inquiry. All Committee members understand the importance of such confidentiality and agree to maintain confidentiality at all times.

Notes

1. Dates of official enactment and amendments:

Adopted by LKSOM in June 2009

Updated and amended on August 24, 2012

Updated and amended on January 15, 2015

2. History:

The August 24, 2012 amendment changed policy statements and procedures to reflect best practices and changes in regulation.

The January 15, 2015 amendment clarified terms and definitions.

3. Cross References:

Temple University Board of Trustees Policy #04.16.01, Conflicts of Interest – All Employees

Temple University Board of Trustees Policy #04.16.02, Conflicts of Interest – Faculty

Policy Statement A
Gifts to Employees

Employees must avoid even the appearance that their professional decisions might be influenced by any perceived or actual benefits from a company or an individual not affiliated with LKSOM or a LKSOM affiliate. Accordingly, no Employee may accept any personal gifts from such companies or non-Temple University individuals under any circumstances. A gift is defined as anything of any value that is given directly to an Employee or to his/her Family by a business or person that does or seeks to do business with LKSOM or any Temple University affiliate. A gift includes but is not limited to:

- supplies,
- books
- equipment,
- food and beverage,
- travel (not otherwise covered in Policy Statements D and E of these procedures),
- hospitality in the form of tickets to events,
- payment or reimbursement of expenses for attending a meeting or other event at which the Employee is not a speaker or presenter,
- payment for recommending or prescribing a specific medication or medical device, or
- industry marketing materials such as pens, paper pads and bags.

Policy Statement B
Gifts to LKSOM

Under circumstances in which a potential gift may support the mission of LKSOM, (e.g., samples for evaluation, contributions towards seminars or other internal conferences, items of educational value such as books), such gifts may not be donated directly to an Employee under any circumstances. These gifts may be made to LKSOM, subject to the following:

A. Continuing Medical Education (CME) Programs: Where support from an external source is intended for educational programs that will issue CME credits, this support must be organized through the LKSOM Office for CME, which will manage these funds and ensure that all relevant guidelines of the Food and Drug Administration and standards of the Accreditation Council for CME are met. An Employee who presents at such a conference or meeting may accept an honorarium from the LKSOM CME Office, as discussed below in Policy Statement D (Employee participation in industry sponsored programs) of these procedures. Extensive information regarding regulation of CME-related interactions between private entities and LKSOM is available online at http://www.temple.edu/medicine/cme/regulatory_guidance.html.

B. Pharmaceutical samples: Free samples of medications or devices may not be accepted by Employees for use at LKSOM, any Temple University Physicians practice, an Employee's own use or that of the Employee's Family or other Temple University employees. Employees are also subject to any additional regulations regarding the handling of pharmaceutical samples that are established by Temple University Health System. Pharmaceutical samples may not be kept in outpatient areas and may not be distributed to patients.

C. Other gifts to LKSOM. Gifts not described in the two preceding paragraphs (e.g., support for non-CME educational events, cash donations for other purposes, equipment, supplies, etc.) that are provided by an external source must be managed through the LKSOM Office of Institutional Advancement. Unrestricted grants may be managed as appropriate through the Office of Sponsored Projects. Industry or other external entities cannot directly donate or gift to Temple transfers of value, such as compensation for consulting fees, honoraria, equity, etc., for personal external services rendered by a Faculty Member (i.e. payment for a non LKSOM work product). Faculty may accept the payment for their work and then are free to donate such monies to LKSOM or a specific LKSOM fund. Such payments are subject to the commitment and disclosure requirements of this policy, even if later donated.

Policy Statement C
Site access by manufacturer representatives
(i.e. relationship with industry)

Industry access to LKSOM premises and to physicians, scientists, trainees and students for legitimate, educational reasons or to discuss or demonstrate new products or devices requires a scheduled appointment with appropriate LKSOM personnel. To protect patient privacy, to protect certain LKSOM proprietary interests, to guard against access to restricted areas and to ensure that any possibility of inappropriate marketing activities is avoided, sales and marketing representatives are not permitted in any patient-care areas at LKSOM.

An exception to these procedures may be made for provision of in-service training on devices or other equipment already at LKSOM or being demonstrated for consideration of potential purchase. Under this exception, representatives are permitted in patient areas by prior appointment only, which may be made at the discretion of any Faculty Member, but which must be reported to an appropriate Section Chief, Department Chairperson, or other designated officials of LKSOM. While on site, representatives may not use the resources of educational or administrative offices of LKSOM to promote products or to support industry-sponsored events.

Industry representatives may not bring onto campus or pay for any food or beverage that is intended for consumption by Employees. If an industry representative is noncompliant, then LKSOM personnel may (1) ask the representative to leave the campus, and/or (2) notify the industry representative's supervisor, and may ask that the representative not be allowed back on campus. Overall activity of sales representatives must be monitored by Section Chiefs and Department Chairpersons, and these activities are also subject to oversight by other designated officials of LKSOM.

Policy Statement D
Participation in industry-sponsored programs

Transfer of information between industry and Employees and trainees should occur for the most part at ACCME-accredited CME events, which are managed by the LKSOM Office of CME. For CME-certified activities, any reimbursement of expenses for Employee participants will be administered by the LKSOM Office of CME and may not be paid directly from industry representatives to participating Employees. In addition, CME-certified activities should not involve direct interaction between industry representatives and the participating Employee.

A. Faculty may not give compensated presentations or accept honorarium, food, lodging or transportation for participation in non-CME events directed at physicians or other health care professionals, such as restaurant talks. It is acknowledged that consultation for industry may require presentations. Such presentations are subject to Policy Statement E.

B. Faculty may not accept compensation for membership on a speakers list (speakers bureau), nor accept any compensation from industry for attending any industry-sponsored event at which he/she is not a speaker. This includes industry support to defray costs of attending such meetings, e.g., travel, hotel, and meals.

C. Industry sponsored, non-CME events cannot be advertised using LKSOM or a LKSOM affiliate's resources such as email, bulletin boards or flyers. Employees are discouraged from attending such promotional events.

D. Employees may accept reasonable travel, food and lodging for industry site visits in such limited cases as when it is necessary to assess equipment, software or vendor services; however such travel is only permitted upon prior approval from the Employee's Department Chairperson, Section Chief or Center Director (or the

Dean or the Dean's designee if the Department Chairperson or Center Director is the Employee seeking approval).

E. Employees may not accept any form of compensation in exchange for referring or recruiting prospective subjects in clinical research (i.e. "finders fees").

F. Employees cannot use Temple University's name and trademarks in private external activities, advertising services, on a product, or marketing activity in a way that could state or imply the university's endorsement. Use of the university name must be limited to professional identification purposes in the context of biographical information only.

Policy Statement E
Faculty consulting and research relationships

It is recognized that exchange of scientific information between Faculty and industry is of vital importance. LKSOM also understands the essential value of service of Faculty on governmental, academic and industry scientific advisory boards, data safety monitoring boards, other clinical research advisory panels, and investigator meetings for industry funded research. Subject to the restrictions otherwise found in these procedures or Policy Statements, Faculty may engage in compensated consulting arrangements with industry or other external entities provided such relationships are fully disclosed to the Faculty Member's Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or the Center Director is the Faculty Member seeking approval). The Department Chairperson, Section Chief or Center Director may bring the issue to the Institutional Official for further clarification and guidance, which may include submission of the activity to the Conflict of Interest Committee for review. All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Faculty Member may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Faculty Member has received notice of approval from the Conflict of Interest Committee.

It is expected that such consulting will not interfere with the Faculty Member's full commitment to his/her primary responsibilities to LKSOM and that there will be no use of LKSOM facilities or staff in such consulting activities. The compensation paid must be reasonable and reflect fair market value for time/services, and under no circumstances may compensation be accepted without provision of specific services. Such a payment without associated duties would be considered a gift prohibited under Policy A (Gifts to Employees).

Policy Statement F
Faculty expert witness services

Faculty may serve as expert witnesses in litigation, except when any Temple University entity, physician or a LKSOM Affiliate is a party to the litigation. It is also expected that serving as such expert witness will not interfere with the Faculty Member's full commitment to his/her primary responsibilities to LKSOM. Finally, it is strongly recommended that Faculty not engage in expert witness activity adverse to physicians or hospitals in the five counties of southeast Pennsylvania (Philadelphia, Montgomery, Bucks, Delaware and Chester).

Prior to accepting or engaging in any expert witness activities, the Faculty Member must submit the proposed activity to the Faculty Member's Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or Center Director is the employee seeking approval). In addition, the faculty member must request and receive written permission from TUHS Counsel to proceed with the activity. The purpose of requesting this permission is to ensure that faculty members are not put in an adverse position to LKSOM or one of its affiliated physicians or hospitals.

Expert witness testimony is expected to benefit one party to litigation at the expense of the other. Such

conflicts may arise from ongoing research, projects, contracts or relationships that LKSOM may have with or to the parties in litigation. Accordingly, serving as an expert witness may place the Faculty Member in a position adverse to LKSOM or to another Faculty Member. Therefore, Faculty Members will not engage in expert activity adverse to any Temple affiliated physician or hospital.

If the Faculty Member serving as an expert witness uses any LKSOM resources in furtherance of his/her expert witness services, or prepares for or conducts his/her expert witness testimony during any of his/her regularly scheduled LKSOM time, then such expert witness compensation shall be kept by LKSOM. If the Faculty Member prepares for and conducts his/her expert witness testimony solely on his/her own time and solely with non-LKSOM resources, then the Faculty Member may keep the expert witness compensation.

Policy Statement G Faculty ghostwriting services

Interaction between Faculty and industry in the pursuit of scientific knowledge is appropriate and may lead to development of important new concepts. It is expected, however, that Faculty who publish papers with members of industry will participate in development of the study in a meaningful way, including interpretation of data and the preparation of the final manuscript.

Ghost-writing occurs when an unattributed third-party writes or contributes to a manuscript. Under no circumstances may a Faculty member be listed as an author on publications that have been ghost-written by industry representatives. Industry representatives or others retained by industry that contribute to an article or assist in the composition of an article on which faculty appear as authors must be listed as contributors or authors on the article and their industry affiliation must be disclosed in the published article. Faculty must maintain editorial independence of the content and final approval of the version to be published. This restriction also applies to other forms of spoken and/or visual presentations whose content should always be developed by the Faculty Member and not by industry representatives.

Policy Statement H Purchasing decisions

Employees who participate in making purchasing decisions for pharmaceuticals, supplies or equipment must have no Conflicts of Interest in making such recommendations. Therefore, any financial relationship (equity ownership, paid consultation, compensated membership on boards, employment relationship) between the Employee, including the Employee's Family, with a company that provides a potential product or service must be disclosed to the employee's Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or Center Director is the Employee seeking approval). The Department Chairperson, Section Chief or Center Director may bring the issue to the Institutional Official for further clarification and guidance, which may include submission of the activity to the Conflict of Interest Committee for review. Such review and approval must occur prior to the Employee's involvement in the selection process. All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Employee may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Employee has received notice of approval from the Conflict of Interest Committee.

Policy Statement I Financial Conflicts of Interest in Research

The Temple University policy for Financial Conflicts of Interest in Research is found [HERE](#). It is also located on the Temple University website under Senior Vice Provost for Research and Graduate Education.

For the purposes of the Temple University Financial Conflicts of Interest in Research Policy, the LKSOM Institutional Official resides in the LKSOM Office of Faculty Affairs.

For the purposes of the Temple University Financial Conflicts of Interest in Research Policy as it applies to LKSOM Employees, this Policy shall pertain to all research regardless of funding source.

APPENDIX D: CHANGE OF STATUS FORMS



Lewis Katz School of Medicine

Change of Status Form Leave of Absence *Office of Student Records*

3500 N. Broad Street, 328
Philadelphia, PA 19141

Phone: (215) 707-2079
Fax: (215) 707-2940
Email: dmg@temple.edu

Important Leave of Absence (LOA) Information:

Students on a leave of absence are not eligible for financial aid funds during LOA period.
Student loan borrowers will begin their grace period shortly after LOA status is finalized.
Previous loans from other degrees (if applicable) will go into repayment status shortly after LOA status is finalized.
Federal student loan borrowers are required to complete federal exit loan counseling at www.studentloans.gov.

STUDENT INFORMATION (Please print/write neatly)

Date: _____

Last Name: _____

First Name: _____

Temple ID.: _____

Entering Class of: _____

Student Contact Information during period of status change (phone AND email):

Enrollment Status Change Requested: (please check the appropriate box)

Begin Leave of Absence

Return from Leave of Absence

Deferred Curricular Requirements? Yes _____ No _____ Effective Date: _____ Return Date: _____

If yes, briefly describe and indicate when student plans to complete the requirements:

If applicable:

2nd degree program _____ degree _____ Institution: _____

Leave of Absence:

- Begin LOA date _____ ▪ Expected date of return _____
- Request to extend LOA received _____ ▪ New expected/actual return date: _____

Type of Leave of Absence:

- Personal _____
Notes _____
- Medical _____
Requirements for medical LOA:
 - Beyond 30 days, physician’s note recommending LOA received on _____(date)
 - Physician’s note releasing student for return received on _____(date)

NOTE: Students completing MD/MBA and other similar dual degree programs must complete any deferred curricular requirements upon completion of the third year.

Deferred Curricular Requirements at time of change of status: (if applicable). Please outline plan for completion. (attach documentation, e.g. Promotions Committee or course director’s approval, if necessary).

1st Year (coursework, exams, PR week)

2nd Year (clerkship, clinical cores, assessment week): _____

3rd Year (required clinical rotations). *Student must notify Ann Gallagher and Dr. Alisa Peet*

4th Year (electives)

Student has contacted or met with the following regarding his/her enrollment status change and understands any implications of the enrollment status change for schedule, tuition, or financial aid:

(student to initial all applicable upon completion)

_____ *Office of Student Records*

_____ *Financial Aid/Support (if applicable)*

_____ *Student has confirmed Health Insurance Status applicable)*

_____ *Third Year Coordinator (if*

_____ *Student must notify all affected course directors of enrollment status change*

NOTES:

Student's Signature: _____ **Date:** _____

Reviewed and Approved by:

Associate Dean for Student Affairs: _____ **Date:** _____
(signature)

Sr. Associate Dean for Education: _____ **Date:** _____
(signature)

Received by:

Student Records Representative: _____ **Date:** _____
(signature)

Office of Student Records notified Office of Financial Aid, Office of Curriculum (if applicable), and completed
Attrition notice (when applicable): _____
(date)



Lewis Katz School of Medicine

Change of Status Form
Independent Study
Office of Student Records

3500 N. Broad Street, 328
Philadelphia, PA 19141

Phone:(215) 707-2079
Fax: (215) 707-2940
Email: dmg@temple.edu

IMPORTANT INDEPENDENT STUDY INFORMATION

Students are eligible for federal student loans while on Independent Study for two semesters only.
Students cannot receive LKSOM scholarships while on Independent Study.

STUDENT INFORMATION (Please print/write neatly)

Date: _____

Last Name: _____
Temple ID.: _____

First Name: _____
Entering Class of: _____

Student Contact Information during period of status change (phone AND email):

Enrollment Status Change Requested: (please check the appropriate box)

- Begin Independent Study Return from Independent Study

Deferred Curricular Requirements? Yes ___ No ___ Effective Date: ___ Return Date: ___

If yes, briefly describe and indicate when student plans to complete the requirements:

If applicable:

2nd degree program _____ degree _____ Institution: _____

Independent Study:

- Begin IS date Expected date of return
Request to extend IS received New expected/actual return date:

Type of Independent Study:

- Personal _____
Notes _____

- Research _____
Notes _____
-

NOTE: Students completing MD/MBA and other similar dual degree programs must complete any deferred curricular requirements upon completion of the third year.

Deferred Curricular Requirements at time of change of status: (if applicable). Please outline plan for completion. (attach documentation, e.g. Promotions Committee or course director's approval, if necessary).

1st Year (coursework, exams, PR week)

2nd Year (clerkship, clinical cores, assessment week): _____

3rd Year (required clinical rotations). *Student must notify Ann Gallagher and Dr. Alisa Peet*

4th Year (electives)

Student has contacted or met with the following regarding his/her enrollment status change and understands any implications of the enrollment status change for schedule, tuition, or financial aid:

(student to initial all applicable upon completion)

____ *Office of Student Records*

____ *Financial Aid/Support (if applicable)*

____ *Student has confirmed Health Insurance Status*

____ *3rd Year Coordinator (if applicable)*

____ *Student must notify all affected course directors of enrollment status change*

NOTES:

Student's Signature: _____

Date: _____

Reviewed and Approved by:

Associate Dean for Student Affairs: _____ Date: _____
(signature)

Sr. Associate Dean for Education: _____ Date: _____
(signature)

Received by:

Student Records Representative: _____ Date: _____
(signature)

Office of Student Records notified Office of Financial Aid, Office of Curriculum (if applicable), and completed Attrition notice (when applicable): _____
(date)



Lewis Katz School of Medicine

Change of Status Form Withdrawal

Office of Student Records

3500 N. Broad Street, 328
Philadelphia, PA 19141

Phone: (215) 707-2079
Fax: (215) 707-2940
Email: dmg@temple.edu

IMPORTANT WITHDRAWAL INFORMATION

Federal student loan borrowers are required to complete federal exit loan counseling at www.studentloans.gov.

Student loan borrowers will begin their grace period shortly after withdrawal status is finalized.

Previous loans from other degrees (if applicable) will go into repayment status shortly after withdrawal status is finalized.

STUDENT INFORMATION (Please print/write neatly)

Date: _____

Last Name: _____

First Name: _____

Temple ID.: _____

Entering Class of: _____

Withdrawal from Program:

- Effective date of Withdrawal: _____ Expected date of return (If applicable) _____

Type of Withdrawal:

- Academic _____ Personal _____
- Notes: _____

Student has contacted or met with the following regarding his/her enrollment status change and understands any implications of the enrollment status change for schedule, tuition, or financial aid:

(student to initial all applicable upon completion)

____ *Office of Student Records*

____ *Financial Aid/Support (if applicable)*

____ *Student has confirmed Health Insurance Status*

____ *3rd Year Coordinator (if applicable)*

____ *Student must notify all affected course directors of enrollment status change*

NOTES:

Student's Signature: _____ Date: _____

Reviewed and Approved by:

Associate Dean for Student Affairs: _____ Date: _____
(signature)

Sr. Associate Dean for Education: _____ Date: _____
(signature)

Received by:

Student Records Representative: _____ Date: _____
(signature)

Office of Student Records notified Office of Financial Aid, Office of Curriculum (if applicable), and completed
Attrition notice (when applicable): _____ (date)

APPENDIX E: ACADEMIC CALENDAR

Revised 8/1/16

TEMPLE UNIVERSITY SCHOOL OF MEDICINE - 2016-2017 Academic Year

FIRST YEAR CLASS

Orientation	Tuesday, August 2 – Friday, August 5, 2016
White Coat Ceremony	Friday, August 5, 2016 10:00 a.m.
Block 1 – Fundamentals of Anatomy	Monday, August 8 – Friday, September 30, 2016
Labor Day Holiday	Monday, September 5, 2016
Block 2 – Fundamentals of Medicine	Monday, October 3 – Friday, November 18, 2016
Block 3 – Biological Systems I: Cardiovascular, Blood, Respiratory, & Renal Systems	Monday, November 21, 2016 –
Thanksgiving Holiday	Wednesday, February 15, 2017
	Wednesday, November 23 at noon –
	Sunday, November 27, 2016
	Wednesday, December 21, 2016 –
	Monday, January 2, 2017
	Monday, January 16, 2017
	Thursday, February 16, 2017 – Friday, March 24, 2017
	Saturday, March 25, 2017 –
	Sunday, April 2, 2017
	Monday, April 3, 2017 – Friday, May 5, 2017
	Monday, May 8, 2017 – Monday, June 5, 2017
	Tuesday, June 6, 2017
	Monday, May 29, 2017
	Monday, August 8, 2016 – Friday, June 2, 2017
Block 4 – Biological Systems II: Gastrointestinal, Endocrine, Reproductive Systems, & Skin	
Spring Break	
Block 5 – Biological Systems III: Nervous System	
Block 6 – Biological Systems IV: Immunology & Inflammation	
Comprehensive End of Year Exam	
Memorial Day Holiday	
Doctoring 1: Foundations of Patient Care 1	

SECOND YEAR CLASS

Block 7 – Microbiology & Infectious Diseases	Monday, August 8 – Tuesday, September 20, 2016
Class Meeting	Monday, August 8, 2016 8:00 - 10:00 a.m.
Labor Day Holiday	Monday, September 5, 2016
Block 8 – Diseases of Cardiovascular, Respiratory, & Renal Systems	Wednesday, September 21 –
	Friday, November 11, 2016
Block 9 – Diseases of Endocrine, Reproductive, & Gastrointestinal Systems	Monday, November 14, 2016 – Friday, January 13, 2017
Thanksgiving Holiday	Wednesday, November 23 at noon –
	Sunday, November 27, 2016
Class Meeting/3 rd Year Curriculum	Friday, December 2, 2016 12:00 – 2:00 p.m.
Winter Break	Wednesday, December 21, 2016 –
	Monday, January 2, 2017
Class Meeting/3 rd Year Clerkship Directors/Financial Aide	Friday, January 6, 2017 12:00 - 2:00 p.m.
Martin Luther King Day of Service	Monday, January 16, 2017
Block 10 – Diseases of Nervous System (Neurology, Psychiatry)	Tuesday, January 17 – Monday, February 13, 2017
Block 11 – Hematology/Oncology, Diseases of Musculoskeletal, Immune Systems, & Dermatology	
Class Meeting/3 rd Year Lottery	Tuesday, February 14 – Thursday, March 23, 2017
NBME Comprehensive Basic Science Exam	Friday, February 17, 2017 1:00 – 5:00 p.m.
USMLE Step 1 Study Period	Friday, March 24, 2017
USMLE STEP 1	Monday, March 27, 2017 – Friday, May 5, 2017
Doctoring 2	TO BE TAKEN BY FRIDAY, MAY 5, 2017
	Monday, August 8, 2016 – Friday, March 24, 2017
YEAR THREE CURRICULUM FOR ACADEMIC YEAR 2017/2018 WILL BEGIN MONDAY MAY 8, 2017	

THIRD YEAR CLASS (GROUP A)

Class Meeting	Monday, May 9, 2016 9:00 a.m. – 10:30 a.m.
MS 3 Prep	Monday, May 9, 2016 10:30 a.m.
First Clerkship Block (A1)	Tuesday, May 10 – Friday, June 7, 2016
Interdisciplinary Session	Friday, May 27, 2016 9:00 a.m. – 2:00 p.m.
Memorial Day Holiday	Monday, May 30, 2016
Second Clerkship Block (A2)	Monday, June 20 - Friday, July 29, 2016
Independence Day Holiday	Monday, July 4, 2016
Third Clerkship Block (A3)	Monday, August 1 – Friday, September 9, 2016
Interdisciplinary Session	Friday, August 12, 2016 9:00 a.m. – 2:00 p.m.
Labor Day Holiday	Monday, September 5, 2016
Fourth Clerkship Block (A4)	Monday, September 12 - Friday, October 21, 2016
Interdisciplinary Session	Friday, October 7, 2016 9:00 a.m. – 2:00 p.m.
Fifth Clerkship Block (A5)	Monday, October 24 – Friday, December 16, 2016
Vertical Classroom Discussion-Doctoring	Tuesday, October 31 - Thursday, November 2, 2016
Thanksgiving Holiday	Thursday, November 24 - Sunday, November 27, 2016
Winter Break	Saturday, December 17, 2016 – Monday, January 2, 2017
Class Meeting	Tuesday, January 3, 2017 8:00 a.m. – 9:30 a.m.
Residency Day	Tuesday, January 3, 2017 10:00 a.m. – 1:00 p.m.
Sixth Clerkship Block (A6)	Tuesday, January 3 - Friday, February 24, 2017
Martin Luther King Day of Service	Monday, January 16, 2017
Interdisciplinary Session	Friday, February 10, 2017 9:00 a.m. – 2:00 p.m.
Class Meeting/Fourth Year Lottery	Friday, February 3, 2017 1:00 p.m.
Vertical Classroom Discussion-Doctoring	Tuesday, February 21 - Thursday, February 23, 2017
Seventh Clerkship Block (A7)	Monday, February 27 - Friday, April 21, 2017
Interdisciplinary Session	Friday, April 7, 2017 9:00 a.m. – 2:00 p.m.
USMLE Step 2 Study Period/OSCE	Monday, April 24 – Sunday, May 15, 2017
Doctoring 3	Integrated throughout the year
YEAR FOUR CURRICULUM FOR ACADEMIC YEAR 2017/2018 WILL BEGIN MONDAY, MAY 16, 2018	

THIRD YEAR CLASS (GROUP B)

Class Meeting	Monday, May 9, 2016 9:00 a.m. – 10:30 a.m.
MS 3 Prep	Monday, May 9, 2016 10:30 a.m.
First Clerkship Block (B1)	Tuesday, May 10 – Friday, July 1, 2016
Interdisciplinary Session	Friday, May 27, 2016 9:00 a.m. – 2:00 p.m.
Memorial Day Holiday	Monday, May 30, 2016
Independence Day Holiday	Monday, July 4, 2016
Second Clerkship Block (B2)	Tuesday, July 5 – Friday, August 26, 2016
Interdisciplinary Session	Friday, August 12, 2016 9:00 a.m. – 2:00 p.m.
Third Clerkship Block (B3)	Monday, August 29 – Friday, October 21, 2016
Labor Day Holiday	Monday, September 5, 2016
Interdisciplinary Session	Friday, October 7, 2016 9:00 a.m. – 2:00 p.m.
Fourth Clerkship Block (B4)	Monday, October 24 – Friday, December 2, 2016
Vertical Classroom Discussion-Doctoring	Tuesday, October 31 - Thursday, November 2, 2016
Thanksgiving Holiday	Thursday, November 24 - Sunday, November 27, 2016
Fifth Clerkship Block (B5)	Monday, December 5, 2016 – Friday, January 27, 2017
Vacation	Saturday, December 17, 2016 – Monday, January 2, 2017
Class Meeting	Tuesday, January 3, 2017 8:00 a.m. – 9:30 a.m.
Residency Day	Tuesday, January 3, 2017 10:00 a.m. – 1:00 p.m.
Sixth Clerkship Block (B6)	Monday, January 30 – Friday, March 10, 2017
Martin Luther King Day of Service	Monday, January 16, 2017
Class Meeting/Fourth Year Lottery	Friday, February 3, 2017 1:00 p.m.
Interdisciplinary Session	Friday, February 10, 2017 9:00 a.m. – 2:00 p.m.
Vertical Classroom Discussion-Doctoring	Tuesday, February 21 - Thursday, February 23, 2017
Seventh Clerkship Block (B7)	Monday, March 13 – Friday, April 21, 2017
Interdisciplinary Session	Friday, April 7, 2017 9:00 a.m. – 2:00 p.m.
USMLE Step 2 Study Period/OSCE	Monday, April 24 – Sunday, May 15, 2017
Doctoring 3	Integrated throughout the year
YEAR FOUR CURRICULUM FOR ACADEMIC YEAR 2017/2018 WILL BEGIN MONDAY, MAY 16, 2018	

THIRD YEAR CLASS (8-week blocks divided into two 4-week blocks)

B1	Tuesday, May 10 – Friday, June 3, 2016	Monday, June 6 – Friday, July 1, 2016
B2	Tuesday, July 5 – Friday, July 29, 2016	Monday, August 1 – Friday, August 26, 2016
B3	Monday, August 29 – Friday, September 23, 2016	Monday, September 26 – Friday, October 21, 2016
A5	Monday, October 24 – Friday, November 18, 2016	Monday, November 21 – Friday, December 16, 2016
A6	Tuesday, January 3 – Friday, January 27, 2017	Monday, January 30 – Friday, February 24, 2017
A7	Monday, February 27 – Friday, March 24, 2017	Monday, March 27 – Friday, April 21, 2017

FOURTH YEAR CLASS

USMLE Step 2 Study Period/OSCE	Saturday, April 23 – Sunday, May 7, 2016
Class Meeting	Monday, May 9, 2016 8:00 a.m. - 10:00 a.m.
Block 1	Monday, May 9 - Sunday, June 5, 2016
Memorial Day Holiday	Monday, May 30, 2016
Block 2	Monday, June 6 - Sunday, July 3, 2015
Independence Day Holiday	Monday, July 4, 2016
Block 3	Tuesday, July 5 - Sunday, July 31, 2016
Block 4	Monday, August 1 – Sunday, August 28, 2016
Block 5	Monday, August 29 - Sunday, September 25, 2016
Labor Day Holiday	Monday, September 5, 2016
Block 6	Monday, September 26 – Sunday, October 23, 2016
Block 7	Monday, October 24 – Sunday, November 20, 2016
Vertical Classroom Discussion-Doctoring	Tuesday, November 15 - Thursday, November 17, 2016
Block 8	Monday, November 21 - Friday, December 16, 2016
Thanksgiving Holiday	Thursday, November 24 - Sunday, November 27, 2016
Winter Break	Saturday, December 17, 2016 – Sunday, January 2, 2017
Block 9	Tuesday, January 3 - Sunday, January 29, 2017
Class Meeting	Tuesday, January 3, 2017 10:00-12:00 p.m.
Martin Luther King Day of Service	Monday, January 16, 2017
Block 10	Monday, January 30 - Sunday, February 26, 2017
Vertical Classroom Discussion-Doctoring	Tuesday, February 21 - Thursday, February 23, 2017
Block 11	Monday, February 27 - Sunday, March 26, 2017
FINANCIAL SENSE PROGRAM	Thursday, March 16, 2017
MATCH DAY	Friday, March 17, 2017
Block 12	Monday, March 27 - Sunday, April 23, 2017
Doctoring 4 (CAPSTONE COURSE)	Monday, May 1 - Thursday, May 11, 2017
AWARDS DAY (TENTATIVE)	Thursday, May 11, 2017 3:00 p.m.
MEDICAL SCHOOL GRADUATION (TENTATIVE)	Friday, May 12, 2017 9:00 a.m.