



THE WARREN ALPERT  
**Medical School**  
BROWN UNIVERSITY

**Medical Student Handbook Academic Year 2023-2024**

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## **SECTION I: INTRODUCTION AND OVERVIEW**

The policies in this Student Handbook represent an evolution of the practices of The Warren Alpert Medical School of Brown University ('The Warren Alpert Medical School' or 'Medical School') since its origin as a Master of Medical Science Program in 1963. They continue to evolve along with the medical education curriculum. Our intention is that they reflect our commitment to excellence and professionalism, for which we strive throughout our medical education program.

This Student Handbook is designed to ensure that all members of our academic community know what is expected of them and are treated fairly within the institution. Policies, no matter how carefully crafted, cannot fully anticipate all situations. The Medical School prides itself on its flexibility and responsiveness to individual needs. If a student believes that individual circumstances justify a different action than that indicated by a certain policy, the student should discuss this with their faculty mentor and an appropriate administrator.

Brown University does not discriminate on the basis of sex, race, color, religion, age, disability, status as a veteran, national or ethnic origin, sexual orientation, gender identity, gender expression or any other category protected by applicable law, in the administration of its educational policies, admission policies, scholarship and loan programs, or other school-administered programs. The University is committed to honest, open and equitable engagement with individuals with diverse racial, religious, gender, ethnic, and sexual orientation backgrounds. The University seeks to promote an environment that in its diversity is integral to the academic, educational and community purposes of the institution.

## SECTION II: REQUIREMENTS FOR THE MD DEGREE

All students must possess the intellectual, physical and emotional capabilities necessary to undertake the full curriculum and to achieve the levels of competence required by the Medical School. A detailed description of the Technical Standards for Medical School Admissions, Continuation and Graduation is provided in [Appendix A](#) of this Student Handbook and [Policy No. 10-05](#).

The courses listed below represent the requirements for the current Years 1 and 2 classes. Students in prior classes have been required to complete equivalent coursework. However, course titles and numbers may have changed. Thus, the section below reflects the present configuration of Year 1 and Year 2 courses.

*\*Note for all clinical rotations including Doctoring, clerkships, sub-internships, and elective courses: Students may be placed at sites that require transportation by car, and should plan accordingly.*

### **Core Requirements: Years 1 and 2**

#### ***Year 1, Semester 1 (MD 2027)***

COURSE	CREDITS	GRADING OPTION	COURSE LEADER(S)
BIOL3640 Doctoring 1	2	S/NC*	D. Chofay S. Mitta
BIOL3642 IMS-I: Scientific Foundations of Medicine (SFM)	1	S/NC	T. Salazar Mather C. Phornphutkul
BIOL3643 IMS-I: Histology	1	S/NC	J. Ou C. Hanley
BIOL3644 IMS-I: Human Anatomy I	1	S/NC	D. Ritter
BIOL3645 IMS-I: General Pathology	1	S/NC	J. Ou C. Hanley
BIOL3656 IMS-I: Health Systems Science (HSS)	1	S/NC	G. Anandarajah M. Smith D. Anthony

MED2010 IMS-I: Health Systems Science 1 (PC- PM students only)	1	S/NC	G. Anandarajah M. Smith
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***Year 1, Semester 2 (MD 2027)***

COURSE	CREDITS	GRADING OPTION	COURSE LEADER(S)
BIOL3650 Doctoring 2	2	S/NC	D. Chofay S. Mitta
BIOL3652 IMS-II: Brain Sciences	2	S/NC	J. Roth K. Stavros J. Donahue G. Tung J. Stein V. Labarbera M. Otu B. Theyel
BIOL3653 IMS-II: Microbiology/Infectious Diseases	1	S/NC	T. Salazar Mather J. Lonks C. Cunha
BIOL3665 IMS-II: Supporting Structures	1	S/NC	S. Schwartz D. Jenkins L. Robinson-Bostom J. Hart
BIOL3655 IMS-II: Human Anatomy II	1	S/NC	D. Ritter
MED2030 Research Methods in Population Medicine (Primary Care-Population Medicine (PC-PM) students only)	1	S/NC	M. Mello

***Year 1, Summer Semester (PC-PM students only) (MD 2027)***

<b>COURSE</b>	<b>CREDITS</b>	<b>GRADING OPTION</b>	<b>COURSE LEADER(S)</b>
MED2040 Health Systems Science 2	1	S/NC	J. Borkan D. Szkwarko
MED2045 Quantitative Statistics	1	S/NC	D. Anthony
MED2980 Independent Study Thesis Research	1	S/NC	M. Mello M. Zonfrillo

***Year 2, Semester 1 (MD 2026)***

<b>COURSE</b>	<b>CREDITS</b>	<b>GRADING OPTION</b>	<b>COURSE LEADER(S)</b>
BIOL3660 Doctoring 3	2	S/NC	S. Rougas P. Gupta
BIOL3662 IMS-III: Cardiovascular	1	S/NC	K. French C. Hanley
BIOL3663 IMS-III: Pulmonary	1	S/NC	D. Banerjee A. Foderaro M. Garcia-Moliner
BIOL3664 IMS-III: Renal	1	S/NC	K. Richman M. Lynch K. Henriksen
BIOL3674 IMS-III: Endocrine Sciences	1	S/NC	G. Gopalakrishnan D. Selen M. Canepa
BIOL3674 IMS-III: Human Reproduction	1	S/NC	A. Gimovsky E. Lokich J. Ou C. Hanley
MED2046: Leadership (PC-PM students only)	1	S/NC	J. White M. Mello

**Year 2, Semester 2 (MD 2026)**

COURSE	CREDITS	GRADING OPTION	COURSE LEADER(S)
BIOL3670 Doctoring 4	1	S/NC	S. Rougas P. Gupta
BIOL3672 IMS-IV: Hematology	1	S/NC	M. Quesenberry P. Egan D. Treaba
BIOL3673 IMS-IV: Gastroenterology	1	S/NC	H. Rich S. Lu
BIOL5885 Doctoring V: Clinical Skills Clerkship (CSC)	1	S/NC	E. Chung P. Gupta S. Handley

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\* S = satisfactory, N/C = no credit

**Course Requirements: Years 3 and 4**

All students must complete at least 80 weeks of instruction. Each 12-month academic year is divided into 12 Blocks with four one-week intervening vacations spanning 22 months, from May of Year 3 through April of Year 4. A minimum of 68 weeks must be spent at Brown University. Anyone with compelling reasons for an exception to the rule of 68 weeks at Brown University must request a waiver from the Senior Associate Dean for Medical Education.

***MD Classes 2025 (Year 3) and 2024 (Year 4) Core Requirements***

Students in Years 3 and 4 must complete a minimum of 80 weeks of clinical courses, 68 weeks of which must be taken at Brown University, including the following:

*Clerkships:* the **44 weeks of specialty-specific clerkships** (plus 4 weeks of electives) are taken only after the student has completed Years 1 and 2 and the Clinical Skills Clerkship (CSC). The seven core clerkships must be completed by the end of the last clerkship block of Year 3.

***Block Clerkships:***

**12 weeks,** Clerkship in Internal Medicine

**6 weeks,** Clerkship in Surgery

**6 weeks,** Clerkship in Obstetrics and Gynecology

**6 weeks,** Clerkship in Pediatrics

**8 weeks,** Clerkship in Clinical Neuroscience: Psychiatry and Neurology

6 weeks, Clerkship in Family Medicine

*Longitudinal Integrated Clerkship (LIC):* 44 weeks for students in the LIC include inpatient experiences in Internal Medicine (4 weeks), Surgery (2 weeks), Obstetrics and Gynecology (2 weeks), Pediatrics (2 weeks), and Clinical Neuroscience: Psychiatry and Neurology (4 weeks: 2 weeks each of psychiatry and neurology). The remaining 30 weeks are spent in the outpatient setting with half-day experiences each week in Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Psychiatry, Neurology, and Family Medicine. Students have one 4-week clerkship elective block.

***Electives (Year 4): a minimum of 36 weeks of clinical electives, 24 weeks of which must be taken at Brown University,*** which must include the following:

- 4 weeks of a **sub-internship**
- 6 weeks of a **surgical, anatomic, and acute care elective**. A 4-week surgery sub-internship can fulfill both the sub-internship requirement as well as count as 4 out of the 6 weeks of the surgery-related electives.

*Sub-internship:* Students must include at least four weeks of an approved sub-internship within the clinical course of study in Year 4. This may be taken at Brown University or at an approved host institution, as long as the away sub-internship meets the guidelines established for a sub-internship at the Medical School, which are outlined in [Appendix B](#) of the Student Handbook.

*Advanced Clinical Mentorship:* Students may complete an optional Advanced Clinical Mentorship (ACM) during the second half of their third year (Year 3) or during their last year (Year 4) of medical school. The ACM is a maximum of 12 weeks in duration and consists of one-half day per week at a single outpatient site. Students receive one week of credit for completing 12 sessions. Any modifications to the ACM must be approved by the Associate Dean for Medical Education. ACM requests must be submitted at least 7 weeks prior to the desired start date. ACMs may not begin before the half-way point (currently Quarter 3) of Year 3.

Students must complete an Advanced Clinical Mentorship (ACM) within 24 weeks. If a student is unable to complete the ACM within this time period, they should submit a plan of completion that requires approval from the Associate Dean for Medical Education. If a student is unable to complete the ACM within this time period, the Office of Records and Registration will contact the student and ask for a plan of completion, which will be reviewed by the Associate Dean for Medical Education for consideration. If approved and the student does not complete the ACM within the revised time window, the student will be withdrawn from the ACM and no grade/credit will be awarded. The ACM must be

completed between November 1<sup>st</sup> of a student's Year 3 and October 31<sup>st</sup> of a student's Year 4.

Students may each enroll in and complete one ACM. If capacity allows, and under extraordinary circumstances, students may request to enroll in and complete a second ACM. Such requests will be considered by the Associate Dean for Medical Education in consultation with the Student Support Committee.

***Year 4 Objective Structured Clinical Examination:*** After completing all of their specialty-specific clinical clerkships, every medical student must take an Objective Structured Clinical Examination (OSCE) at the start of Year 4. See the Medical School Student Handbook, Section III: Grading and Academic Performance Policies, for more details. Passing this summative OSCE is a graduation requirement.

***Internship Prep Course (IPC):*** All Year 4 students must complete the Internship Prep Course which counts for 1 week of credit in Year 4. The IPC consists of both asynchronous and in-person components between December and March of Year 4.

***Independent Study:*** Students can complete an Independent Study project during their elective blocks in Years 3 and 4. Independent studies require that the student submit a proposal and obtain approval from a Brown faculty sponsor. Independent studies cannot be done concurrently with any other course. Approval must be obtained five weeks prior to the start of the independent study. Students can complete up to 12 weeks of independent study during Years 3 and 4. Requests for an exception to policy in order to complete more than 12 weeks of independent study must be approved by the Senior Associate Dean for Medical Education.

#### **Further Requirements for the Awarding of the MD Degree**

- Every candidate for the degree of Doctor of Medicine must satisfactorily complete the eight semesters comprising Years 3 and 4 as a matriculated medical student at Brown University and pay eight semesters of tuition. If approved, students may also use time in addition to the eight semesters for the Academic Scholar Program (ASP) and/or leave of absence (LOA). See the Medical School Student Handbook Section XII: Registration and Tuition Policies, for more details on taking approved time away from the Medical School.
- Medical School students are expected to be enrolled full time unless they are on approved time away (ASP or LOA) from Brown University.
- A candidate for the degree of Doctor of Medicine must complete all the requirements for that degree within six (6) years of admission to the Medical School (nine (9) years for MD/Ph.D. candidates). Exceptions to this rule may be made only with the consent



of the Senior Associate Dean for Medical Education. The maximum period of six (6) years (and nine (9) years for MD/PhD candidates) includes the time spent on an approved ASP or LOA status.

- The MCASP will recommend granting of the medical degree to candidates who have fulfilled the academic requirements.
- Students will be allowed to receive their diploma only if all tuition and fees have been fully paid and other obligations fulfilled, such as return of pagers and repayment of emergency short-term loans.
- All required courses must be completed by the fourth Friday in April prior to graduation in May. Exceptions to this rule must be approved by MCASP.
- *USMLE Step 1\**: All medical students must **take and pass** Step 1 within six (6) months of the end of Year 3 (November 1 of Year 4). If they do not pass the exam, they will not be permitted to continue with Year 4 rotations and must take time away from medical school until they have done so. Medical students may not take the USMLE Step 1 examination until they have successfully completed all Year 1 and Year 2 courses. All students are strongly encouraged to take Step 1 prior to beginning clerkships. Students will be permitted to take the Step 1 examination no more than three times. Failure to pass the examination after a third attempt will lead to dismissal from the Medical School; dismissal can be appealed to the MCASP (see Section V: Policies and Protocols on Academic standing and Promotion, for policy regarding dismissal).
- *USMLE Step 2 CK\**: All medical students must take the USMLE Step 2 CK examination prior to January 1 of their Year 4. Students must pass Step 2 CK in order to graduate; students will be permitted to take the examination no more than three (3) times. Failure to pass the examination after a third attempt will lead to dismissal from the Medical School; dismissal can be appealed to the MCASP (see Section V: Policies and Protocols on Academic standing and Promotion, for policy regarding dismissal).
- \*Students who do not pass Step 1 or Step 2 CK on their first attempt must meet with a designated member of the administration prior to being certified to retake the exam.

## SECTION III: GRADING AND ACADEMIC PERFORMANCE POLICIES

### Grade Options

All Medical School courses in Years 1 and 2 are graded on a Satisfactory (S)/No Credit (NC) basis. Doctoring courses in Years 1 and 2 also use Existing Deficiency (ED). Most clinical courses in Year 3 and 4, including clerkships, are graded on an Honors (H)/Satisfactory (S)/Existing Deficiency (ED)/No Credit (NC) basis. A small number of clinical electives are graded on a mandatory S/NC basis. Passing grades for courses that have a mandatory S/NC grading policy are recorded on the official University transcript with an asterisk (S\*) next to the grade indicating that the Honors designation is not an option for this course.

Grades in the Integrated Medical Sciences (IMS) courses are assigned by the Directors of the Year 1 or Year 2 curriculum in consultation with the course leader(s). Grades in the Doctoring courses are determined by the individual course leaders. Grades in clerkships, clinical electives, independent studies, away rotations and sub-internships are determined by Clerkship Directors and Clinical Elective course leaders.

Grades are determined according to the following guidelines:

*Honors (H or HNRS)*: indicates that the student has performed at a level of distinction as determined by the Clerkship Director, Clinical Elective Director, or Sub-internship Director, as applicable.

*Satisfactory (S)*: indicates that the student has completed all course requirements at or above the expected standard of performance.

*No Credit (NC)*: indicates that the student's overall performance in a course is below the expected standard of performance. In the pre-clerkship IMS curriculum, this grade is used when a student fails the course final examination in Year 2 (grade on final examination less than 70%) or has a final total score below passing (again less than 70%) in Year 1 or Year 2. In the clinical curriculum, this grade is typically used when a student does not satisfactorily complete more than one component of a course (such as not passing a Shelf exam or an OSCE) or when a student receives unsatisfactory performance evaluations, as defined by the course leader or clerkship director. When a student receives a grade of NC, a remediation plan is put into place by the curriculum directors for the appropriate pre-clerkship year and the course leader(s), clerkship director(s), or clinical elective course leader(s) for the clinical years. In all four years, remediation may entail mandatory tutoring sessions followed by a remediation exam and/or a repeat of part of or of the entire course. After a course has been successfully remediated or repeated, the new grade of S replaces the original grade of NC on the official student transcript. If an NC grade is not remediated within one (1) year from the time the grade is submitted, unless the student is on time away from medical school, the student may be required to repeat the entire course, clerkship, or elective. Grades of NC are reported to the Medical

Committee on Academic Standing and Professionalism (MCASP). Note that remediation of a course or parts of a course are at the discretion of the course, clerkship, or clinical elective director with input from the Office of Medical Education (OME). (See the end of this Section for the Medical School's Academic Support and Remediation policy and a remediation pathway graphic.) Additional grading options for all courses are as follows.

*Existing Deficiency (ED):* this temporary grade indicates that the student has performed below the expected standard of performance in one component of the course (such as a Shelf exam or OSCE), but the overall performance was deemed satisfactory. This grade option, used exclusively in the clinical curriculum (including the Doctoring courses), is used when a course leader, clerkship director, sub-internship director, or clinical elective director believes that a reasonably limited amount of additional effort or study would remedy these deficiencies and result in satisfactory performance in all course components. When using the ED option, the course leader(s) clerkship director(s), sub-internship director(s) or clinical elective director(s) should discuss the deficiencies with the student, develop a plan and timetable for correction, and communicate this plan to the Director(s) of the Year 1, Year 2, or Years 3 and 4 curricula, as appropriate. The course leader(s), clerkship director(s), sub-internship director(s) or clinical elective director(s) should decide, at the time of the meeting with the student, what means will be used to evaluate the student's performance at the end of the timetable. When the student successfully remediates the deficiencies, the grade will be changed to satisfactory (S), and the student will receive full credit for the course. If the student fails to remediate the deficiencies as explicitly outlined in the plan, then the grade will be changed from ED to No Credit (NC). If an ED grade is not remediated within one year, unless the student is on time away from medical school, from the time the grade is submitted, the student may be required to repeat the entire course, clerkship, sub-internship, or elective. Grades of ED are reported to the MCASP.

Note: A grade of ED cannot be used in non-clinical courses such as those in the IMS curriculum, and also cannot be used in non-MD graduate level courses, such as the Master's degree courses offered in the PC-PM program (MD-ScM) or MD/MPA program.

*Incomplete (INC):* indicates that the student was unable to complete all of the required course work, clerkship, or other rotation requirements due to circumstances beyond their control (for example, illness or a family emergency). Course work not completed within one (1) year from the time the grade is submitted, unless the student is on time away from medical school, will result in the grade being changed to No Credit (NC). Grades of INC are not reported to MCASP.

*Approved Withdrawal (W):* indicates that a student started but did not complete a course. The W grade is recorded on the student record but does not appear on the official transcript.

### ***Grades on Transcripts***

The grades of H/S/S\*/ED/NC/INC become part of a student's unofficial transcript once entered in OASIS and become part of a student's official transcript once entered in Banner. Per Brown University policy, neither the notation of NC nor the description of the course in which the NC grade was given is displayed on the official transcript

### ***Grade Determination/Appeal***

The Dean(s) or Director(s) of the Year 1 and Year 2 curriculum and the course leader(s), the clerkship director(s), the sub-internship director(s), or the clinical elective director(s) are responsible for determining how students are evaluated and how grades are assigned. Students who believe that an assigned grade is not an accurate reflection of their performance should discuss this with the Dean(s) or Director(s) of the curriculum for the appropriate year and the course leader(s), clerkship director(s), sub-internship director(s), or clinical elective director(s). If, after a student discusses their grade with the aforementioned individuals and disagrees with the outcome, they may submit an appeal to the Grades and Records Appeal Committee for review. The decision of the Grades and Records Appeal Committee is final.

## **Grading Policy for Year 1 and 2 Courses: Overview**

Courses in Years 1 and 2 are organized within each of the first four semesters of medical school as IMS I-IV and Doctoring 1-4. Each semester of IMS consists of two to five courses, each of which is assigned a course number and is under the direction of a separate course leader(s). The grading policies for each of these courses are described herein.

### ***Year 1***

#### **Grading Policy for Year 1 Courses: Semester 1**

There are five (5) IMS-I courses (SFM, Histology, Human Anatomy I, HSS, and General Pathology) and one Doctoring course (Doctoring 1) in Year 1 Semester 1. **All Year 1, Semester 1 courses (including IMS-I, IMS-II, and Doctoring 1 and 2) are graded S/NC (Satisfactory/No Credit) with the exception of Doctoring, in which ED is also a possible grade option.** PC-PM students will also be enrolled in HSS 1, but with a unique course number (MED2010). Grades are determined based on examination scores and upon small group attendance and participation.

Students in the PC-PM program will take Research Methods in Population Medicine (MED2030) throughout Year 1. Grading for this course will include online quizzes, participation in small groups, and completion of assignments. This course is graded with the S/NC option.

#### **Grading for Doctoring 1**

**BIOL3640** Doctoring 1 (2 credits) (Doctoring course leaders: D. Chofay, S. Mitta)

Grading for Doctoring 1 will be based upon performance in small groups, OSCEs, case write-ups, reflective field notes, and community mentor sessions. If a student's performance is

unsatisfactory in any component of the course, the student will be required to remediate the deficiency before receiving a final grade. If a student's performance is unsatisfactory in more than one component of the course, the student may be required to repeat the entire course. This determination is made by the Doctoring course leader(s).

#### Grading for IMS-I and PC-PM Courses

Grading for IMS-I and PC-PM courses in Year 1, Semester 1 is on a satisfactory/no credit basis. See below for specifics on IMS-1 grading. Refer to course syllabi for PC-PM course grading.

- **BIOL3642** IMS-I: Scientific Foundations of Medicine (SFM) (1 credit) (Course leaders: T. Salazar Mather, C. Phornphutkul)
- **BIOL3643** IMS-I: Histology (1 credit) (Course leaders: J. Ou, C. Hanley)
- **BIOL3644** IMS-I: Human Anatomy I (1 credit) (Course leader: D. Ritter)
- **BIOL3656 (PC-PM MED2010)** IMS-I: Health Systems Science (HSS) (1 credit) (Course leaders: G. Anandarajah, M. Smith, D. Anthony)
- PC-PM students only: MED2010 IMS-I: Health Systems Science (HSS) (1 credit) (Course leaders: G. Anandarajah, M. Smith)
- **BIOL3645** IMS-I: General Pathology (1 credit) (Course leaders: C. Hanley, J. Ou)
- PC-PM students only: MED2030 Research Methods in Population Medicine (1 credit) (Course leader: M. Mello (grades for this course are submitted in the spring semester))

Examinations: There will be six (6) integrated examinations during Semester 1. Each exam will contain questions from three (3) to five (5) of the IMS-I courses. Course scores will be cumulative throughout the semester. HSS course grades are based upon examination questions, as well as field notes/reflections, and completion of several online IHI (Institute for Healthcare Improvement) and self-directed learning and data analysis modules. For all Semester 1 courses, a **grade of 70% or above will normally be considered passing**. A cutoff below 70% may be designated as passing at the discretion of the Director of the Year 1 Curriculum in conjunction with the IMS course leader. Students who do not achieve a passing grade will be assigned a grade of No Credit (NC). Note, students must also achieve 70% or higher on the HSS exams to pass this course (even if students have passing scores on other components within the course).

#### Exam Tardiness

See [Policy No. 13-09](#).

Small Group Sessions: Small group sessions and labs are important components of the IMS-I Human Anatomy I, Histology, General Pathology, HSS, PC-PM and Doctoring courses. Assessment of small group performance is based upon participation, quality of contribution to the discussions and leadership skills. Each small group leader will assess student performance in the pertinent Nine Abilities (competencies) if a sufficient number of faculty-student interactions occurred as determined by the Medical Curriculum Committee (MCC) Subcommittee on Years 1 and 2. Small group faculty evaluations are posted in OASIS, the internal registration and evaluation system for the Medical School.

**Attendance and participation in all small group, case-based and team-based learning, and laboratory sessions is mandatory.** Students need to submit a request for an excused absence on the homepage of the Canvas website and receive permission from the Director of the Year 1 Curriculum or the Director of the Doctoring Program to miss required activities including small group, case-based or team-based learning (TBL), or laboratory sessions. This is the same process for the PC-PM Program courses.

If granted an excused absence, students must then notify their small group leader(s) and complete required make-up work. If a student misses more than two small group sessions (even if excused) and/or does not perform satisfactorily in the small group sessions, the student may receive an ED, I, or NC in the course and be required to remediate the deficiency by special accommodation or by retaking the course. This determination is made by the Director of the Year 1 Curriculum (or the PC-PM Director when applicable) in conjunction with the IMS course leader or by the Doctoring course leader. See [Section IV](#) for more details.

If a student receives a single grade of NC or ED in any Semester 1 course (including any of the five IMS-I courses or Doctoring 1), the student will meet with the Associate Dean for Student Affairs to discuss academic standing and receive additional guidance and academic support. The Director of the Year 1 Curriculum and the IMS course leader(s) or the Doctoring course leaders will determine the remediation plan, which may consist of summer remediation or retaking of the entire course.

If a student fails a special remediation examination, the student will be required to repeat the course the following year, and this second NC will be brought to the attention of the MCASP. At that time, the student may be placed on academic warning. Students will be permitted to take only one remediation examination. If a student would like to appeal their grade, they may submit an appeal to the Grades and Records Appeal Committee. This Committee will render a decision, which is final.

Students failing two or more Semester 1 courses (including the five IMS-I courses and Doctoring 1) will be required to repeat the entire semester, even if they have already passed one or more of the Semester 1 courses, and will be placed on academic warning or probation by the MCASP. Students may appeal the requirement to repeat the semester to the MCASP. Students who return the following year and fail an additional course can be considered for probation and/or dismissal by MCASP. Students will not be allowed to return a third time to repeat Semester 1.

#### Grading Policy for Year 1 Courses: Semester 2

There are four (4) IMS-II courses (Brain Sciences, Microbiology/Infectious Diseases, Supporting Structures, and Human Anatomy 2) and one Doctoring course (Doctoring 2) in Semester 2. *Note:* MED2030 for PC-PM students spans both Semester 1 and Semester 2.

Grades for this course will be submitted in Semester 2. **All Semester 2 courses are graded with S/NC options.**

#### Grading for Doctoring 2

**BIOL3650** Doctoring 2 (2 credits) (Course leaders: D. Chofay, S. Mitta)

Grading follows the same policies as for Doctoring 1. Students may progress on to Doctoring 2 without passing Doctoring 1 at the course leader's discretion.

#### Grading for IMS-II and PC-PM Courses

Each IMS-II course is S/NC (Satisfactory, No Credit). Grades are determined based on examination scores and small group attendance and participation.

- **BIOL3652** IMS-II: Brain Sciences (2 credits) (Course leaders: J. Roth, K. Stavros, J. Donahue, G. Tung, J. Stein, V. Labarbera, M. Otu, B. Theyel)
- **BIOL3653** IMS-II: Microbiology/Infectious Diseases (1 credit) (Course leaders: T. Salazar Mather, J. Lonks, C. Cunha)
- **BIOL3665** IMS-II: Supporting Structures (1 credit) (Course leaders: S. Schwartz, D. Jenkins, L. Robinson-Bostom, J. Hart,)
- **BIOL3655** IMS-II: Human Anatomy 2 (1 credit) (Course leader: D. Ritter)

Examinations: There will be two to three integrated examinations in each course. In courses with more than one exam, scores are cumulative and final grades are determined based upon the total number of possible points on all exams. **A grade of 70% or above will normally be considered passing.** A cutoff below 70% may be designated as passing at the discretion of the Director of the Year 1 Curriculum in conjunction with the IMS course leader(s). **Students who receive a failing grade in an IMS-II course will receive an NC.** The Director of the Year 1 Curriculum and the course leader(s) (or the PC-PM director when applicable) will determine the remediation plan, which may consist of summer remediation or retaking of the entire course.

#### Exam Tardiness

See [Policy No. 13-09](#).

Small Group Sessions: Small group sessions and Team-Based Learning (TBL) sessions and labs are important components of the IMS-II Brain Sciences, Micro/ID, Human Anatomy 2, PC-PM and Doctoring courses. Small group performance assessment is based upon participation, quality of contribution to the discussions as well as leadership skills. Each small group leader will assess student performance in the pertinent Nine Abilities (competencies) if a sufficient number of faculty-student interactions occurred as determined by the MCC Subcommittee on Years 1 and 2. Small group faculty evaluations are posted in OASIS, the internal registration and evaluation system for the Medical School.

**Attendance and participation in all small group, case-based and team-based learning (TBL), and laboratory sessions is mandatory.** Students need to complete a request for an excused

absence on the homepage of the Canvas website and receive permission from the Director of the Year 1 Curriculum or the Director of the Doctoring Program to miss a small group, case-based and team-based learning, or laboratory session. If granted an excused absence, students must then notify their small group leader(s) and complete required make-up work. If a student misses more than two small group sessions (even if excused) and/or does not perform satisfactorily in the small group sessions, the student may receive an ED (Doctoring only), INC or an NC in the course and be required to remediate the deficiency by special accommodation or by retaking the course. This determination is made by the Director of the Year 1 curriculum in conjunction with the IMS course leader(s), the Doctoring course leader (or the PC-PM Director when applicable). See Section IV for more details.

If a student receives a single grade of NC or ED in any Semester 2 course (including the four (4) IMS-II courses and Doctoring 2), the student will meet with the Associate Dean for Student Affairs to discuss academic standing and receive additional guidance and academic support. The Director of the Year 1 curriculum, the IMS course leader(s), and/or the Doctoring course leaders will determine the remediation plan, which may consist of summer remediation or retaking of the entire course.

If a student is permitted to take and then fails a special remediation examination, the student will be required to repeat the course the following year. Students will be permitted to take only one (1) remediation examination. If a student would like to appeal their grade, they may submit an appeal to the Grades and Records Appeal Committee. This committee will render a decision, which is final.

Students receiving a grade of NC in two or more Semester 2 courses (including the four IMS-II courses and Doctoring 2) will be required to repeat the entire semester, even if they have already passed one or more of the Semester 2 courses. Students may appeal the requirement to repeat the semester to the MCASP. Students will not be allowed to repeat Semester 2 for a third time. **Students must successfully complete all IMS courses as well as both Doctoring 1 and Doctoring 2 in order to proceed to Year 2.**

#### PC-PM Summer Courses (for PC-PM Students only):

All courses are mandatory S/NC:

- **MED2040** Health Systems Science (HSS) 2 (1 credit) (Course leaders: J. Borkan, D. Szkwarko)
- **MED2045** Quantitative Methods (1 credit) (Course leader: D. Anthony)
- **MED2980** Independent Study Thesis Research (1 credit) (Course leaders: M. Mello, M. Zonfrillo)

For the grading policy regarding progression through the PC-PM Program, see subheading '*PC-PM aka MD-ScM*’ below.

#### **Year 2**

There are five (5) IMS-III courses (Cardiovascular, Pulmonary, Renal, Endocrine Sciences, and Human Reproduction) and one Doctoring course (Doctoring 3) in Semester 3. There are



two (2) IMS-IV courses (Hematology and Gastroenterology) and one Doctoring course (Doctoring 4) in Semester 4.

All Year 2 courses (including IMS-III, IMS-IV, and Doctoring 3 and 4) are graded S/NC (Satisfactory/No Credit) with the exception of Doctoring, in which ED is also a possible grade option. Grades are determined based on examination scores and upon small group attendance and participation.

For PC-PM students, MED 2046 (Leadership) is graded S/NC. For details on the grade breakdown of this course, refer to the course syllabus.

#### Grading for Doctoring 3 and 4

- **BIOL3660** Doctoring 3 (2 credits) (Course leaders: S. Rougas, P. Gupta)
- **BIOL3670** Doctoring 4 (1 credit) (Course leaders: S. Rougas, P. Gupta)

All four semesters of the Doctoring Course are graded S/ED/NC. Grading for Doctoring 3 and 4 will be based upon performance in small groups, OSCEs, case write-ups, reflective field notes, and community mentor sessions. If a student's performance is unsatisfactory in any component of the course, the student will be required to remediate the deficiency before receiving a final grade. If a student's performance is unsatisfactory in more than one component of the course, the student may be required to repeat the course. This determination is made by the Doctoring course leader(s).

Although students must pass both Doctoring 1 and 2 in Year 1 to proceed to Doctoring 3 in Year 2, students may progress to Doctoring 4 without passing Doctoring 3 at the course leader's discretion.

#### Grading for IMS-III and IMS-IV and PC-PM Courses

- **BIOL3662** IMS-III: Cardiovascular (1 credit) (Course leaders: K. French, C. Hanley)
- **BIOL3663** IMS-III: Pulmonary (1 credit) (Course leaders: D. Banerjee, A. Foderaro, M. Garcia-Moliner)
- **BIOL3664** IMS-III: Renal (1 credit) (Course leaders: K. Richmond, M. Lynch, K. Henriksen)
- **BIOL3654** IMS-III: Endocrine Sciences (1 credit) (Course leaders: G. Gopalakrishnan, M. Canepa, D. Selen)
- **BIOL3674** IMS-III: Human Reproduction (1 credit) (Course leaders: A. Gimovsky, E. Lokich, J. Ou, C. Hanley)
- **BIOL3672** IMS-IV: Hematology (1 credit) (Course leaders: P. Egan, M. Quesenberry, D. Treaba)
- **BIOL3673** IMS-IV: Gastroenterology (1 credit) (Course leaders: H. Rich, S. Lu)
- PC-PM students only: **MED2046** Leadership (1 credit) (Course leaders: M. Mello, J. White)

Examinations: Grades for each IMS-III and IMS-IV course are based upon a single examination as well as small group attendance and participation (quiz questions also contribute to the final course grade in IMS-III: Cardiovascular, Pulmonary and Renal).

**A grade of 70% or above will normally be considered passing.** A cutoff below 70% may be designated as passing at the discretion of the Director of the Year 2 Curriculum in conjunction with the course leader(s). **Students who receive a single failing grade on a final exam in an IMS-III or IMS- IV course will receive an NC.** The remediation plan is determined by the Director of the Year 2 Curriculum and the course leader(s). This remediation most often consists of a period of tutoring and independent study followed by a remediation examination.

#### Exam Tardiness

See [Policy No. 13-09](#).

Small Group Sessions: Small group sessions, Team-Based Learning (TBL) sessions and labs are important components of the IMS-III and IMS-IV courses (including Cardiovascular, Renal, Pulmonary, Endocrine Sciences, Human Reproduction, Hematology, and Gastroenterology), Doctoring and PC-PM courses. Small group performance assessment is based upon participation, quality of contribution to the discussions and leadership skills. Each small group leader will assess student performance in the pertinent Nine Abilities (competencies) if a sufficient number of faculty-student interactions occurred as determined by the Subcommittee on Years 1 and 2. Small group faculty evaluations are posted in OASIS, the internal registration and evaluation system for the Medical School. Small group evaluations contribute 5% of the course grade in the Renal course only.

**Attendance and participation in all small group, case-based and team-based learning, and laboratory sessions is mandatory.** Students need to complete a request for an excused absence on the homepage of the Canvas website and receive permission from the Director of the Year 2 Curriculum or the Director of the Doctoring Program to miss a small group, case-based and team-based learning, or laboratory session. If granted an excused absence, students must then notify their small group leader(s) and complete required make-up work. If a student misses more than two small group sessions (even if excused) and/or does not perform satisfactorily in the small group sessions, the student may receive an ED, INC, or an NC in the course and be required to remediate the deficiency by special accommodation or by retaking the course. This determination is made by the Director of the Year 2 Curriculum and the IMS course leader or the Doctoring course leader(s) (or the PC-PM Director when applicable). See [Section IV](#) for more details.

Students in the PC-PM program will take MED2046 Leadership during Semesters 1 and 2 of Year 2. Grading for this course will include participation in small groups and completion of assignments. The grading for this course will be S/NC.

Students who receive a grade of NC or ED in any Semester 3 course (including the five (5) IMS-III courses and Doctoring 3) will meet with the Associate Dean for Student Affairs to discuss academic standing and receive additional guidance and academic support. The student will be brought to the attention of the MCASP only if this is their second non-passing grade. A remediation plan is put in place by the pertinent curriculum director. If a student fails a special remediation examination, the student will be required to repeat the course the following year. Students will be permitted to take only one remediation exam. If a student would like to appeal their grade, they may submit an appeal to the Grades and Records Appeal Committee. This Committee will render a decision, which is final.

Students who receive a grade of NC in two or more Semester 3 courses (any of the five IMS-3 courses and Doctoring 3) will be required to repeat the entire semester, even if they have already passed one or more of the Semester 3 courses. Students may appeal the requirement to repeat the semester to the MCASP. Students will not be allowed to return a third time to repeat Semester 3.

Students who receive a grade of NC or ED in a single Semester 4 course (including the two IMS-IV courses and Doctoring 4) will have a remediation plan put in place by the pertinent curriculum director. Note: MED2046 for PC-PM students spans both Semester 3 and Semester 4. Grades for this course will be submitted in Semester 4. If a student is allowed to remediate the course via a special examination, it must be taken after completion of the semester before preparing for and taking the USMLE Step 1 examination. If a student is permitted to take and then fails a special remediation examination, the student may be required to repeat the course the following year. Students will be permitted to take only one remediation examination.

If a student would like to appeal their grade, they may submit an appeal to the Grades and Records Appeal Committee. This Committee will render a decision, which is final.

Students who receive a grade of NC in two or more Semester 4 courses (including the two IMS-IV courses and Doctoring 4) will be required to repeat the entire semester, even if they have already passed one of the Semester 4 courses. Students may appeal the requirement to repeat the semester to the MCASP. Students will not be allowed to return for a third time to repeat Semester 4.

### **PC-PM aka MD-ScM Grade Policy and Progression**

If a student receives a grade of no credit (NC) in a PC-PM program, a remediation plan will be developed at the discretion of the course director in conjunction with the Director of the PC-PM program. If a student receives a grade of NC in two PC-PM courses, the student will be withdrawn from the PC-PM program. If the second grade of NC occurs during Year 3 of medical school, the student may be withdrawn from the PC-PM program, but will remain enrolled in the LIC.

PC-PM course grades will not count towards academic standing in the MD program.

PC-PM students who are placed on academic probation by the MCASP for non-passing grades in the MD program will be considered for withdrawal from the PC-PM program.

### **Grading Policy for Years 3 and 4**

#### ***USMLE Step 1***

See [Policy No. 13-16](#) for Step 1 pass timeline.

#### ***Clerkship Grading***

Students should refer to each individual clerkship syllabus for information on clerkship grading. In general, clerkship grading consists of a combination of Shelf exam, OSCE, and faculty and/or resident evaluations (with other components as determined by each individual clerkship). Students must pass each component of the clerkship in order to pass the clerkship regardless of the percentage of the grade each component holds. Students who receive an ED or NC in a clinical rotation (e.g. clerkship, sub-internship, or elective) for academic reasons – regardless of whether this ED/NC is due to clinical performance, Shelf or OSCE exam score) – will not be eligible for honors.

#### ***Shelf Exam Policies***

See [Policy No. 10-03, subsection 3.1.2.](#)

#### ***Exam Tardiness***

See [Policy No. 13-09.](#)

**Attendance and participation in all clinical activities, lectures, team-based learning, and other educational sessions in each clerkship are mandatory.** Students need to complete a request for an **excused absence** on the homepage of the Canvas website and receive permission from the Associate Dean for Medical Education. If granted an excused absence, students must then notify their preceptor/team. The clerkship coordinator and/or Director may assign makeup work for students, including additional clinical responsibilities for any missed days.

For guidelines for approving sub-internships, please refer to [Appendix B](#) and [Policy No. 13-14.](#)

### **Elective Policy**

In all four (4) years of the Medical School curriculum, students are encouraged to pursue a broad range of elective courses. This is enabled by pre-clerkship electives in Years 1 and 2 and clinical electives in Years 3 and 4 of medical school. These electives span the basic sciences, the clinical and translational sciences, and health systems sciences. If there is not an elective that fulfills a student's interests, students are encouraged to work with a faculty member to develop that

elective or develop an independent study elective. In addition, students can enroll in a Scholarly Concentration beginning in Year 1 and continuing throughout medical school. Students are encouraged to meet with faculty and staff in the OME, the Office of Student Affairs (OSA), and their faculty mentors, including their longitudinal Mary B. Arnold mentors, and specialty advisors to discuss an elective plan across all four years.

### **Records Review and Policies**

#### ***Course and Clerkship grades:***

See [Policy No. 13-11](#).

#### ***Medical Student Performance Evaluation (MSPE):***

See [Policy No. 13-12](#).

### **Policy Regarding Separation of the Provision of Health Services to Students from Assessment of Students**

See [Policy No. 12-05](#).

### **Narrative Assessment Policy**

See [Policy No. 09-05](#).

### **Mid-Course Formative Feedback Policy**

See [Policy No. 09-07](#).

### **Pre-clerkship Workload Policy**

See [Policy No. 08-08.01](#).

### **On-Call Policy**

See [Policy No. 08-08.03](#).

### **The Medical School Academic Support and Remediation**

The Medical School offers academic support and remediation at all phases of the medical education program including pre-matriculation, pre-clerkship, clerkship, and post-clerkship phases, as described below.

**TEAM**. The Office of Belonging, Equity, Diversity, and Inclusion (OBEDI) invites all students who self-identify as Underrepresented in Medicine (URiM), first-generation, and low-income students to participate in the T.E.A.M (Together Everyone Achieves More) program. This

program runs for the first semester of medical school and each session is held the week before each Integrated Medical Sciences exam. In addition to academic support, this program provides an avenue for inter-class community support at the Medical School.

Program in Liberal Medical Education (PLME). Prior to matriculation at the Medical School, the PLME Advising Deans reach out to individual students who may need additional support (academic/learning/personal/professional) in medical school. The Advising Deans may provide these students with information about contacting one or more of the following: the Assistant Dean for Medical Education who oversees the pre-clerkship curriculum; the Learning and Accessibility Specialist or Director, Office of Academic Support; the Associate Dean for Student Affairs; counseling and psychological services; and tutoring services.

### Office of Academic Support

#### *Learning Skills*

The Director of the Office of Academic Support provides consultations to help students adjust their learning methods to the demands of medical school. Areas most commonly addressed include study methods, time management, organizational skills, and test-taking skills. In addition to one-on-one consultations, group sessions are also provided as needed. Prior to matriculation at the Medical School, students in the PLME may be referred to the Director by their PLME Advising Dean for one-on-one consultations geared toward improving learning skills during their undergraduate studies. Once a student has matriculated into the Medical School, a student may be referred by faculty, Mary B. Arnold mentors, or may self-refer for consultations.

#### *Academic Accommodations*

The Office of Academic Support oversees accommodations at the Medical School related to the Americans with Disabilities Act (ADA) of 1990 as amended, and Section 504 of the Rehabilitation Act of 1973 (Section 504). Students can contact the office prior to matriculation in order to request accommodations for the coming year. Information on how to apply is sent to all students in early communications from the OSA, before matriculation. Accommodations may also be requested at any point in the academic year, with time needed to process the request and implement the accommodation if approved. Students in the Medical School have the right to file a grievance for concerns related to disability. For the process of appealing a decision related to learning accommodations (including accommodations in clinical courses), begin by contacting the Director of the Office of Academic Support. If resolution is not achieved, appeals related to accommodation decisions may be brought to the Brown University ADA/504 Coordinator. For more information about appeals, please contact the ADA/504 Coordinator by email at ADA\_504@Brown.edu or by phone at 401-863-2386. If a student believes they are being subjected to prohibited discriminatory treatment in a program or activity of the University based on their disability status, which may be a violation of Brown's Nondiscrimination and Anti-Harassment Policy, please follow the complaint and discrimination procedures outlined by the Office of Institutional Equity and Diversity (OIED).

Mary B. Arnold Mentors. Students are matched to their longitudinal Mary B. Arnold Mentors prior to matriculation and first meet with these mentors during orientation and then multiple times during Year 1, both in one-on-one and group settings. Mentors provide academic, personal and career advising as well as an additional layer of support for students as they navigate Year 1 of medical school. The student-mentor pairing lasts throughout the entirety of the four-year medical school experience.

Al's Pals. Prior to matriculation at the Medical School, Year 2 students reach out to rising Year 1 students introducing them to the Al's Pals program that links second year students with rising Year 1 students. Incoming students complete a brief questionnaire with information that facilitates an optimal match. This program serves as an additional avenue of information and support for incoming students including questions about Providence, adjusting to medical school classes, etc.

Study Smart. Each year a team of Year 2 students organizes a series of Study Smart sessions that is optional, but is offered to the entire class. This program was developed to present new Year 1 medical students with a coordinated and organized overview of study strategies, advice, and learning resources that are available to the Medical School students, from a student's point of view. Study Smart works with the Office of Academic Support to ensure a coordinated and comprehensive approach. The sessions are incorporated into several blocks of medical school from Block 1 through the first block of Brain Sciences.

### ***Pre-clerkship Curriculum***

The 17-month pre-clerkship curriculum consists of IMS (Integrated Medical Sciences) and Doctoring across four semesters. Academic support and remediation across the pre-clerkship curriculum is outlined below.

#### ***IMS Course Academic Support***

##### **➤ Orientation**

During orientation (Week 1 of medical school), students attend a session in which the features and layout of the Canvas site (Learning Management System) are demonstrated. This includes information about the following:

- Course materials
- Grading, Attendance, and Exam Policies
- The Learning Environment
- Tutoring (how to request a tutor)
- A link to the OSA website
- Well-being Resources (including a link to request a peer counselor through the confidential Student Health Council Peer Counseling program)
- Recommended Textbooks and Resources
- Web Resources and Study Materials – including links to study tools created by students, including the Medical School Notes Collective

- Links to live Google calendars
- IT Support

During Orientation, students also attend a session given by the Learning and Accessibility Specialist or Director, Office of Academic Support and the Study Smart student group which presents information about study strategies useful in medical school.

➤ Faculty and Staff

The roles and responsibilities for key administrators may be published and/or e-mailed to the students annually to orient students to the defined roles of administrators and offices at the Medical School.

➤ Integrated Medical Science (IMS) Curriculum

The IMS curriculum is organized according to integrated blocks across the pre-clerkship curriculum. Semester 1 (IMS-I) serves as a foundation for the systems-based IMS-II through IMS-IV blocks and courses. To help students adjust to medical school, and to allow for early identification of students who are struggling, there are multiple exams for each course (SFM: six (6) exams, HSS: six (6) exams, Histology: four (4) exams, Anatomy 2: three (3) exams, General Pathology: three (3) exams) in Semester 1. The first integrated exam occurs within four (4) weeks of matriculation. The systems-based courses in IMS-II all contain more than one (1) exam as well (Brain Sciences: three (3) exams, Anatomy 2: two (2) exams, Microbiology and Infectious Diseases: two (2) exams, Supporting Structures: two (2) exams). The second year IMS-III and IMS-IV courses all contain one (1) exam (with the exception of Cardiovascular, Pulmonary, and Renal that also include a quiz).

The Assistant Dean for Medical Education reaches out proactively to any student who has a score of <70% on any component (e.g., Histology portion) of an IMS exam or in any course. Since there are multiple exams in each Year 1 course, receiving <70% in a course component of an integrated exam does not equate with receiving an NC (No Credit) in a course. Rather, this structure allows for early intervention and opportunities to provide academic support. Students are encouraged to request a Tutor (see 'OME Peer Tutoring Program' section below), and are made aware of additional resources available including the Learning and Accessibility Specialist or Director, Office of Academic Support; OSA Mary B. Arnold Mentors; OBEDI; and counseling through counseling and psychological services (CAPS).

*IMS Course Remediation*

The Student Handbook contains detailed information about the grading policy as well as the academic standing pathway. Refer to the schematic at the end of this Section for information about timing of remediation and the link to academic standing. IMS course



remediation is either through retaking a locally-designed examination or through repeating the semester (if there are two or more course NCs in a single semester).

#### *Doctoring Course Academic Support*

The Doctoring courses at the Medical School teaches clinical skills through two primary settings: 1) small groups led by two or more faculty members, and 2) community mentor sessions overseen by a clinical preceptor. Weekly meetings throughout the academic year offer the opportunity to observe and support the academic progress of students as they work towards achieving competency in the Nine Abilities. One of the key roles of small group faculty members is to evaluate student performance and identify students that may need additional academic support. Through weekly observations of students, small group faculty make assessments of a student's knowledge, skills, and attitudes. Faculty meet with students individually at the mid-semester mark to provide reinforcing and constructive feedback and to assist students in setting academic goals.

If at any time a small group faculty member (or a community mentor) identifies a concern in a student's performance and/or participation, they notify the course leaders or the Director of Community Engagement and Scholarship. Based on the level of concern, the course leaders will either offer specific guidance on how they can best support the student within the structure of the course (such as setting specific goals or providing feedback with a timeline for improvement) or meet with the student themselves (see 'Doctoring Course: Remediation' below). Regular follow up ensues until goals are met.

If a student does not pass an OSCE (Objective Structured Clinical Examination) or does not achieve competency goals in the Nine Abilities at mid-semester or the final semester evaluations, they meet with course leaders to review their performance and discuss a remediation plan.

#### ➤ Doctoring Peer Mentor Program

The goal of the Doctoring Peer Mentors (DPMs) is to provide peer support to Year 1 medical students during important curricular milestones in the first semester of Doctoring. The goal of the program is to: 1) develop a cadre of Year 2 near-peer mentors equipped to provide clinical skills feedback and facilitate small group discussions, 2) provide near-peer mentorship to Year 1 students navigating a variety of new curricular experiences during Doctoring, and 3) develop opportunities for additional clinical skills practice for Year 1 medical students. Rising Year 2 students can nominate a peer or self-nominate at the end of the Year 1 based on their contributions to Doctoring small group discussions and their organizational, interpersonal, and clinical skills. Four (4) individuals are selected to serve as coordinators and an additional cohort of students are selected to serve as DPMs. Two (2) to four (4) DPMs are assigned to each of the 18 Doctoring small groups. DPM responsibilities include the following:

- Meet with designated Year 1 small group faculty and student mentees at the beginning of the semester to introduce the program;
- Send email check-in correspondences to students during the semester and prior to the first community mentor visit and OSCE;
- Participate in mock OSCEs; and
- Facilitate optional small group debriefs on difficult topics for Year 1 medical students throughout the semester.

### *Doctoring Course: Remediation*

Learners who do not meet the course competencies often need focused support. Remediation plans are designed to meet the specific learning style and needs of the student. They consist of a discussion with course leaders to 1) review course, small group faculty, or mentor feedback, 2) describe and clarify specific deficiencies, and 3) collaborate to develop a remediation plan.

Remediation plans can include any or all of the following action items:

- Practicing clinical skills with standardized patients and/or course leaders
- Submitting additional or repeat assignments (e.g., case write-ups or reflective writing assignments)
- Working with a Doctoring Coach (see below)
- Working with a peer-mentor
- Referral to the Medical School Learning and Accessibility Specialist or Director, Office of Academic Support
- Referral to the OSA

Upon completion of the remediation plan, students often meet with course leaders to discuss their progress and identify any ongoing concerns or additional support needed during the course.

### *Doctoring Coaches*

Doctoring coaches are faculty members who serve in an additional capacity within the Doctoring Program. The main responsibility of a Doctoring coach is to work with students whom course leaders have identified as being at high risk for not meeting course requirements as a result of a deficiency in a specific area. Coaches will complement the existing course curriculum by assisting identified students in making progress toward a specific course objective outside of the traditional course structure. Students who are referred to the Doctoring coaches will generally fall into one (1) of the following categories:

- Students who have been identified by their small group faculty or community mentor as having key deficiencies that are not improving or after utilizing already available course resources.
- Students who have failed an OSCE and require additional coaching outside of the normal remediation process with course leaders.
- Students who have failed a Doctoring course and require additional coaching outside of the normal remediation process with course leaders.

### ***Clerkships and Post-clerkship:***

Many of the same processes identified for the pre-clerkship phase (both IMS and Doctoring) exist in the clerkship and post-clerkship phases as well. Students are required to meet with their Clerkship Director (or the clerkship director designee such as another faculty attending physician) at the midpoint of each clerkship to review areas of strength and areas that may need improvement. Students take Shelf exams at the end of each clerkship; these scores are released to students within one week (and typically within three (3) to four (4) business days) so that students who struggled on an exam are identified and linked with the Office of Academic Support at the Medical School or with peer tutoring through the OME. In addition, students may also meet with their Mary B. Arnold Mentor or a team member in the OME, OSA, or OBEDI to discuss other options for support.

### ***OME Peer Tutoring Program***

- The OME provides a year-round robust peer-tutoring program, at no cost for all medical students, in Years 1 through 4. Students are informed about the Peer Tutoring program during Orientation in Week 1 of medical school. Students request a peer tutor by completing a Qualtrics form via a link on each class Canvas site. Once a form is completed, an email is routed to the OME.
- If the student requesting a tutor is in the fall semester of Year 1, the Head Tutors make the link to an available Year 2 tutor. The Head Tutors are Year 2 students who are selected by OME leadership. If the student requesting a tutor is in the spring semester of Year 1 or beyond, a link is made by the OME to an available Year 2, Year 3, or Year 4 medical student tutor.
- At the end of each academic year, the OME selects eligible peer tutors from each class based on exam scores. Eligible peer tutors are sent an invitation to tutor and asked which course(s) they would like to tutor in. This information is then entered into a tutoring database that is used to create links with tutees as needed.
- In addition to having tutoring available, the OME reaches out to students who are at-risk academically to offer tutorial support.

### ***Student Support Committee***

The charge of the Student Support Committee is to determine how the Medical School can best support students who are struggling for academic, personal or professional

reasons, to assist in longitudinal monitoring of student progress, and to develop timely, appropriate, actionable plans for students. The group meets weekly and is comprised of members of the OSA, OME, and OBEDI. The group reviews the student body, with members of the group bringing forward for discussion students who are having academic difficulty, students for whom professionalism concerns have been raised, or students about whom a member is concerned. Each week the group reviews student progress by class. Data considered include non-passing grades, professionalism forms or issues, and concerns raised about student well-being. Discussions of the group are confidential and information-sharing outside of the group meeting is strictly on a need-to-know basis (e.g., discussions with Records & Registration regarding a student's need for time away from medical school).

- Academic progress: The group reviews student progress by class. Data considered include non-passing grades, requests for exam extensions, and narrative performance evaluations. The discussion focuses on ways to best support students and determines who will be responsible for follow up with the student (e.g. Curriculum Dean, Mary B. Arnold Mentor, Associate Dean for Student Affairs). For further details, see the Medical School policies on grading and academic progress in the Student Handbook.
- Professionalism: The group reviews student professionalism. Data considered include evaluations, faculty concerns, and professionalism forms submitted. The group reviews any issue(s) raised and comes to a consensus about whether a professionalism form should be issued. Forms that are issued by the Student Support Committee are discussed with the student by the Associate Dean for Student Affairs. For further details, see the Medical School policy on professionalism in the Student Handbook.
- Well-being: Each week, the group discusses any concerns about students' well-being, if behavioral or social issues are raised by the student, faculty, or peers. The discussion focuses on ways by which to support the student, and determines who will be responsible for follow up with the student.
- Relationship to other groups: The Student Support Committee – consisting of members from OME, OSA, OBEDI, and the Learning and Accessibility Specialist or the Director, Office of Academic Support – tracks student progress on the curriculum's Nine Abilities longitudinally. The Committee identifies student needs, puts support in place for students as appropriate, and ensures that each student is achieving the competencies of the Medical School.

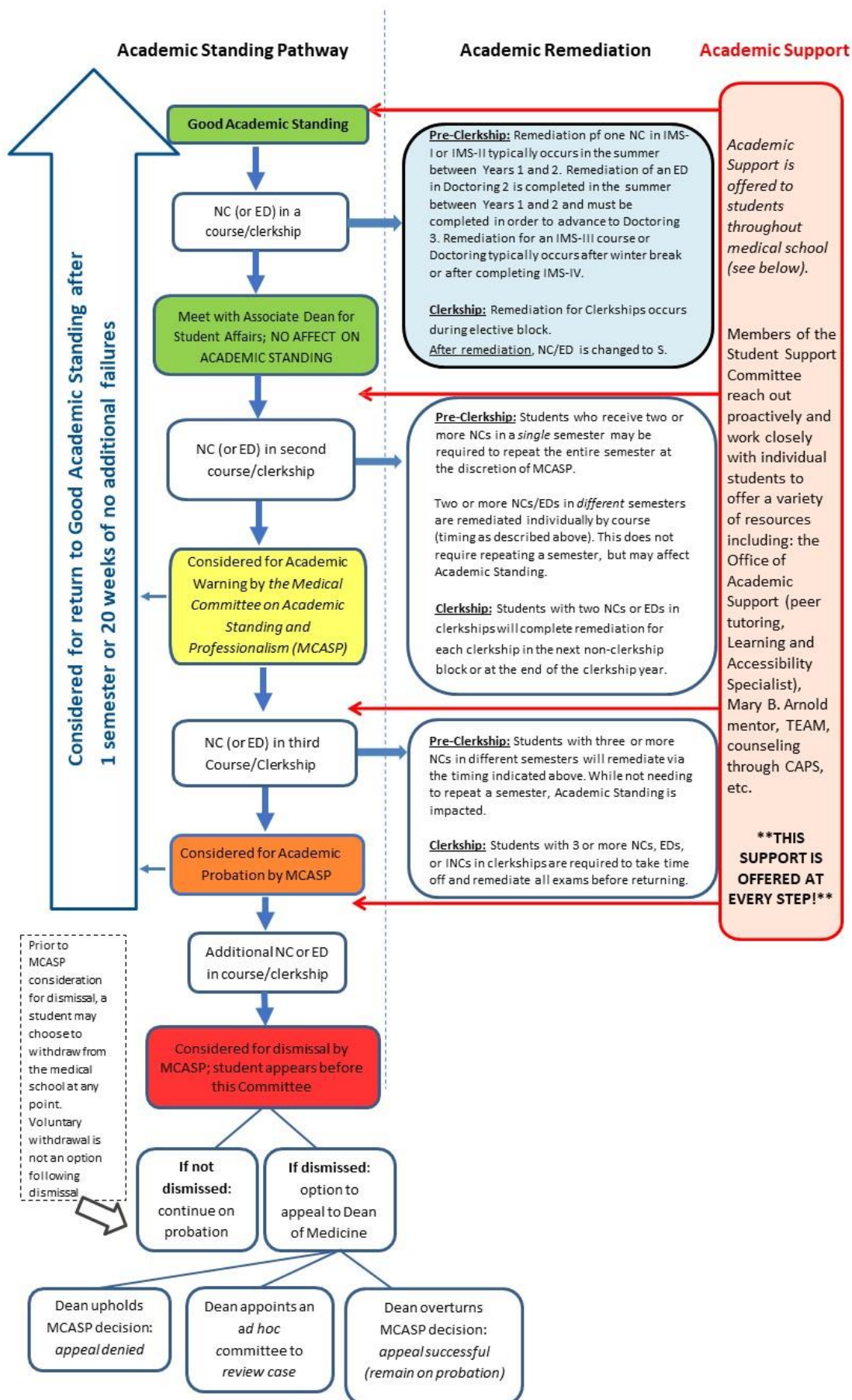
Twice per year, this Committee dedicates one meeting to reviewing student data to identify and recommend next steps for student promotion based on achieving competency in the Nine Abilities. The Associate Dean for Student Affairs and the Director of Assessment and Evaluation identify the at-risk students. The Assistant and Associate

Deans for Medical Education provide additional student data regarding exam remediations (mapped to Ability III) and if any student should not be reviewed by the Committee for other reasons (e.g. taking a year off)). By reviewing these data, this Committee makes recommendations to the MCASP on student' promotion to the next year and for graduation. Individual student issues are shared with their Mary B. Arnold Mentor who can provide additional support.

#### *Monitoring of Student Performance Evaluation Ratings*

- Student Performance Evaluations (SPEs) completed by faculty evaluators are used longitudinally throughout medical school to assess competency in the Nine Abilities (the Medical School's medical education competencies). The Nine Abilities each contain multiple sub-Abilities, which are observable, measurable outcomes-based objectives Medical School students must be able to demonstrate by the time of graduation.
- SPEs contain quantitative ratings on each of the Nine Abilities that are taught within each course, clerkship, clinical elective, and sub-internship. All Nine Abilities are measured on a 5-point Likert-type scale as follows: (1) Critical Deficiency, (2) Below Expectations, (3) Meets Expectations, (4) Exceeds Expectations, and (5) Far Exceeds Expectations. SPEs also include a qualitative component based on student performance. *Summative* SPEs are completed at the end of the course. These differ from the *formative* SPEs that occur at mid-course, such as in the Histology and Microbiology/Infectious Diseases courses or the mentor SPEs in the Doctoring curriculum.
- If a student receives a (1) Critical Deficiency or (2) Below Expectations on a summative or formative SPE, the Associate Deans for Student Affairs and Medical Education are alerted. The Associate Deans review additional data, which may include reaching out to the faculty evaluator, course leader, or clerkship director for more information. Yearly, the Student Support Committee reviews summary data for students who receive either a (1) Critical Deficiency or (2) Below Expectations on an SPE. All data is tracked longitudinally.

[Remediation pathway graphic is on the following page.]



## SECTION IV: ATTENDANCE AND OTHER RELATED POLICIES

### Excused Absences and Approved Exam Extensions/Rescheduling

*Note: Do not make travel or conference plans until you have determined whether or not an absence will be excused.*

See [Policy No. 12-04](#) for excused absences.

#### ***How to Obtain an Excused Absence***

See [Policy No. 12-04](#), under the same section title.

Note: If ill, students SHOULD NOT come to school but should contact Health Services. They will be granted an excused absence with appropriate documentation from Health Services.

### Requirements

#### ***IMS I-IV***

- Lectures: Attendance at medical school lectures is strongly encouraged, but not required.
- All Small Group sessions, Team-and Case-Based Learning, and Laboratory Sessions are required activities whether held in person or virtually. Timely attendance is mandatory. All absences must be excused and more than one excused absence per course is strongly discouraged. Students need to request an excused absence on the Canvas website and receive permission from the Director of the Year 1 Curriculum or the Director of the Year 2 Curriculum to miss a small group, team and case-based learning, or laboratory session. If granted an excused absence, students must then notify their small group leader(s) and perform the make-up work for that session. If a student misses two or more small groups, team and case-based learning, or laboratory sessions (even if excused) within a course, the student may receive a grade of NC in the course and may be required to remediate the deficiency by special accommodation or by retaking the course. A pattern of unexcused absences across courses may result in a professionalism form (see [Section V](#) of the Medical School Student Handbook for more information about professionalism) and may be brought to the attention of the Student Support Committee and/or MCASP.
- Personal Days for IMS I-IV: Once during each semester of Years 1 and 2 of medical school, students are permitted to request a single exemption to the Medical School policy on excused absences. Known as the Personal Day policy, students may have a single unexcused absence in each semester of Year 1 and 2 without incurring the usual penalty for an unexcused absence (A Personal Day absence does not contribute towards a potential NC in a course or towards a professionalism form; see above paragraph). Personal days should be one (1) full calendar day (i.e., a student cannot take two separate half days as a personal day). Students will still have to make up work for the activity that is missed. Personal Days are applicable to IMS courses only

(not Doctoring or PC-PM courses), and the policy does not apply to exams, exam extension/rescheduling requests, or wet laboratories. For example, you cannot use your Personal Day in order to miss a scheduled exam, or as a means to request an exam extension. Students who wish to utilize their Personal Day exemption must follow the procedures outlined in [Policy 12-04: How to Obtain an Excused Absence](#).

### ***Doctoring 1-4***

For all components of the Doctoring courses, timely attendance and active participation are mandatory.

- Lectures, Small Group Sessions, and OSCEs: All absences must be excused (this process is initiated by completing a 'request for excused absence form' on the Canvas website) and more than one absence per course is strongly discouraged. If granted an excused absence by the Director of the Doctoring Program, students must also notify their small group leader(s).

All missed work (excused or unexcused) must be completed (see below). A pattern of unexcused absences may result in a professionalism report and will be brought to the attention of the Student Support Committee and/or the MCASP.

- Mentor Sessions: Attendance, participation, and documentation are mandatory. Any missed session must be made up before the end of the semester. Students cannot complete more than two mentor sessions on any given day (maximum of an eight-hour shift), and only one such 'double-shift' is permitted, with prior approval. [Please note that there is a make-up mentor session scheduled at the end of most semesters to provide flexibility for those students with an absence during the semester]. Documentation is both a method of tracking attendance and clinical experiences, and is an important professional skill for health care providers. Students with incomplete documentation of their mentor sessions will receive a professionalism report. Students should double-check their OASIS entries to ensure that they have successfully logged all mentor sessions before the deadline; a grade cannot be submitted until satisfactory completion and logging of mentor sessions.

### ***Clerkship Rotations***

Each Year 3 Clinical Clerkship has clearly defined standards for lecture attendance and daily participation in clinical activities. These standards are specific to the clerkship. Of note, Clerkship Directors have agreed that all students will be expected to work at their usual clinical assignments on the final Thursday of each rotation, which is the day before the final exam. Although some students might not have scheduled obligations that afternoon, no Year 3 student will be dismissed early from scheduled obligations to study. Unexcused absences can result in a grade of ED or NC. See [Section III](#) of this Student Handbook.

In Year 3, reasons for excused absences follow the same policies for Years 1 and 2. For each of the clinical clerkships, more than two (2) excused absences may result in students needing to make up clinical work, with the exception of the Internal Medicine clerkship, which allows four (4) absences over the course of the 12 weeks and the Clinical Neurosciences clerkship,



which allows two (2) absences in each Psychiatry and Neurology. For required clerkships, students should submit a 'request for an excused absence' on the Canvas website. Both to maximize learning and to help with planning, approval should be requested as far in advance as possible, two (2) weeks at a minimum. If granted an excused absence, the Associate Dean for Medical Education will notify the respective clerkship director and clerkship coordinator. Students should work with the clerkship coordinator and clerkship director on any make-up work.

### **Personal Days During Year 3**

**Intent:** to provide students excused time off to attend to personal matters such as wellness, housing, or transportation issues

**Policy:** Students may be granted two (2) personal days per semester (totaling four (4) personal days per clerkship year) as one of the two (2) allowable excused absences per clerkship. A personal day must be used as a stand-alone absence request and is not intended to be requested in conjunction with another excused absence (e.g. to extend time off, before or after a long weekend, major life event, illness). One (1) full calendar day constitutes one (1) personal day; therefore, students cannot take two (2) separate half days as one (1) personal day. Students cannot take two (2) personal days during the same clerkship block or request two (2) personal days back-to-back.

Personal days cannot be taken on days before exams (e.g. Shelf, OSCE), during required clerkship activities (e.g. Orientation, Clinical Skills Clerkship) or on days of required didactic curriculum, which varies per clerkship. Students should balance their personal day requests with ensuring they fulfill all of their required clerkship experiences and meet their educational needs. Please note that any student who feels he/she/they need time away to prioritize mental health is strongly encouraged to reach out to the Associate Dean for Student Affairs or the Chief Wellness Officer for support.

Personal days are not to be used for major life events. (See [Policy No. 12-04](#) for what constitutes an excused absence event outside the scope of the Personal Day policy).

**Process:** Both to maximize learning and to help with planning, approval should be requested at least five (5) business days prior or as far in advance as possible. Personal days must be requested using the excused absence request form on Canvas. A personal day absence request is not approved until a student receives confirmation of such from the appropriate administrator. For urgent requests related to acute mental health needs, in addition to submitting a request form on Canvas, students are encouraged to reach out to the Associate Dean for Student Affairs or the Chief Wellness Officer for support.

### ***PC-PM Program***

The PC-PM Program courses are required activities. Timely attendance and active participation are mandatory. To be absent, students must request an absence from the appropriate curriculum Director (by year) by filling out the absence form located on the Canvas page for a student's class year. Students must work with the course leader to

determine the need for make-up work. Unexcused absences may result in a grade of No Credit (NC) for the course.

During the Longitudinal Integrated Clerkship (LIC), PC-PM students may have two (2) excused absences per clerkship clinic site (e.g., two (2) absences from their Pediatrics outpatient site) over the year before make-up clinical work will be required. Two (2) absences per semester may be a personal day. Personal Day restrictions follow the same rules as block clerkships, including that personal days cannot be taken during required PC-PM/LIC didactics, on the days prior to exams, or used in conjunction with vacation or long weekends to extend time off. During inpatient immersion time, students are allowed one (1) excused absence for every two-week period before make-up work will be required. Given the limited amount of time students spend in their inpatient immersion, students are encouraged to minimize time away from inpatient time.

### ***Sub-Internships and Elective Rotations***

Although electives vary in duration, no more than 10% of an elective can be excused (for example, the equivalent of two (2) days over a typical four-week elective). If additional time off is requested, the elective director should work with the student to develop a revised educational plan for the elective. For a two-week elective, no more than one (1) day can be excused. Students should submit a 'request for an excused absence' on the Canvas website. Both to maximize learning and to help with planning, approval should be requested as far in advance as possible, two (2) weeks at a minimum. If granted an excused absence, the Associate Dean for Medical Education will notify the appropriate supervisors and/or coordinators.

At the discretion of the sub-internship or elective director, any missed days can be made up on a schedule as determined by the sub-internship or elective director or, if that is not possible, the student may receive reduced credit. If a student does not complete the plan for missed days by the time grades are due, the student will receive a grade of Incomplete (INC). This can be changed after the student completes the makeup work designated by the course leader. If the student does not complete the plan for missed days within one (1) year or by April 1st of the graduating year for Year 4 students, the student will receive No Credit (NC) for that sub-internship or elective.

If the sub-internship or elective does not allow time off for residency interviews, this should be stated in the course description. A student should discuss future excusable absences with the course leader as soon as the student is aware of their need for excused time. The student should contact the OME and/or Student Affairs for guidance in planning their schedule to minimize the chance of these issues arising during a sub-internship or elective.

### **Personal Days During Year 4**

Intent: to provide students excused time off to attend to personal matters such as wellness, housing, or transportation issues

**Policy:** Students may be granted two (2) personal days per semester (totaling four (4) personal days per year) as one of the two (2) allowable excused absences per four-week rotation. A personal day must be used as a stand-alone absence and is not intended to be requested in conjunction with an excused absence (e.g. to extend time off, before or after a long weekend, major life event, illness). One (1) full calendar day constitutes one (1) personal day; therefore, students cannot take two (2) separate half days as one (1) personal day. Students cannot take two (2) personal days during the same rotation or request two (2) personal days back-to-back. Students who are participating in residency interviews are encouraged to engage in independent studies in lieu of clinical rotations during the busy interview months. Please note that any student who feels he/she/they need time away to prioritize mental health is strongly encouraged to reach out to the Associate Dean for Student Affairs or the Chief Wellness Officer for support.

Personal days are not to be used for major life events. (See [Policy No. 12-04](#) for what constitutes an excused absence event outside the scope of the Personal Day policy).

**Process:** Both to maximize learning and to help with planning, approval should be requested at least five (5) business days prior or as far in advance as possible. Personal days must be requested using the excused absence request form on Canvas. A personal day absence request is not approved until a student receives confirmation from the appropriate administrator. For urgent requests related to acute mental health needs, in addition to submitting a request form on Canvas, students are encouraged to reach out to the Associate Dean for Student Affairs or the Chief Wellness Officer for support.

### **Make Up Work**

***IMS:*** Students missing a required IMS small group, team-based and case-based learning, or laboratory session must complete a written make-up assignment, the content of which will be determined by the Assistant Dean/Director of the Year 1 Curriculum or the Assistant Dean/Director of the Year 2 Curriculum in conjunction with their small group faculty leader. Make-up assignments must be completed before a student can successfully pass an IMS course.

***Doctoring:*** Students missing a required Doctoring session are responsible for any material covered in their absence and must work collaboratively with the Director of the Doctoring Program, and their two small group faculty leaders or community mentor, to make up the missed work in a timely fashion. Make-up assignments must be completed before a student can successfully pass a Doctoring course.

***Clinical Rotations:*** Excused absences may require commensurate make-up activities, the details of which will be explicitly determined by the Clerkship Director, in the case of a clinical clerkship, by the elective leader in the case of a clinical elective, or the sub-internship director in the case of a sub-internship.

***Primary Care – Population Medicine Program (PC-PM):*** Students missing a required PC-PM session are responsible for any material covered in their absence and must work

collaboratively with the appropriate course leader to make up the missed work in a timely fashion. Make-up assignments must be completed before a student can successfully pass a PC-PM course.

## **Holidays**

The Medical School follows most Brown University observed holidays, which include:

- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Indigenous Peoples Day
- Thanksgiving holiday: Thursday – Sunday
- New Year's Day
- Martin Luther King, Jr. Day

### *Special notes:*

Election Day: On Election Day (the first Tuesday after the first Monday in the month of November), all curriculum (pre-clerkship, clerkship, electives) will end by 6 pm so that students may vote in person should they choose to do so. Students will be encouraged to vote through any of the available options, including voting in person or voting through an absentee ballot.

Weekend Schedules for Clerkships and Other Clinical Rotations: The University and its clinical sites may not adhere to the same holiday schedules. This may complicate weekend scheduling for clinical rotations. The policy agreed to by the Medical School and our hospital partners regarding weekend and holiday scheduling is as follows:

- It may not be possible for students to predict their weekend work schedule far in advance. Students' clinical assignments and/or call schedules are generally not finalized until a rotation is about to begin. If students have scheduling questions about upcoming clerkships or clinical rotations, they should contact the appropriate Clerkship Coordinator or Course Administrator via e-mail as early as possible. Occasionally (but without guarantee), clinical assignments can be adjusted in advance to accommodate important scheduled events (such as an upcoming wedding). It may not be possible to accommodate requests after clinical assignments have been made.
- If students are on a rotation at an institution that observes a holiday (e.g., Veterans Day, Presidents Day), and they are not scheduled to work, they will then have said day off.
- Years 3 and 4 students are expected to work a full day on the Wednesday before Thanksgiving. All Years 3 and 4 Medical School students are off for four days at Thanksgiving, including the holiday itself and the following Friday/Saturday/Sunday, regardless of which clinical rotation they are on. All students are expected to return for a normal workday on the Monday following Thanksgiving.

- Students in Years 3 and 4 have a minimum of one week of vacation for the Winter break. The exact schedule varies from year to year and is posted on the class calendars.

### **Student Level of Responsibility on Clerkships**

See [Policy No. 09-03](#).

Medical students should not participate in the clinical care of other medical students or visiting students in any capacity in any year of medical school.

### **Performance of Pelvic Examinations**

The Medical School follows the recommendations made by the Association of Professors of Gynecology and Obstetrics, with support from the American Association of Medical Colleges and endorsement from the American College of Obstetricians and Gynecologists, the American College of Osteopathic Obstetricians and Gynecologists and the American Urogynecology Society regarding teaching pelvic exams to medical students. All faculty are instructed to follow these guidelines when having medical students take part in clinical care. We believe it is of utmost importance to the future of reproductive health care that students understand how to provide comprehensive care to people with uteri and/or who identify as women. Learners in the clinical setting, including in the operating room when the patient is under anesthesia, should only perform a pelvic examination for teaching purposes when the pelvic exam is:

- Explicitly consented to;
- Related to the planned procedure;
- Performed by a student who is recognized by the patient as a part of their care team; AND
- Done under direct supervision by the educator.

### **Performance of Procedures**

Medical students will have many opportunities to participate in or perform procedures on patients under appropriate supervision. However, there may be circumstances when a medical student may decline to participate in or perform procedures that are in direct conflict with the student's own beliefs and values. If this situation arises, the student must discuss their concerns and intentions with the supervisor. Faculty should not allow the student's decision to adversely affect the student's performance appraisals, grades, or other privileges generally afforded to medical students. When there is a compelling reason that otherwise mandates the student's involvement, the supervisor is to make this clear while being respectful of the student's beliefs. Students and faculty are encouraged to discuss their values and beliefs when it can be anticipated that conflicts may occur, and avoid placing patients in potentially difficult and embarrassing situations. However, refusal to participate in a procedure or practice does not excuse the medical student from being knowledgeable about that procedure or practice in question. Faculty may include questions designed to ascertain students' knowledge about such procedures on

examinations. Students may not decline to answer these questions on the grounds of their sincerely held beliefs. They may, however, refuse to perform such procedures even if they are included in a performance-based evaluation. The student and the faculty should discuss alternative ways to assess essential knowledge or skills that the examination seeks to measure. The Associate Dean for Medical Education may be consulted to aid this process.

**Medical Student Duty Hour Policy in the Clerkship and Post-Clerkship Phase**

See [Policy No. 08-08.02](#).

## **SECTION V: POLICIES AND PROTOCOLS ON ACADEMIC STANDING AND PROMOTION**

See [Policy No. 10-03, subsection 3.1.2](#) for MCASP committee charge and composition.

Mechanisms for appeal of MCASP decisions are described in [Policy No. 03-05.02](#).

The MCASP makes decisions based upon each student's individual situation. In general, the Committee will adhere to the guidelines outlined in the referenced policies for decisions related to academic standing.

### **Academic Standing**

Policies relating to **Academic Standing**, **Return to Good Standing**, and **General** information can be found in [Policy No. 10-03, subsection 3.1.2](#).

### **Professionalism**

[Policy No. 03-05.02](#) contains the policy on **Professionalism**, including *Appeal of Decision to Dismiss* and *Appeal of Professionalism Citation*.

### **Special Considerations Relating to the MD/PhD Dual Degree Program**

See [Policy No. 10-03, subsection 3.1.3](#).

## SECTION VI: MEDICAL STUDENT STANDARDS OF BEHAVIOR

For **Medical Student Standards of Behavior** and procedures for **Reporting Violations**, see [Policy No. 03-05.02, subsection 3.3.2.2](#).

### **The Academic Code**

Medical School students are expected to adhere to Brown University's Academic Code, which may be found [here](#). See also [Policy No. 03-05.02, subsection 3.3.2.2](#).



## **SECTION VII: THE LEARNING ENVIRONMENT**

### **Learning Environment Reporting Procedures**

The Medical School is committed to ensuring students can learn in a healthy learning environment free of mistreatment and microaggressions.

We strongly encourage students to use one of three primary internal reporting mechanisms to support a healthy learning environment:

- **Positive Champion Form:** students can nominate members of the learning community (including: students, nurses, faculty, administrators, staff, etc.) who promote a positive learning environment through respectful education of all community members. Identifying and recognizing Positive Champions supports, nurtures and emphasizes attitudes and behaviors we aim to grow across the institution.
- **Learning Environment Form:** students who have experienced, witnessed or heard of mistreatment and/or microaggressions within the learning environment are encouraged to use the survey for reporting their experience(s). Learning Environment Forms allow for providing direct support for students who have experienced mistreatment and/or microaggressions, individual or targeted interventions to prevent future incidents, and tracking trends in the learning environment over time.
- **Curricular Opportunity Reports:** students who identify a gap, error or concern regarding an element of the curriculum (e.g., within a course or lecture) are encouraged to use this tool to report their concern.

Students are also welcome to discuss concerns related to the learning environment directly with involved parties, any member of the Medical School administrative team, directly with the Assistant Dean of Student Affairs–Learning Environment (ADSA-LE), or their Mary B. Arnold mentor.

### **Supporting a Positive Learning Environment**

Recognizing individuals who contribute to a positive learning experience for students promotes an institutional culture of respect, kindness and appreciation. All community members deserve an education that is respectful and demonstrates appreciation for diversity.

Examples of behaviors that promote a positive learning environment may include an individual that:

- Demonstrates an openness to adapt practice and language to create an environment that is welcoming to all students;
- Conducts interactions in a manner free of bias and prejudice;
- Provides a clear description of expectations for all participants at the beginning of all educational endeavors, rotations and assignments;

- Encourages an atmosphere of openness in which students will feel welcome to ask questions, ask for help, make suggestions, and respectfully disagree;
- Provides timely and specific feedback in a constructive manner, appropriate to the level of experience/training, and in an appropriate setting, with the intent of guiding students towards a higher level of knowledge and skill;
- Focuses feedback on observed behaviors and desired outcomes, with suggestions for improvement;
- Focuses feedback on performance rather than personal characteristics of the student;
- Encourages an awareness of faculty responsibilities towards all individual learners in a group setting;
- Bases rewards and grades on merit, not favoritism;
- Gives a lecture using appropriate terminology, statistics, and context with respect to race, gender, and other identifying characteristics; and/or
- (For a Standardized Patient): Portrays a realistic patient experience that facilitates a positive learning environment, and provides constructive and focused feedback regarding communication and interpersonal skills.

### ***Positive Champions of the Learning Environment***

We encourage students to report individuals who exemplify one or more of the above behaviors via the Positive Champion Form. When a Positive Champion Form is submitted, it is routed directly to the ADSA-LE and Associate Dean for Student Affairs. Nominations are reviewed twice during each academic year, and Champions are recognized for their work with Medical School students. Nominations are reviewed, and nominees and their supervisor (e.g., Department Chair, administrative supervisor, etc.) are notified via email. At the end of each academic semester, nominees receive a certificate. Nominees who receive multiple nominations, or are nominated for their extraordinary efforts in supporting a positive learning environment, may receive additional recognition/awards. Positive Champion Forms are located on the OSA website, on individual class-specific Canvas pages and at the end of OASIS evaluation forms. Forms may be submitted confidentially or anonymously.

## **Reporting Concerns Related to Student Mistreatment and/or Microaggressions**

### ***What behaviors are considered student mistreatment and/or microaggressions?***

The Medical School is an educational community composed of students, residents, fellows, faculty, other healthcare professionals and staff who aim to support all medical students in achieving their fullest potential while providing quality patient care. A principle of the Medical School educational community is the promotion of a positive learning environment through respectful education of all community members, recognizing that an appreciation for diversity is an essential component of medical education.

To promote this goal, the Medical School upholds the expectation that medical students will be treated appropriately and with respect. Under no circumstances will the Medical School consider it acceptable practice for teachers to demonstrate unlawful discrimination or harassment or other unprofessional behavior\*(see below) such as humiliation towards students. A respectful learning environment also includes the use of appropriate language, through attention to cultural sensitivity (i.e., referring to students by their preferred

pronouns; using respectful terminology when referring to race or other identifying characteristics of a particular group of people). Students are held to the same professional standards of respect towards all colleagues and teachers in the learning environment, including in the form of written evaluation(s).

\*Such unacceptable behavior includes the creation of a concern of 'retaliation' for the filing of a complaint for mistreatment.

The Medical School defines mistreatment as any behavior that is harmful or offensive to an individual student and interferes with the student's learning. This may include:

- Public embarrassment or humiliation;
- Threat of or actual physical harm;
- Sexual harassment or assault;
- Discrimination or harassment based on race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity, gender expression, disability, age, or status as a veteran;
- Psychological punishment; and/or
- Use of grading and other forms of assessment in a punitive, harassing, or discriminatory manner.

The Medical School defines microaggressions per the Brown University Swearer Center 'Working Definitions for Equity' guide. Thus, microaggressions are defined as: 'The everyday verbal, nonverbal, and environmental slights, snubs, or insults--both intentional and unintentional--which communicate hostile, derogatory, or negative messages to a marginalized person or group.'

Title IX violations include sexual or gender-based harassment, sexual violence, relationship and interpersonal violence, and stalking. If the event you are reporting may be a Title IX violation or if you are not sure if the event is Title IX related, you can contact the Brown University Title IX Office at (401-863-2216) or [titleixoffice@brown.edu](mailto:titleixoffice@brown.edu).

If a Title IX violation is indicated within a Learning Environment Report, the information will be forwarded to the Title IX Office. This report to the Title IX Office does not initiate a formal complaint. It simply allows the Title IX Office to email a list of resources to the impacted student. Anonymous disclosure of Title IX violations will also be forwarded to the Title IX Office; however, the anonymous nature of the report will not allow for follow-up. In accordance with the Clery Act, the Executive Committee of the Committee of the Learning Environment (E-COLE) will report crimes that are reported on this mistreatment form to the Department of Public Safety.

### ***The Learning Environment Reporting Form***

Students who have experienced or witnessed mistreatment and/or microaggressions within the learning environment are encouraged to relay their concerns using the Learning Environment Form. In addition, students who are unsure if an experienced or witnessed behavior is mistreatment are also encouraged to file a Learning Environment Form and/or discuss their concern with the ADSA-LE. Those who submit a learning environment concern

are known as reporters; those who are named as having mistreated and/or suffered a microaggression are known as respondents. To access the Learning Environment Form, visit the OSA website, class specific CANVAS pages and course/faculty evaluation forms.

The Learning Environment Form is a confidential survey which allows students to describe the event/concern. Students are encouraged to report their concerns confidentially (using their name) in order to receive support, discuss potential interventions, have the opportunity to provide additional information, and receive feedback when an intervention has taken place. Students can also submit their concerns anonymously (not using their name); however, this route does not allow for closed loop communication such as notification of follow-up.

The Learning Environment Form allows students flexibility in terms of if and/or when their concerns are addressed. Reporters can choose to have their concerns addressed in the following manner: (1) only if another report about the respondent has been received or is received in the future, (2) after grades for a specific course have been posted, (3) at the end of the academic year, or (4) after graduation. Respondents are not contacted without student permission with the exceptions of reports related to safety or require mandatory reporting or for any reports of sexual or gender-based harassment or violence that need to be forwarded to the Title IX office. When a report is forwarded to that office, it ensures that Title IX will have the information for tracking purposes, and, if the reporting student provided their name and email address, that the office will send the student information about available resources.

#### ***What happens when a Learning Environment Form is submitted?***

When a Learning Environment Form is submitted, it is routed directly to the Associate Dean for Student Affairs and the ADSA-LE. They are housed electronically in a secure system, apart from other student records. Within 72 business hours, the ADSA-LE will contact the reporter. The reporter is encouraged, but not required, to meet with the ADSA-LE to receive support, outline potential next steps and discuss their concern in more detail. The Associate Dean for Student Affairs may reach out to the student if the ADSA-LE is unavailable.

Respondents who receive a report through the Learning Environment Form for the first time, with the student's permission and in a manner that protects student confidentiality, will be contacted for formative feedback in a meeting with the ADSA-LE. In cases where a respondent is a non-faculty member or non-student, formative feedback may be provided from an appropriate individual (e.g., fellowship director, director of nursing unit, etc.). Whenever possible, the respondent will be provided with opportunities to develop insight and skills in order to avoid the behavior(s) in the future. In the event interns, residents or fellows are reported as respondents via the Learning Environment Form, their corresponding Program or Fellowship Director will also be contacted and invited to participate in a meeting with the ADSA-LE.

A second report about a respondent will result in the ADSA-LE contacting both the respondent for formative feedback and their supervisor (e.g., Department Chair, Program Director, Chief Nursing Officer). A third report about a respondent will result in the ADSA-LE contacting the respondent's supervisor. In addition, an ad hoc or scheduled Executive

Committee of the Committee on the Learning Environment (E-COLE) meeting will be held to discuss the ability of the respondent to continue to supervise students and/or hold a faculty appointment, if applicable.

Mistreatment felt to be egregious will not be subject to a step-wise approach and will be discussed as an ad hoc E-COLE and the respondent's supervisor will be notified. If applicable, the E-COLE will also discuss the ability of the respondent to continue to supervise students and/or hold a faculty appointment. Examples of egregious acts include, but are not limited to, physical harm; unwanted sexual advances and/or request(s) to exchange sexual favors for grades or other rewards; and discrimination based on gender, gender identity, race and/or ethnicity, sexual orientation, and/or religion.

***Who is involved in responding to and preventing student mistreatment?***

The Executive Committee of the Committee on the Learning Environment is chaired by the ADSA-LE and consists of the Senior Associate Dean for Medical Education, Senior Associate Dean for Academic Affairs, Associate Dean for Medical Education, Senior Associate Dean for Diversity, Equity, and Inclusion and the Associate Dean for Student Affairs. This Committee meets monthly to discuss all Learning Environment Forms in a fashion that maintains student anonymity and as needed to discuss egregious examples of mistreatment and/or microaggressions.

The Committee on the Learning Environment (COLE), chaired by the ADSA-LE is composed of a broad array of learning community members including students, faculty and learning environment administrators. This committee meets quarterly and its function is three-fold: (1) review and provide feedback on departmental Learning Environment Action Plans, (2) work with the ADSA-LE to shape a proactive agenda for creating positive learning environments, and (3) serve as an additional venue for accountability and transparency for issues related to student mistreatment and/or microaggressions.

We recognize students may fear retaliation for reporting mistreatment and/or microaggressions. Our primary goal is to support students. Thus, confidentiality will be protected. Retaliation of any kind for reporting mistreatment/microaggressions is strictly prohibited.

***What if I have a concern related to mistreatment and/or microaggressions about a member of the E-COLE?***

If an individual would like to report (or discuss) a concern related to mistreatment and/or microaggressions involving either the Associate Dean for Student Affairs or the ADSA-LE, contact the Senior Associate Dean for Medical Education via email in order to protect confidentiality. The Associate Dean for Medical Education will act in the capacity of the ADSA-LE and address the mistreatment and/or microaggression concern in the same manner as any other member of the learning community.

If a member of the E-COLE that is not the Associate Dean for Student Affairs or ADSA-LE is reported as mistreating and/or committing a microaggression upon a student, the report will be handled in the usual confidential manner. However, any member of the E-COLE who is

reported for mistreatment and/or committing a microaggression upon a student will not be included in the executive session.

***What if there is disagreement among members of the E-COLE related to a report of mistreatment or the institutional response to mistreatment?***

The Executive Committee of the Committee on the Learning Environment reviews all cases of potential student mistreatment and/or microaggressions that are reported via The Learning Environment Form system. The ADSA-LE will handle first and second reported incidents of potential student mistreatment and/or microaggressions in real-time using the tiered response pathway described above. In cases that may be complex or egregious, the ADSA-LE will call for an ad hoc E-COLE meeting unless there is a scheduled monthly E-COLE meeting in a reasonable timeframe.

The Executive Committee of the Committee on the Learning Environment is chaired by the ADSA-LE. In the event of a potentially complex or egregious incident of reported mistreatment and/or microaggressions the ADSA-LE will present, in confidential fashion, the case during the meeting. After a presentation of the case has been made, the E-COLE will classify whether an episode(s) of mistreatment and/or microaggression has occurred and second, identify an appropriate response. Typically, this occurs by means of collegial discussion and consensus.

In the rare event there is disagreement about an incident's classification or appropriate response, any member of the E-COLE may make a motion related to either the classification or response to a reported incident of mistreatment and/or microaggression. In order for this change to be effected, the motion requires a second, and the majority wins the vote. In the event of a tie vote (i.e., a member of E-COLE is absent), the ADSA-LE may cast a vote to break the tie. In the event there is no tie, the ADSA-LE may not vote.

***How can a member of the faculty appeal a decision to rescind faculty status?***

Via the Grievance Procedure outlined in the Faculty Handbook.

***How is the broader Medical School community apprised of issues related to student mistreatment and/or microaggressions?***

The ADSA-LE will prepare biannual reports on the learning environment disseminated electronically that (1) summarizes individual Learning Environment Reports (while protecting student confidentiality) and the institutional response, (2) provides updates on strategic initiatives related to promoting a healthy learning environment, and (3) reminds individuals about policies and procedures related to student mistreatment and/or microaggressions. The biannual reports will be reviewed by the COLE and disseminated to students and faculty.

***What additional resources are available for students who may need additional support related to mistreatment and/or microaggressions?***

There are many resources available if students want to talk through anything learning environment related in a confidential fashion, as follows:

- Brown University Ombuds Office (401-863-6145)

- For a Title IX issue - SHARE Advocates (401-863-2794) or the sexual assault response line (401-863-6000), which is available 24 hours a day
- Office of the Chaplains and Religious Life (401-863-2344)
- Counseling and Psychological Services (CAPS) (401-863-3476)
  - The Medical School-specific CAPS therapist

Any questions related to the Learning Environment should be directed to the ADSA-LE.

## **Reporting**

### ***Reporting Concerns Related to the Curriculum***

The Medical School is committed to providing students with a curriculum that respects diversity, demonstrates inclusion, and supports the notion that all individuals deserve high-quality and equitable medical care. If a member of the learning community identifies an opportunity for curricular improvement, such as during a lecture, presentation, handout and learning activity or resource, the Medical School encourages students to submit a Curricular Opportunity Form.

### ***The Curricular Opportunity Form***

This form is a confidential survey located on CANVAS that allows reporters to anonymously or confidentially report concerns related to the curriculum. The Medical School encourages students to submit concerns related to the curriculum in a confidential manner so that reporters can be supported and in the interest of closed loop communication.

### ***What happens when a Curricular Opportunity Form is submitted?***

The Assistant Dean for Curriculum on Diversity, Inclusive Teaching, and Learning and Associate Dean for Medical Education are notified. Within 72 business hours, either Dean will reach out to the student to provide support and discuss potential next steps and/or interventions. Potential next steps include but are not limited to:

- Providing formative feedback to educators and/or course leaders
- Providing resources for educators and/or course leaders
- Identifying broader patterns across the curriculum which may require systematic intervention

### ***Overlapping Concerns***

The Medical School recognizes that there may be overlapping concerns related to curricular opportunities and student mistreatment and/or microaggressions. The ADSA-LE and Assistant Dean for Curriculum on Diversity, Inclusive Teaching, and Learning will work closely together to ensure students who file either a Learning Environment Form or Curricular Opportunity Form are supported and appropriate actions are taken in line with the above policy.

## **SECTION VIII: ACCESS TO RECORDS AND POLICIES ON CONFIDENTIALITY**

### **Student Records**

There are three (3) student information systems used at the medical school. Information about each system is listed below. The first two systems are specific to the medical school. The third system (Banner) is Brown University's official student information system.

Every student can view their own information except MSPEs. Administrative access to this information is tightly controlled in accordance with Family Educational Rights and Privacy Act (FERPA) guidelines.

#### ***EMSR***

The [Electronic Medical Student Record](#) (EMSR) is a secure online system for storing information about the Medical School students. EMSR is the repository for documents including time away request forms, student status change forms, MCASP letters, etc. Information stored in EMSR for every student includes:

- AMCAS application information;
- Academic (good standing/academic warning/academic probation), professionalism (good standing/warning/citation) and non-academic (active/LOA/ASP) status;
- Emergency contact information;
- USMLE and clerkship exam scores; and
- Dates of background checks and completion of HIPAA, Universal Precautions, BLS, and ACLS trainings.

#### ***OASIS***

[OASIS](#) is a registration and evaluation system designed specifically for medical student information. Student evaluations and grades are submitted electronically in OASIS and students can view their final student performance evaluation and grades in OASIS.

Years 1 and 2 students use OASIS for evaluating courses, lecturers, small group leaders, and Doctoring mentors. Grades and student performance evaluations are stored in OASIS. Course registrations and grades are submitted first to OASIS and then uploaded to Banner (see below).

Years 3 and 4 students use OASIS to evaluate courses and faculty, add and drop electives and to schedule electives via a lottery. Grades and student performance evaluations are stored in OASIS. Years 3 and 4 students can also view progress towards meeting clinical course requirements. Course registrations and grades are submitted first to OASIS and then uploaded to Banner (see below).

#### ***Banner***

[Banner](#) is Brown University's official student information system. Information stored includes course registrations and grades, financial aid awards, charges and payments on student accounts. The Self-Service Banner (SSB) module is available to students for entry/update of local address, cell phone number, emergency contact(s), and chosen (or preferred) name.



The demographic data in Banner SSB is fed to the EMSR (Electronic Medical Student Record) account. Official transcripts are produced from Banner. Requests to order an official transcript can be submitted online at this [page](#). Unofficial transcripts can be produced by the Records and Registration staff upon request.

### ***Access to Student Records***

See [Policy No. 11-05](#).

### ***Notification of Rights under FERPA for Postsecondary Institutions***

The federal Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

- The right to inspect and review a student's education records within 45 days of the day the University receives a request for access.
- The right to request the amendment of education records the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- The right to provide written consent before the University discloses personally identifiable information from a student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## **Evaluations**

All Medical School courses use evaluation forms distributed from and stored in OASIS. Faculty are required to complete evaluations about student performance. Students are required to complete evaluations about courses and faculty in all required courses and clerkships.

### ***Student Performance Evaluations***

During Years 1 and 2, students receive clinical evaluations in the Doctoring Program from both small group faculty and mentors. Likewise, small group faculty complete student performance evaluations in small-group and laboratory sessions in the IMS courses. For clerkships, sub-internships, and some clinical electives, students are evaluated by multiple physicians. For these rotations, students receive a summary evaluation for their performance in the course. This electronic document is a compilation by the course leader of the evaluations completed by individual attending and resident physicians. The final evaluation

is not simply based on an average of the individual evaluations, but is determined upon careful review by the course leader who has the discretion to assign more significant weight to specific aspects of individual evaluations. This may be of particular importance when issues of professionalism have been identified. Students can view their summary, but not their individual, evaluations in OASIS.

For independent studies, ACMS, and away rotations, students are evaluated by one faculty member who completes the evaluation based either on direct observation or on feedback provided by other attending and resident physicians.

Final grades for the seven core clerkships are due 32 days after the clerkship ends. Final grades for electives and sub-Internships are due 30 days after the rotation ends. Students can view their student performance evaluation in OASIS once they have completed their faculty and course evaluations.

### ***Faculty Teaching Evaluations***

Students are required to complete faculty teaching evaluations in all four years of medical school for individual lecturers, small group teachers, Doctoring community mentors, and clinical faculty including residents, attending physicians, and course leaders. Individual student evaluations of faculty are anonymous to the individual faculty being evaluated. Smaller numbers of evaluations are held over several rotation blocks to further preserve student anonymity.

For the policy respecting the release of faculty evaluations to faculty, see [Policy No. 13-06](#).

Faculty use teaching evaluations to become better educators. Teaching evaluations are also a critical component of the university's academic promotions process. Outside of this formal, confidential process, students are encouraged, but not required, to bring any concerns about their teachers to appropriate course leaders or the Medical School administration. Students should also refer to [Section VII](#) on the Learning Environment at the Medical School regarding other mechanisms by which to report concerns about their teachers.

### ***Course Evaluations***

Course evaluation forms are distributed at the end of every course in Years 1-4. Course leaders and administrators can view aggregate reports of the course evaluation data. As with faculty evaluations, the identity of individual students is automatically redacted to ensure that the feedback is confidential.

Course leaders and administrators use course evaluations to look for patterns as a way to improve and refine their curriculum and courses for future students. For example, if a student rates a component of a course as a 1, which is the lowest point on the 5-point rating scale (1= Poor, 2 = Fair, 3= Good, 4 = Very Good, 5 = Excellent), notification is automatically sent to the Associate Dean for Medical Education for review and intervention, if needed. The identity of the student who completed that course evaluation is redacted by OASIS.

See [Policy No. 13-03](#) for timeliness for students to complete course evaluations and the consequences of noncompliance with this policy.

***Medical Student Performance Evaluation (MSPE)***

See [Policy No. 13-12](#).

## **SECTION IX: UNDERSTANDING OF AND RESPECT FOR DIFFERENCES**

### **Diversity and Inclusion at the Medical School**

The Medical School recognizes, supports, develops and maintains a diverse faculty, workforce, and student population. The Medical School is an educational community composed of students, residents, fellows, faculty, other healthcare professionals, and staff who aim to support all medical students in achieving their fullest potential while providing quality patient care. The principle of our educational community is the promotion of a positive learning environment through respectful education of all community members, recognizing that an appreciation for diversity is an essential component of medical education. The Medical School's mission and vision statements can be found [here](#).

Diversity may include, but is not limited to, race, ethnicity, religion, sex, sexual orientation, gender identity, ability status, veteran status, age, political ideology, and socioeconomic and geographic background. Our commitment ensures respect for diversity, broad representation at all levels, and consistency and compliance with [Brown's policies on non-discrimination](#).

For further information, consult the Division of Biology and Medicine's [Diversity Statement](#) and the Medical School's Diversity and Inclusion Action Plan.

### **Honoring Free Speech and Setting Standard**

The medical school recognizes the diverse beliefs and values among its students and strives to avoid statements and actions that may offend or disparage any student, staff member, faculty member, or other members of the Medical School community. This position does not diminish the rights of free speech of faculty, administrators, or students; rather it sets a standard for respectful dialogue and action.

All members of the Medical School community will be guided by mutual concern for each other's dignity, integrity, needs, and feelings. This tenet demands sensitivity and responsibility. For further information consult the [Brown University Code of Conduct](#), [University Code of Student Conduct](#), and the [Learning Environment and Mistreatment Policy of The Warren Alpert Medical School of Brown University](#) (Policy No. 03-05.01); see also [the Medical School's anti-discrimination policy \(Policy No. 03-04\)](#).

## SECTION X: POLICIES ON WRITING ORDERS, MEDICAL LIABILITY INSURANCE, HEALTH INSURANCE, AND OTHER HEALTH POLICIES

### Writing Orders and Medical Liability Insurance

The University's medical liability insurance covers Medical School students when registered for educational purposes, but only while acting in their capacities as students, and only while engaged in educational activities or experiences that are part of the approved medical school curriculum.

It is ideal in medical education to allow Years 3 and 4 medical students to write or enter orders on the inpatients they are following. This practice must be viewed as an educational activity and not as a service activity. As a learning experience, teaching occurs when a supervising physician (either resident or attending) reviews the orders, discusses them with the student, provides constructive feedback, and countersigns the orders.

Under these circumstances, students are covered by the University's medical liability insurance. The key conditions are that 1) the student is functioning under the direct supervision of a licensed physician, and 2) the orders are countersigned **before** they are executed.

The University's medical liability insurance also covers Medical School students when they are doing clinical electives at institutions other than Brown's affiliated hospitals, so long as the above guidelines are followed and the clinical elective **has been approved as part of the curriculum** and will fulfill an MD degree requirement.

The medical liability insurance also covers students for any injury that results to a patient as a consequence of a student's actions in carrying out the usual and customary functions of a medical student in the course of caring for a patient. This includes taking a history, conducting a physical examination, and performing procedures of an investigatory or therapeutic nature. However, the same conditions apply and the student must be functioning under the direct supervision of a licensed physician.

Particular prudence should be exercised in the performance of procedures. It is customary for students to become proficient in certain basic procedural skills such as phlebotomy, placing intravenous catheters, inserting urinary catheters and nasogastric tubes, doing lumbar punctures and obtaining other bodily fluids and tissues of a relatively simple nature, and minor surgical procedures. Other activities that are customarily conducted by students may include administering skin tests and relatively nontoxic medications by injection, and applying dressings, splints, and casts. Even when conducting these procedures, the student should be closely and personally supervised by a licensed physician while gaining proficiency. After proficiency has been obtained, the student must perform these procedures only when they have been ordered by a supervising licensed physician. It is important for students to inform their supervising physician when they have not attained proficiency in a given procedure in order to receive close, personal supervision, even though it is the supervising physician's responsibility to ascertain the student's competence and provide appropriate supervision.

In situations that go beyond the usual and customary functions of medical students, it is imperative that the procedure is conducted under the direct, close, and personal supervision of a licensed physician. This would include such activities as major surgery, reduction of fractures, invasive procedures (e.g., bone marrow biopsies, organ biopsies, central line placement, thoracentesis, endotracheal tube insertion), and administration of relatively toxic substances (e.g., intravenous narcotics, chemotherapeutic agents, provocative tests, general anesthetics).

Students should refuse to do these procedures without the direct, close, and personal supervision of a licensed physician.

Students should also refuse to obtain informed consent from patients for any procedure. This is the responsibility of the physician performing the procedure. Students are encouraged, however, to be present when the physician discusses the procedure with the patient as part of the informed consent process, in order to become acquainted with how this extremely important process occurs.

Students must always wear their identification name tags when dealing with patients and staff in the hospital. Students must identify themselves as medical students and sign all notations they make with the identification that they are medical students (e.g., John Smith, AMS III).

The best way to avoid being involved in a malpractice suit is to always act professionally, respect the rights of patients and treat them respectfully and kindly, act prudently, know the limits of your competence, and don't be afraid to say 'I don't know,' or 'I'm not comfortable doing such-and-such.' Listen to what staff nurses say and don't do something they don't want you to do.

If a student is involved in a medical malpractice action, legal representation is provided by the University's Office of General Counsel, provided the student has acted within the guidelines specified above.

Please note: students on leave of absence (LOA) are not eligible for Brown's medical/professional liability insurance during their time away from medical school.

### **Health Services Fee and Health Services Resources**

#### ***Health Services Fee***

All medical students must pay a Health Services fee each semester, with the exception of students on approved leave of absence (LOA) or Academic Scholar Program (ASP). This fee, which is separate from the charge for student health insurance, covers most general medical care at Health Services, including primary care by provider staff, use of Brown Emergency Medical Services, nursing services, 24/7 medical advice and campus-wide health promotion services. The fee also covers access to Brown Counseling and Psychological Services, which provides assessment of problem situations, short-term psychotherapy, and crisis intervention.

Students in the Academic Scholar Program are eligible to use Health Services as long as they have paid the Health Services fee. When students complete the application form, they can

indicate whether or not they would like to use Health Services while on ASP. Students who select this option will have the Health Services fee added to their student account.

Health Services records are confidential and are not released to anyone, including family, legal guardians and faculty, without written authorization from the student. There are a few exceptions when release of specific information without a student's expressed consent is necessary in emergencies or is required by law. Additional information can be found on the Health Services [website](#).

### ***Student Health Insurance***

Health insurance is not included in the Health Services fee. All students must have separate health insurance to cover services not provided by the health fee, such as lab, x-ray, pharmacy, hospital expenses and care received by community providers. All active students are automatically enrolled in the Brown Student Health Insurance Plan (SHIP). This plan is designed specifically to complement the services provided by Health Services. The University's Insurance and Purchasing Services Office is responsible for the student health insurance plan.

Students who are covered under a comparable health insurance plan and wish to waive SHIP may complete an [online waiver form](#). The student must verify that the plan provides adequate coverage that is accessible in the Providence area. The deadline for completing the waiver is July 31st. Please be aware that not all insurance plans will cover the testing routinely required by clinical sites of medical students (e.g., titers, vaccinations).

International Students: it is particularly important that international students verify that their insurance plan provides adequate coverage that is accessible in the Providence area before waiving the Student Health Insurance Plan.

Students on Leave of Absence (LOA) who need health insurance will need to purchase insurance directly from the Insurance and Purchasing Services Office. Students not previously enrolled in the student health insurance program at Brown are not eligible to purchase coverage while on LOA.

Students enrolled in the Academic Scholar Program (ASP) who need health insurance are eligible for Brown's student health insurance.

### ***Long Term Disability Insurance***

Disability insurance coverage is provided by the Medical School to all active, full-time medical students.

## **Other Health Policies**

### ***Needlestick/Bloodborne Pathogen Exposure Guidelines***

See [Policy No. 12-08.02](#).

### ***Non-exposure-related accidents and injuries occurring while in the clinical setting***

Students who are involved in an accident, or who are injured while in a clinical setting as part of their educational program, should go immediately to the nearest Emergency Department or to Health Services for attention and treatment. If needed, OSA will consider paying for costs related to injuries that are not covered by a student's insurance company (a submission to insurance must be made in order to qualify for financial support from OSA). The same process outlined in [Policy No. 12-08.02](#) should be utilized to submit a request for payment.

### ***Immunizations***

Rhode Island state law (R23-1-IMM/COL) and Brown Health Services require all medical students to have received the following vaccines and blood tests. Please be aware that these requirements may exceed recommendations from the Centers for Disease Control and Prevention (CDC).

- A record of two MMR vaccines and positive serological tests for immunity to Measles, Mumps and Rubella. History of disease is not acceptable. A copy of the lab report must be submitted to Health Services.
- Positive serological test for immunity to Varicella (chickenpox). History of disease alone is not acceptable. A copy of the lab report must be submitted **OR** a record of Varicella vaccine, two doses, at least one month apart.
- A record of Hepatitis B vaccine, three doses. If series is complete, a Hepatitis B Surface Antibody titer must be done with a copy of the lab report submitted.
- One dose of adult Tdap (Tetanus/Diphtheria/Pertussis). If last Tdap dose is more than 10 years old, then a Tetanus Diphtheria booster is also required.
- Tuberculosis testing (see Tuberculosis Screening policy below).
- Annual influenza vaccine is required for all students. Influenza vaccines are offered at onsite clinics at the Medical School each fall, and are available at Health Services or through some of the hospital Employee Health departments.
- Effective June 1, 2023, Brown University no longer requires the COVID-19 vaccine for faculty, staff, students, or visitors. However, the initial vaccine series or bivalent booster will continue to be required for Medical School students prior to their matriculation at the Medical School, as these groups spend a significant amount of time in clinical settings where full vaccination continues to be required. Students are [required to upload](#) their COVID-19 vaccination card via the Health and Wellness Patient Portal. Medical accommodations will be considered and granted by the hospital health systems and reasonable accommodations provided under applicable law. Religious exceptions to the COVID-19 vaccine are not currently considered by the health systems affiliated with the Medical School. See [Brown Health Services](#) for more information.



Brown Health Services reviews student immunization records annually to ensure they have met the Rhode Island Department of Health and Brown University requirements. The Medical School is notified by Brown Health Services of students who are not in compliance.

### ***Tuberculosis Screening Policy***

The Centers for Disease Control and Prevention (CDC) and the National TB Controllers Association have released [updated recommendations](#) for tuberculosis (TB) screening, testing, and treatment of health care personnel. These guidelines require annual screening for TB risk and symptoms as well as TB education for all health care workers. Annual placement of a Mantoux TB skin test or PPD is no longer mandatory for established health care workers who are at low risk of disease.

Effective April 1, 2020, in alignment with the updated recommendations, a revised Brown University TB protocol was implemented. Initial TB screening upon hire or program entry using a two-step PPD placement protocol remains in effect. Thereafter, Brown Medical Students and Health Services employees will be required to complete an annual screening protocol that includes a risk assessment, symptom checklist, and educational module to be compliant with the Brown University TB protocol. Should any screening questions or symptom review suggest a possible exposure or infection, the medical student or health care worker will be directed to either Health Services or their primary care provider for further assessment.

Health Services continues to provide clinical assessment including chest x-ray, treatment for latent tuberculosis infection (LTBI), and certification of completion of LTBI treatment for all eligible students and can offer referral to the [Lifespan RISE Clinic](#) when needed. TB screening including PPD placement or IGRA blood testing will remain available to all students and Health Services employees if required by other organizations which may have different requirements.

This new annual TB assessment will be sent to you via your Health Services Patient Portal. Please complete the TB assessment promptly as this will ensure you remain eligible to participate in educational programs and employment without limitations. Health Services will convey your status to the Medical School as always.

### ***Drug Testing***

The Medical School does not require drug testing of its students. If a Medical School clinical affiliate requires this testing, the Medical School will pay for testing for its students. Drug testing that is required for a visiting student rotation will be the responsibility of the student.

### ***Pre-existing Bloodborne or Respiratory Disease Policy:***

See [Policy No. 12-08.03 and Appendix C](#). Students may use their Lifespan login to view the policy via this link: <https://lifespan-rih.policystat.com/policy/11873043/latest>.

### ***Other Training Requirements***

All medical students are required to be compliant with the following requirements:

- N95 respirator training and fit-testing: annually.
- Respiratory Medical Evaluation form: completed once prior to the start of Year 1.
- Completion of HIPAA training modules: every two (2) years.
- Blood-borne Pathogen/Universal Precautions training: provided during Year 1 orientation and again during the Clinical Skills Clerkship (CSC) prior to the start of Year 3.
- BLS training: two-year certification; training is provided during Year 1 orientation and a refresher course given during the CSC.
- ACLS training: two-year certification; training is provided during the CSC.
- Additional trainings and forms as required by our clinical partners.

*Please note:* non-compliance with any of these requirements and immunizations can result in an interruption of your clinical rotations or Doctoring mentor sessions until you have been cleared to resume these activities. Additionally, non-compliance with these requirements without reasonable explanation may result in documentation of a professionalism issue.

### ***Additional Health Resources at Brown***

*Health Promotion:* Telephone (401) 863-2794

Located on the third floor of Health Services, [Health Promotion](#) provides confidential appointments for drug or alcohol concerns, nutrition and eating concerns, and other health-related topics for Brown students.

*Counseling and Psychological Services (CAPS)* provides crisis intervention, short-term individual therapy, group therapy and referral services. The office is located in room 512 of Page-Robinson Hall located at 69 Brown Street on the main campus, and its phone number is (401) 863-3476. Laurice Girouard, MSW, LICSW, is a CAPS therapist with an office at the Medical School and a role designated specifically for medical students. For an appointment with Ms. Girouard, students should call CAPS and let the front desk know that they are medical students who would like to see her. CAPS also has therapists available by phone after hours at the same phone number.

Well-checks represent a wellness effort that is a collaboration between the Chief Wellness Officer and the Medical School's OSA to give every Year 1 medical student an opportunity for a brief consultation that provides personalized resources, referrals, and guidance related to their mental health and wellness. Well-checks are brief assessments and are not considered mental health treatment or psychotherapy. Such meetings are confidential. Well-checks are performed by Chief Wellness Officer, Dr. Kelly D. Holder, who is a licensed clinical psychologist. Well-checks are scheduled for all incoming Year 1 students, but students may opt-out. Students in Year 2 and beyond may schedule appointments for follow-up well-checks.

## **SECTION XI: POLICIES ON TIME AWAY FROM MEDICAL STUDIES**

Students may need to take time away from their academic activities for a variety of professional and personal reasons. While on any approved time away from the Medical School, the student is responsible for monitoring their Brown email account and responding to emails from administrators. Students in the Academic Scholar Program (ASP) must continue their compliance with all immunization requirements as well as their HIPAA and N95 requirements. Students on leave of absence (LOA) are encouraged to remain compliant with immunizations. Students on time away should be aware of these requirements to ensure that they are compliant upon their return.

### **Leave of Absence**

If the time away is likely to be extensive or indeterminate, if a student is planning to be a student or fellow at another institution or program, or if personal reasons require that time away is necessary, a leave of absence (LOA) should be considered. LOA is the designation for time away that involves 1) formal enrollment in another degree-granting program, or 2) a formal separation from the University for personal or medical reasons. No tuition charges are incurred while on LOA, and students are not eligible for financial aid.

A LOA is a period of temporary non-enrollment for no less than one semester and up to one year. Students considering a leave of absence should consult with their Mary B. Arnold mentor, the Associate Dean for Student Affairs, the Director of Financial Aid, and the Director of Academic Records.

Students in the clinical years do not have to apply for LOA if they need time away from their studies, but are able to complete their 80 weeks of required clinical work within the 100 weeks provided without a change in graduation date. Students in Years 3 and 4 must be enrolled in at least 12 weeks/credits of clerkships or electives in order to maintain half time status and be eligible for financial aid.

The following policies and procedures pertain to leaves of absence:

- The Brown University Registrar will be notified of a student's change in status.
- The Association of American Medical Colleges will be notified of a student's change in status.
- Dates of leaves of absence will be noted on the official transcript and MSPE.
- A leave of absence is granted for a minimum of one semester and generally does not encompass more than one academic year. Leaves of absence for graduate studies may encompass more than one academic year with the approval of the Senior Associate Dean for Medical Education, the Associate Dean for Student Affairs, and the Director of Financial Aid.

- Leaves of absence are a period of non-enrollment and should be semester-based, meaning that the start and end dates should align with the start and end dates of the semester at the Medical School. Exceptions to semester-based leave will only be permitted for established programs that do not follow our semester start and end dates, including formal enrollment in another degree-granting program or formal involvement in external academic programs and experiences (such as Doris Duke Foundation Fellowship, Howard Hughes Medical Institute Fellowship, and the NIH Medical Research Scholars Program). Other exceptions to semester-based leave will only be considered for extenuating circumstances and must be approved by the Senior Associate Dean for Medical Education.
- Requests for extensions of the original leave of absence may be made by contacting the Senior Associate Dean for Medical Education who may grant the request if it is believed that a further period of LOA will serve the best interest of the student and/or the medical program. Such requests should be made at least 30 days prior to the expiration date of the original LOA. The current Medical School policies state that ‘a candidate for the degree of Doctor of Medicine must complete all requirements for that degree within six (6) years of admission to the Medical School.’ If a student will need more than six (6) years to complete the graduation requirements, then a request to waive this requirement must be initially submitted to the Senior Associate Dean for Medical Education for approval and subsequently submitted to the MCASP for final approval.
- At the end of the leave of absence, a student will be readmitted to the Medical School without application, unless there were other contingencies placed on readmission (e.g., involving psychological or medical issues in which readmission is contingent upon adherence to an evaluation and treatment plan).
- If a student does not return to the Medical School upon expiration of a leave of absence, the student will be withdrawn from the university.
- Students on LOA are on inactive status and are not covered under Brown’s liability insurance and will not have access to student health services or the fitness facilities.
- Students on LOA are not eligible to work as a student employee for the Medical School or for any other department at Brown.
- In order to obtain health insurance while on LOA, students need to work directly with the Insurance and Purchasing Services Office (InsuranceOffice@brown.edu; 863-9481). Students not previously enrolled in Brown’s student health insurance program at Brown are not eligible to purchase coverage.

### **Leave of Absence for Medical (including Psychiatric) Reasons**

Students with medical (including psychiatric) issues that are interfering with their ability to participate in the medical curriculum may request a medical leave of absence. The same policies

and procedures described above apply to a medical leave of absence. The following specific guidelines are also followed for medical leaves of absence:

- When a student is identified by their Mary B. Arnold faculty mentor, a faculty member, or a staff member as possibly suffering from medical problems, that individual should notify the Associate Dean for Student Affairs and/or the Senior Associate Dean for Medical Education.
- The Associate Dean for Student Affairs and/or the Senior Associate Dean will request a meeting with the student. If the student declines to meet, the situation will be handled administratively. For example, the Senior Associate Dean may place the student on a medical leave of absence.
- After a meeting with the student, should the Senior Associate Dean feel the problem is of such duration or severity as to affect academic or professional performance, or might require treatment unable to be successfully undertaken during medical school, the Senior Associate Dean may place the student on a medical leave of absence. In order to make this decision, the Senior Associate Dean may request that the student have an evaluation by a physician, with the fee to be paid by the OSA. By signed consent of the student, information will be given to the Associate Dean for Student Affairs and the Senior Associate Dean to permit proper educational planning.
- Should treatment be recommended by the consultant, such treatment will be at the expense of the student (typically covered by health insurance). Information about treatment will be kept confidential.
- Refusal of recommended consultation or monitoring programs will be considered a violation of procedures designed for the best interests of the student, patients, and the community at large, and will be dealt with administratively; that is, the Senior Associate Dean may place the student on a medical leave of absence.
- Refusal of recommended treatment, where treatment is felt necessary for the continuation of student status, will also be considered as adversely affecting the student's continued status, and again, the Senior Associate Dean may place the student on a medical leave of absence.
- Once in treatment, the student is to be evaluated as would any other student, on the basis of the student's functioning in the medical curriculum. Should the progress of the student in treatment be questioned, a re-evaluation by the original evaluator would be recommended.
- Should treatment (e.g., therapy) be recommended for psychological issues, the student will be encouraged to select a therapist other than the psychiatrist conducting the initial evaluation. However, should the student and the evaluating psychiatrist mutually agree to continue that relationship into therapy, a different psychiatrist will be designated to conduct any further evaluation, as noted above.

Students on an approved Leave of Absence from medical school are considered 'enrolled' for the purposes of completing outstanding requirements and therefore eligible to complete remediation exams and USMLE licensing examinations. Students on a LOA are at no time permitted to engage in formal curriculum or clinical care and are not eligible for financial aid.

### **Readmission Process after a Medical Leave for Medical Reasons (including Psychiatric)**

If the student is placed by the Senior Associate Dean on a medical leave of absence, the following guidelines will be followed in considering readmission:

- A student returning from a medical leave of absence should be reexamined by the original evaluator to determine if the student's recovery is sufficient to permit a recommendation for readmission. If the original evaluator is unavailable or the student desires a different evaluator, then the student will be allowed to choose a second evaluator recommended by the Physician Health Program (PHP); this might include the professional staff of Brown's Office of Counseling and Psychological Services in the case of medical leave for psychological issues. Students may also be referred to the Physicians Health Program for ongoing monitoring.
- With the consent of the student, the recommendation of the evaluator will be transmitted to the Senior Associate Dean for Medical Education, who has the authority to make the final decision about readmission.
- The following expectations prevail in determining if students are ready to return to the university following a medical leave of absence:
  - The student must be free of any medical (including psychiatric) symptoms which interfere with competent functioning in the curriculum. The student must be able to participate in the curriculum without detracting from the goals and welfare of other students, without making excessive or unreasonable demands on university support systems and personnel, and without interfering with the student's capacity to provide competent patient care.
  - 'Excessive or unreasonable demands' are defined as interruption of the daily workload of one or more academic or hospital departments which results from a student's misconduct, frequent requests for service, or from behavior which causes individuals in the university or hospitals to interrupt their usual operations on behalf of the student.

In order to determine whether or not a student is able to return following a medical leave, the following evaluations will be made:

- An assessment of the current medical (including psychiatric) state of the student.
- An assessment of the appropriateness of the student's academic plans.

- An assessment of the general activities of the student during the time away from Brown, to determine their contribution to the student's readiness to return.
- An opinion on the need for reexamination at a specified later date (this reexamination being independent of any ongoing treatment which the student may or may not continue to receive after returning to Brown).
- The provider's concurrence with the student's plans to return to the university.
- Any plans for the student's follow-up care.
- Whether any medication has been a part of the student's treatment and, if so, its purpose, dosages and duration of use.

### **Readmission after Voluntary Withdrawal**

Students considering voluntary withdrawal from the Medical School must meet with the Associate Dean for Student Affairs to discuss their plans. Students withdrawing to transfer to another medical school must provide a copy of the acceptance letter. All financial aid recipients contemplating withdrawal are required to also meet with a financial aid counselor for an exit interview to discuss their rights and responsibilities regarding their student loans. Student-initiated withdrawals require a completed [withdrawal form](#). Students who have voluntarily withdrawn from medical school are extensively counseled on the permanence of this decision prior to their withdrawal and **are not eligible for readmission to the Medical School**. Students who have been dismissed from the Medical School by MCASP are able to appeal this decision to the Dean of Medicine and Biological Science.

### **Pregnancy and Parenting during Medical School**

The Medical School is committed to supporting all students in meeting their degree requirements. Pregnant and parenting students face unique challenges during medical education, and accommodations for these students will vary depending on timing within the curriculum. Given the unique intersection between the cumulative medical curriculum and the uncertainties of pregnancy and the timing of a child's arrival, no one policy can address accommodations for every pregnant or parenting student. A student interested in accommodations or time off for pregnancy or parenting-related issues should communicate with a Medical School administrator, usually the Associate Dean for Student Affairs, for guidance and to develop a plan for requesting accommodations and time off from medical school, if needed.

### **Leave of Absence for Graduate Studies**

The same policies and procedures are followed for a leave of absence for graduate studies as those that pertain to leaves of absence in general. However, students pursuing an advanced degree, particularly a Ph.D., may request (from the Senior Associate Dean of Medical Education) a leave of absence for longer than one year in order to allow them to complete a course of study

that typically requires a longer period to complete. As with leaves of absence in general, students on approved extended leaves of absence are readmitted without application. Students who were granted permission to go on leave of absence to enroll in a degree-granting program are required to submit a copy of their transcript that shows receipt of the degree upon completion of that program. Students may be required to submit periodic reports of their progress and their plans, including transcripts and letters from officials of the other institution, as a condition of their extended leave of absence.

### **Academic Scholar Program (ASP)**

Medical students may be excused from attending classes to participate in an approved research activity or other scholarly endeavor under Brown faculty supervision for a designated period of no less than one semester and no more than two years. Participation in the ASP should always be semester-based in which the start and end dates align with the start and end dates of the Medical School semesters. Exceptions will only be considered under very unusual circumstances and must be approved by the Senior Associate Dean for Medical Education, and must also be discussed with the Director of Academic Records and Director of Financial Aid so students understand the implications on their financial aid and loan repayment. Students cannot be enrolled in another degree-granting program or credit-bearing course while in the ASP.

While in the ASP, the student maintains full-time student status, has access to all student services (email account, building card access, and library services) and is charged 1/40th of tuition per semester. If a student requires access to Brown Health Services during the ASP, it should be indicated on the initial application, and a Health Services fee will be charged to the student's account. Students on ASP status are certified as full-time students to agencies that might otherwise require repayment of their student loans. Questions regarding financial aid and loan repayment while in the ASP should be directed to the Director of Financial Aid.

If the student's ASP is approved, the student will be enrolled in an independent study course (BIOL 7170) for each semester of the project and can receive up to 1 credit per semester, with a maximum of 2 credits for projects of one year or greater in length. The project is graded on a Satisfactory/No Credit basis only; a grade of Honors is not available. The final grade is based on the submission of a final paper and a completed evaluation form from the student's faculty mentor. During the project, the student must submit a progress report prior to the start of the spring term to the Associate Dean for Student Affairs and Director of Financial Aid.

The request for enrollment in the Academic Scholar Program requires a signed application form, project proposal, and a letter of support from a Medical School faculty mentor who will supervise the student during the project and submit their final evaluation and grade. The proposal should include the project description, the student's role and responsibilities, methods of data collection, funding source (if applicable), description of where the project will be conducted, expected outcomes, and a description of how the project relates to future career plans. The proposal should be signed by the faculty mentor and the Associate Dean for Student Affairs, and then submitted to the Records and Registration staff for review and routing of approval. Final approval will be made by the Senior Associate Dean for Medical Education.



### **Process for Assessing Student's Ability to Continue in the Medical School If Disability Occurs after Matriculation**

1. A student who develops a disability after matriculation at the Medical School may be identified to the OSA through a variety of sources, such as reporting of accident or illness by peers, family, friends, or faculty and subsequent follow-up with health professionals managing the care.
2. If the degree to which the student has become disabled raises questions related to meeting the technical standards, an ad hoc subcommittee of MCASP will be convened to discuss the situation. The student will be asked to meet with the committee members, unless the disability is so severe that the student needs to be represented by another individual. The health professional responsible for the student's care will also be asked to provide information. In some cases, it may be more appropriate to have a health professional who is not directly involved in the care of the student serve as a consultant to the subcommittee on the issues surrounding the disability.
3. The ad hoc subcommittee will develop a recommendation as to the student's ability to successfully pursue a medical education based on the student's ability to meet the technical standards of the medical program. Any needed accommodations will be discussed with the Learning & Accessibility Specialist to determine whether the student's needs can be met with reasonable accommodations. The committee's recommendations will be discussed with the student or the student's representative in the event the student cannot attend.
4. When the recommendation is that the student can meet the medical program's technical standards, the committee will recommend any needed educational program accommodations under the guidance of the Learning & Accessibility Specialist to allow the student to meet the competency requirements.
5. Should the decision of the committee be to recommend that the student be withdrawn from enrollment in the medical program, the student's longitudinal mentor and staff in the OSA will work with the student as appropriate on potential alternative career options. The decision to withdraw the student from the medical program as a result of disability can be appealed (see [Section X](#)). For students in the PLME continuum, being dropped from the program due to an inability to meet the technical standards for medical education does not necessitate the withdrawal of the student from the undergraduate college if that phase of the student's education has not been completed.

### **Masters of Medical Science Degree for Completing a Portion of Medical School.**

See [Policy No. 13-18](#).

## SECTION XII: REGISTRATION AND TUITION POLICIES

### Registration

#### ***Add/Drop Policy***

See [Policy No. 13-15](#).

#### ***Requests for schedule/clinical site changes***

See [Policy No. 10-09](#).

#### ***Course Repeats and Overlaps***

Students cannot register more than once for the same course. Students cannot be concurrently enrolled in multiple courses with the exception of specific longitudinal programs such as an Advanced Clinical Mentorship or programs which meet in the evening such as the Internship Preparation courses.

#### ***Advanced Clinical Mentorships***

Students must complete an Advanced Clinical Mentorship (ACM) within 24 weeks. If a student is unable to complete the ACM within this time period, they should submit a plan of completion that requires approval from the Associate Dean for Medical Education. Once approval occurs, the student must complete the ACM within the time window given. Should the student not complete the ACM within this time window, the student will be withdrawn from the ACM and no grade/credit will be awarded.

Students may enroll and complete one ACM. If capacity allows and under extraordinary circumstances, students may request to enroll and complete a second ACM. Such requests will be considered by the Associate Dean for Medical Education in consultation with the Student Support Committee.

### Tuition

- *Annual tuition* for the Medical School is fixed by the Corporation of the University for a given academic year. The annual charge does not cover tuition for courses taken in the summer preceding Year 1 of medical school or between Year 1 and 2 of medical school.
- *Full-time enrollment* consists of:
  - Years 1 and 2: registration for all required courses in a given semester
  - Years 3 and 4: registration in 13 to 24 weeks of clinical courses in a given semester
- *Half-time enrollment*: 12 weeks of enrollment in a given semester (note, this is by permission only of the Senior Associate Dean for Medical Education).
- *Less-than-half-time enrollment*: less than 12 weeks of enrollment in a given semester. Note that the minimum tuition charge assessed per semester will be for a half-quarter.

Students are responsible for paying full-time tuition unless they take approved time away from the Medical School. Adjustment of annual tuition charges will be made for any student in the medical school who withdraws officially or who is dismissed for academic reasons, subject to the following provisions:

- A student who leaves the medical school prior to the beginning of the semester shall not be charged tuition or fees for the semester.

(Note that the semester start dates differ for Years 1 and 2 students, and for Years 3 and 4 students. Fall semester for Years 1 and 2 starts in late July/early August and for Years 3 and 4 starts in late April/early. Spring semester for Years 1 and 2 starts in January; for Years 3 and 4 it starts in late October.)

- A student who leaves the Medical School during either Fall or Spring semester shall be eligible for a tuition refund during the first five weeks only, as follows:

First two weeks.....	80% refund
Third week .....	60% refund
Fourth week.....	40% refund
Fifth week .....	20% refund
Beyond fifth week.....	Not eligible for refund

- Students who receive a grade of no credit (NC) and must repeat the course are responsible for additional tuition payments during the academic period in which the course is repeated.
- Additional tuition is charged for courses taken beyond the traditional course load.
- Information about student accounts and electronic billing is found on the University Bursar's department [site](#).

(See also [Section XIII](#), subsection 'Withdrawal and the Return of Title IV Funds' below and [Policy No. 12-02](#).)

### **Repeating Semesters**

Medical Students are required to pay eight semesters of full-time medical school tuition ([Section II](#) of this Student Handbook). Periods of Academic Scholar Program (ASP) are not included in the eight semesters. Students who enroll in the ASP will be charged 1/40th of the tuition rate in-place for that semester. If the medical student is required to repeat an entire semester due to academic issues, **the student will not be required to pay additional tuition for that repeated semester.** The student's enrollment status would be full-time and they would be eligible for financial aid to assist with other components of the cost of attendance, such as housing and other living expenses. Note that Years 1 and 2 students may repeat a course during the summer semester with permission from the Medical School Associate Dean for Student

Affairs in order to stay in phase with the curriculum. The student is not assessed any additional tuition charges for the summer repeated course(s).

### **Delinquent Student Accounts**

Brown University requires payment of tuition and fees by August 1 for Semester 1 and by January 1 for Semester 2. Account balances not paid by the deadlines are assessed a 1.5% late payment charge. In addition, students with past due balances will have a Bursar hold placed on their record, which prevents them from receiving official transcripts, receiving a diploma or registering for classes.

Accounts which are not paid in full (except those on the monthly payment plan) will be referred to the University Student Account Committee for review. The Committee's action may include cancellation of eligibility for enrollment and/or dismissal. No diploma, certificate, transcript, or letter of recommendation will be issued to any student or former student, unless all accounts are satisfactorily settled.

The Dean's designee on the University Student Account Committee will be the Senior Associate Dean for Medical Education, or an alternate person designated by the Dean of Medicine and Biological Sciences who is familiar with the student's academic and personal situation and with the authority to withdraw the student from the University.

## SECTION XIII: FINANCIAL AID

### General Policy Statement

While the Medical School tries to assist students with documented financial need, the primary responsibility for paying for one's medical education must rest with each student and their family. When the amount that a student and their family can contribute is determined to be insufficient to meet all of the costs of attending medical school, financial aid is available from several sources. Actual aid offers depend on federal funding levels as well as on institutional resources. The University Corporation determines the tuition rate and other fees annually for the Medical School. Although graduate students are considered independent for most types of federal aid, the Medical School does not recognize the status of the independent student in the awarding of institutional funds, regardless of the student's age, marital status, or number of years which the student has been self-supporting. This policy ensures that institutional funds are allocated to students who have demonstrated limited family resources to help students with educational costs.

In accordance with federal laws and applicable regulations, Brown University does not discriminate on the basis of sex, race, color, religion, age, handicap, status as a veteran, sexual orientation, or national or ethnic origin in the awarding of financial assistance.

### Eligibility for Financial Aid

To be eligible for financial aid in the Medical School, a student must be enrolled at least half-time in a degree-granting program and must be making satisfactory academic progress toward a degree as defined in Section V of this Student Handbook. ***Students who attend on a less than half-time basis are not eligible for federal or institutional financial aid.*** If students drop courses throughout the semester resulting in less than half-time enrollment, their aid for the semester could be reduced or canceled depending on the time of course withdrawal.

At the Medical School, enrollment and tuition charges are assessed each semester. The Medical School definitions for full-time, half-time and less than half-time enrollment are described in the previous Section XII. Please note the Medical School is a full-time program and full tuition is assessed each semester unless on approved time away or special permission of the Associate Dean for Student Affairs. In general, enrollment for less than 12 weeks is usually considered to be less than half-time.

Students are generally only eligible for aid during periods of enrollment for which they are being charged tuition unless they are repeating an entire semester for academic reasons. In this case, aid can be offered for other living expenses. The Medical School scholarships and loans are generally *not* available for expenses related to enrollment in courses taken by away clerkships, even though transfer of academic credit may be authorized. Students who attend the Medical School for less than a full academic year will have aid prorated to reflect their actual enrollment. Students are not eligible for the Medical School scholarships and loans during periods of

enrollment in the Academic Scholar Program (ASP); however, they may be considered for federal loan funding upon request.

Students who wish to be considered for Medical School need-based scholarship and loans must complete all required application materials by the deadline date. Applications must be submitted for each year the student wishes to receive Medical School funding.

### **THE DEADLINE DATE TO COMPLETE AID APPLICATIONS EACH YEAR IS MARCH 1.**

International students who do not hold a permanent resident visa are not eligible for federal financial aid programs, although institutional merit aid may be offered through the admission process to a limited number of students.

#### ***Assessing Parental Resources***

Graduate and professional school students may wish to declare independence from their parents; some have been self-supporting for years. While the Medical School is sensitive to the desire of students to maintain financial independence of their families, the Medical School is not in a position to transfer financial dependence from one's parents to the Medical School. Therefore, *parental information is required for all students applying for the Medical School scholarships and loans as well as many types of federal funding, regardless of the student's age, marital status, or number of years which the student has been self-supporting.*

Parental information may be waived in exceptional circumstances. Students who have unusual family circumstances are advised to discuss their situation with the Director of Financial Aid.

#### ***Assessing Student (and Spouse) Resources***

Students are expected to pay for a portion of their educational expenses. That contribution depends on several factors which are described below:

- Prior-Prior Year vs. Academic Year Income: In determining student and spouse contributions, the Federal Methodology uses prior-prior year data or income data from two calendar years prior to the academic year for which financial aid is sought. The analysis assumes a continuation of that income in the current calendar year. In many cases, that assumption will be wrong. If your income will be substantially different from one year to the next, please explain this change through the Medical School financial aid application process. Years 1 and 2 students should take special care to report large decreases in income from year to year.
- Summer Earnings Expectation: Years 1 and 2 students generally are expected to contribute \$1,650 from summer earnings toward their educational expenses. The summer earnings contribution is not waived for students who elect to take courses that are not required for admission to the Medical School. Since Years 3 and 4 students are enrolled year-round, a summer earnings contribution is not assessed.

- **Student's (and Spouse's) Assets:** A contribution is expected from assets which the student and/or spouse own, including, but not limited to, savings, certain types of property, and investments. Please be aware that federal regulations require assets which are held in the student's social security number or the student's spouse's social security number to be considered a resource for the student's education.

***Policy for Satisfactory Academic Progress for Receipt of Federal Financial Aid:***

Federal regulations require that all students receiving federal financial aid maintain satisfactory academic progress (SAP). There is both a qualitative and quantitative measure for determining students' progress. **The Federal SAP policy applies to all medical students receiving federal financial aid.** SAP will be assessed at the end of each financial aid year (June 30) to determine medical students' eligibility for federal aid. The following policy presents the standards established by the Medical School.

***Qualitative Measure: Grading Policies and Academic Promotion***

The MCASP at the Medical School is charged with the responsibility of reviewing the academic performance of all medical students. On the basis of this review, the MCASP determines whether students are to be promoted, promoted with conditions, not promoted, placed on academic warning or probation, dismissed, graduated, or graduated contingent upon completion of certain remaining requirements.

The MCASP meets monthly throughout the academic year to discuss student academic progress. Meeting minutes and letters sent to students are also submitted to the OFA. The OFA will contact each student who is on either warning or probation, and ask for a remediation plan. The OFA will also advise these students that financial aid may be withheld if they are unable to meet the requirements of remediation within the time-frame set forth. Students who have been placed on financial aid warning/probation, and are unable to complete the required academic plan developed by their advisor within the specified timeframe, will not continue to be eligible for federal financial aid. Failure to complete the requirements in the time-frame set forth will be assessed by the OFA at the end of the financial aid year, June 30. Financial aid eligibility will be suspended for the next aid year if requirements are not met.

***Maximum Timeframe***

Students will be permitted a maximum timeframe to complete the medical degree:

Degree	Standard (in years)	Maximum (in years)
MD	4	6
MD/PhD	8	9

The MCASP may give approval for a student to repeat a portion of the curriculum. The required number of courses, clerkships, and electives to be completed at the end of each enrollment period will vary in these cases, according to what portion of the curriculum must be repeated. In addition, a student may opt to take time away for a project that is relative to their medical education. To accommodate these circumstances, the maximum time-frame

for enrollment for an MD degree is six (6) years. The maximum period of six (6) years includes the time spent on an approved leave of absence or during an approved Academic Scholar Program. The maximum time-frame for enrollment for an MD/PhD degree is nine (9) years. Funding beyond the maximum time-frame may be provided only if approved by the MCASP and must be based on a student appeal due to significant mitigating circumstances.

### **Course Completion Requirements, Remedial Study and Course Repetition**

If a student is placed on academic warning by the MCASP, students may receive federal Title IV financial aid, but will be asked to submit the remediation plan set forth by MCASP to the Director of Financial Aid. The student will be responsible for demonstrating to the Director that they have met the terms set forth in their academic plan, and within the plan's specified time-frame, to maintain satisfactory academic progress. As long as the student can demonstrate to the Director at the end of the financial aid year (June 30) that they have met the terms set forth in their academic plan, and within the specified time-frame, they are considered to be making satisfactory academic progress.

At the conclusion of each financial aid year (June 30), if the student has successfully completed the requirements for making satisfactory progress within the time-frame outlined within their plan, the student continues to be eligible for federal aid. Failure to do so at the end of the academic year, when satisfactory academic progress is assessed for all federal aid recipients, will result in suspension of financial aid until the work is satisfactorily completed. The student will receive written notification of the aid suspension. The student may appeal this decision. Refer to the 'Appeals' paragraph below.

### **Appeals**

If the student fails to meet the goals of the remediation plan, the student may submit an appeal along with supporting documentation to substantiate their appeal. It is the student's responsibility to keep the OFA informed of progress made toward meeting the plan goals.

A student whose financial aid has been suspended may appeal, based on the death of a relative, an injury or illness of the student, or other special circumstances. The student appeal should be submitted to the director of financial aid, requesting reconsideration of the aid suspension. The appeal must be submitted within three days of the date they received the written notification of aid suspension.

In general, the appeal form that the student prepares should include:

- Reasons why the student did not meet the minimum academic standards; and
- What has changed in their situation to allow them to meet satisfactory academic progress at the next evaluation.



Each appeal will be considered on its own merit. Individual cases will not be considered a precedent. The decision, once made, is final.

### **Determination of the Student Cost of Attendance**

The cost of attendance is thoughtfully calculated annually based on many resources: market analysis of the cost of living in the Providence area, University charges approved by the Brown Corporation and periodic survey feedback from enrolled students regarding their living expenses. The student cost of attendance reflects costs only for periods of enrollment and includes tuition, fees, books and supplies, national board fees, transportation expenses, and reasonable personal and living expenses. Federal regulations do not permit student budgets to include expenses related to the cost of purchasing an automobile or home and cannot include consumer debt that is not related to educational expenses. The cost of attendance is finalized in April, typically increases by three to five percent each year, and is displayed on the [financial aid website](#).

### **Financial Aid Packages for Students Receiving Institutional Funding**

Once financial need has been determined, the OFA constructs a 'package' or combination of financial aid resources. The sources of aid are based upon program eligibility criteria, availability of funds, and the student's financial need. Aid packages may consist of scholarship funds, subsidized loans and unsubsidized loans.

The financial need of students who qualify for institutional funding is covered first with a fixed amount in institutional and federal loans, which is called the base loan. All need remaining, after the base loan is subtracted, is met with need-based the Medical School scholarship.

The amount and composition of the base loan is determined annually upon anticipated institutional resources and the projected aggregate need of financial aid applicants. The first portion of the base loan is the Federal Unsubsidized Direct Loan. This loan has a fixed rate, but is set each year and based on current market rates. It is called an unsubsidized loan because simple interest begins to accrue on this loan from the date that the funds are disbursed to the student's school account. The amount packaged in the Federal Unsubsidized Stafford Loan is determined each year and depends on other aid factors. The initial aid offer notification provides the current base loan amount.

### **Financial Aid Packages for Students Receiving External Funding**

Students who do not qualify for institutional funding may borrow from several loan programs. The most common programs are the Federal Direct Loans, and, if necessary, alternative loans such as the Federal Graduate PLUS Loan. Together, these loans provide sufficient funds to cover the full cost of attendance each year. Students who prefer to borrow from other alternative loan programs should carefully review all of the terms of each loan program in order to make informed decisions about borrowing plans. Creditworthiness and repayment programs beyond graduation

are factors to scrutinize when considering these loans. It is advisable to consult the advice of the Medical School OFA prior to making your decision.

### **Financial Aid for MD/PhD Students**

During Years 1 to 4 of the MD program, MD/PhD students receive funding to cover tuition and related fees charged by the University. Note that MD/PhD candidates are **not** eligible for need-based scholarship in addition to the MD/PhD tuition funding; however, federal loan funding is available to assist with living expenses. While enrolled in the Ph.D. program, students receive fellowship or assistantship support including full tuition and fees, and a stipend for 12 months per year, for up to five (5) years.

MD/Ph.D. students must complete all experimental work needed for the thesis prior to re-entry into the Year 3 of medical school and successfully defend their thesis prior to entry into the Year 4 to receive the tuition and fee scholarship in Years 3 and 4.

### **Financial Aid for International Students**

Eligibility for institutional aid is determined at the point of the admission application for candidates who are neither U.S. citizens nor U.S. permanent residents. This decision cannot be re-considered afterward. International students who are enrolled in the PLME should be aware of the Medical School policy and note that financial aid will not be available to them in their medical years of study.

### **Outside Aid**

Recipients of private loans and/or scholarships are obligated to provide the Medical School OFA with written confirmation of the annual aid amount from the outside agency. Outside aid that would result in an over-award, aid beyond the cost of attendance, will first reduce the student's least favorable loans (e.g., Federal Graduate PLUS or Federal Unsubsidized Direct loans). Outside aid that exceeds the amount borrowed will then reduce the Medical School loans and scholarship.

### **Appeal of Financial Aid Decisions**

A medical student who feels that their application for financial aid has not been given full consideration should first discuss the matter with the Director of Financial Aid. If, after discussing the matter with the financial aid staff, the student does not feel the award is appropriate under the University guidelines, the student may appeal to the Senior Associate Dean for Medical Education. The Senior Associate Dean will consult with the Dean of the Medical School. All the matters pertaining to financial aid are confidential, and all decisions made by the Dean are final.

## **Withdrawals and the Return of Title IV Funds**

See [Policy No. 12-02](#).

### ***Reinstatement***

A student shall be reinstated for federal Title IV financial aid eligibility at such time as they have satisfactorily completed sufficient coursework/remediation requirements to meet the standards for progress set forth in this policy, as determined by the Senior Associate Dean of Medical Education and the MCASP.

## **SECTION XIV: MEDICAL STUDENT CONFLICT OF INTEREST POLICY**

The Warren Alpert Medical School of Brown University

### **Student Conflict of Interest Policy**

See [Policy No. 01-02.02](#) and the accompanying Appendices [A](#) and [B](#).

## **APPENDIX A**

### **Technical Standards for Medical School Admission, Continuation, and Graduation**

See [Policy No. 10-05](#).

## **APPENDIX B**

### **Educational Objectives and Guidelines for Approving a Sub-internship**

The general purpose of a sub-internship is to immerse the student in a simulation of the experiences of a first-year trainee, thereby promoting the development of clinical skills, organizational abilities, the capacity to work as part of a medical care team, and an approach to integrating the demands of residency with the student's personal life. All of this is intended to help ensure a successful start of postgraduate training.

A sub-internship should also provide the student with an opportunity to:

- Enhance the communication skills so critical to medical care, including direct communication with patients and families, documentation skills, verbal and written communication with other physicians including sign out/patient handoffs, communication with non-physician team members, and participation in discharge planning.
- Advance his or her knowledge of disorders that are common in his or her chosen specialty.
- Further develop patient management skills, including the ability to perform routine but important procedures.
- Enhance the skills associated with life-long learning and the practice of evidence- based medicine (reading and interpreting the medical literature, medical informatics, etc.).
- To achieve the above educational goals, a sub-internship should have the following characteristics:
- If done at a Brown-affiliated hospital, it should be supervised by a Brown faculty member based in a clinical department of The Warren Alpert Medical School of Brown University. This faculty member will take responsibility for evaluating students in the sub-internship and for evaluation of the sub-internship itself. While this individual need not be the person responsible for the clinical service in which the sub-intern participates, the sponsor should meet with the sub-intern on a regular basis (minimum being weekly) during the rotation.
- For sub-internships done away, there must be a designated faculty member who assumes responsibility for evaluating the student. In order for an away rotation to meet criteria for a sub-internship at the Medical School, the previously approved sub-internship checklist must be completed.
- The student's role should be defined in such a way that he, she or they fulfill the role of a first-year trainee in the specialty. That is, patients assigned to the sub-intern should not

also be assigned to a first-year trainee in the specialty. Furthermore, sub-internship experiences will be confined to rotations in which first-year trainees in the specialty participate.

- The student should be expected to assume the on-call responsibilities of a first-year trainee in the specialty.
- The educational goals and plan for the sub-internship should fulfill the requirements for certification of a minimum of three (3) competencies, as defined by the [Nine Abilities](#).

Additional requirements for a sub-internship include the following:

- The related Medical School core clerkship(s) must be successfully completed prior to the sub-internship.
- Students must be assigned for a period of 4-weeks to inpatient clinical services or, with specific sub-internships, hospital based clinical care where students have direct patient care responsibilities (not a consultant).
- The sub-internship must be a hospital-based experience at a Brown-affiliated institution or at an institution affiliated with an accredited U.S. or Canadian Medical School. In the case of away sub-internships, the rotation must fulfill the sub-internship requirements at our institution.
- A new sub-internship must be considered and approved by the Medical Curriculum Committee prior to enrollment of any students. Away sub-internships will be considered on a case-by-case basis and approved if they are in accordance with the completed away sub-internship checklist.

### **Away Sub-internships**

In all cases, those who offer an away rotation must be able to assure the MCC that students would be functioning in an inpatient service role equivalent to the role that would be filled by a first-year resident. Course leaders who lead an away sub-internship will be asked to complete a checklist that details the criteria or major components of the sub-internship at our Medical School.

### **The Medical School Clinical Courses that do not meet the Sub-internship Requirements**

The Curriculum Committee has discussed examples of rotations that would not fulfill the requirements for a sub-internship. The main example that was discussed was an ophthalmology rotation. Such a rotation does not include first-year residents, and continuity of inpatient care would be an unlikely feature. Thus, the consultative nature of the rotation and the lack of a transitional first-year residency were characteristics that would be applicable to other proposals that would not be approved by the Curriculum Committee.

## **APPENDIX C**

### **Lifespan Policy Regarding Bloodborne Pathogen-infected Healthcare Workers**

*(policy on the following pages)*



Status **Active** PolicyStat ID **11873043**



**Rhode Island Hospital**  
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Origination 02/1989  
Last 10/2020  
Approved  
Effective 10/2020  
Last Revised 10/2020  
Next Review 10/2023

Owner Kathryn Galvin:  
Manager  
Epidemiology  
and Infec

Area Administrative

Applicability Lifespan Rhode  
Island Hospital/  
Hasbro Children's

## Management of Bloodborne Pathogen (HBV, HCV, or HIV) Infected Healthcare Providers, Administration Admin-259

### I. Purpose

This policy addresses bloodborne pathogen-infected healthcare workers (HCW) (i.e., individuals with direct patient care responsibilities) in an effort to minimize the risk of provider-to-patient bloodborne pathogen transmission.

### II. Policy

Although the risk of transmission of HBV, HCV or HIV from HCW to patient is extremely low, a bloodborne pathogen-infected HCW has the responsibility to take appropriate precautions to prevent pathogen transmission. The risk of transmission is related to the HCW's viral load, as well as the nature of the clinical activities being performed.

Healthcare workers will not be refused employment or be terminated unless their illness interferes with job performance and/or poses a hazard to patients or other HCWs.

To assist bloodborne pathogen-infected HCWs in managing the risk of transmission to patients, Lifespan provides an Expert Review Panel consisting of specialists in Healthcare Epidemiology, Infectious Diseases and/or Hepatology, Occupational Medicine and others as needed. The panel will also obtain the expertise of a practitioner in the same specialty as the infected HCW to understand the nature of the HCWs practice. The panel will carry out their responsibilities with strict confidentiality.

Practitioners may access the Expert Review Panel by contacting the Medical Director of Lifespan Employee & Occupational Health or the Department of Epidemiology and Infection Control at their affiliate.

The Expert Review Panel will also be consulted if there is suspicion of a HCW to patient transmission in order to determine the appropriate actions to be taken, including patient notification. There is an expectation that patients should be informed in the case of a possible transmission. All staff are expected to follow the policy on Management of Patients/Visitors Exposed to Possible Bloodborne Pathogens. The Expert Review Panel will use the guidelines in Appendix A to this policy for their recommendations. Appendix B contains answers to questions that infected HCWs may have.

## Appendix references:

Henderson DK, Dembry L, Fishman NO, Grady C, Lundstrom T, Palmore TN, Sepkowitz KIA, Weber DJ; Society for Healthcare Epidemiology of America. SHEA guideline for management of healthcare workers who are infected with hepatitis B virus, hepatitis C virus, and/or human immunodeficiency virus. *Infect Control Hosp Epidemiol.* 2010;31:203-232.

**Updated CPC recommendations for the management of hepatitis B virus-infected healthcare providers and students.** Centers for Disease Control and Prevention (CDC). *MMWR Recomm Rep.* 2012 Jul 6;61(RR-3):1-12. Erratum in: *MMWR Recomm Rep.* 2012 Jul 20;61(28):542

SHEA White Paper:

Management of Healthcare Personnel Infected with Hepatitis B, Hepatitis C or Human Immunodeficiency Virus in United States Healthcare Institutions (DRAFT DOCUMENT)

## Appendix A

TABLE 1. Summary Recommendations for Managing Healthcare Providers Infected with Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and/or Human Immunodeficiency Virus (HIV)

Virus, circulating viral burden	Categories of clinical activities <sup>a</sup>	Recommendation	Testing
<b>HBV</b>			
<10 <sup>4</sup> GE/mL	Categories I, II, and III	No restrictions <sup>b</sup>	Twice per year
≥ 10 <sup>4</sup> GE/mL	Categories I and II	No restrictions <sup>b</sup>	NA
≥ 10 <sup>4</sup> GE/mL	Category III	Restricted <sup>c</sup>	NA
<b>HCV</b>			
<10 <sup>4</sup> GE/mL	Categories I, II, and III	No restrictions <sup>b</sup>	Twice per year
≥ 10 <sup>4</sup> GE/mL	Categories I and II	No restrictions <sup>b</sup>	NA
≥ 10 <sup>4</sup> GE/mL	Category III	Restricted <sup>c</sup>	NA
<b>HIV</b>			
<5 x 10 <sup>2</sup> GE/mL	Categories I, II, and III	No restrictions <sup>b</sup>	Twice per year
≥ 5 x 10 <sup>2</sup> GE/mL	Categories I and II	No restrictions <sup>b</sup>	NA
≥ 5 x 10 <sup>2</sup> GE/mL	Category III	Restricted <sup>d</sup>	NA

NOTE. These recommendations provide a framework within which to consider such cases; however, each such case is sufficiently complex that each should be independently considered in context by the

expert review panel (see text). GE, genome equivalents; NA, not applicable.

<sup>a</sup> See Table 2 for the categorization of clinical activities.

<sup>b</sup> No restrictions recommended, so long as the infected healthcare provider (1) is not detected as having transmitted infection to patients; (2) obtains advice from an Expert Review Panel about continued practice; (3) undergoes follow-up routinely by Occupational Medicine staff (or an appropriate public health official), who test the provider twice per year to demonstrate the maintenance of a viral burden of less than the recommended threshold (see text); (4) also receives follow-up by a personal physician who has expertise in the management of her or his infection and who is allowed by the provider to communicate with the Expert Review Panel about the provider's clinical status; (5) consults with an expert about optimal infection control procedures (and strictly adheres to the recommended procedures, including the routine use of double-gloving for Category II and Category III procedures and frequent glove changes during procedures, particularly if performing technical tasks known to compromise glove integrity [eg, placing sternal wires]), and (6) agrees to the information in and signs a contract or letter from the Expert Review Panel that characterizes her or his responsibilities (see text).

<sup>c</sup> These procedures permissible only when viral burden is  $<10^4$  GE/mL.

<sup>d</sup> These procedures permissible only when viral burden is  $<5 \times 10^2$  GE/mL.

TABLE 2. Categorization of Healthcare-Associated Procedures According to Level of Risk for Bloodborne Pathogen Transmission

COPY



**Category I: Procedures with de minimis risk of bloodborne virus transmission**

- Regular history-taking and/or physical or dental examinations, including gloved oral examination with a mirror and/or tongue depressor and/or dental explorer and periodontal probe
- Routine dental preventive procedures (eg, application of sealants or topical fluoride or administration of prophylaxis<sup>3</sup>); diagnostic procedures, orthodontic procedures, prosthetic procedures (eg, denture fabrication), cosmetic procedures (eg, bleaching) not requiring local anesthesia
- Routine rectal or vaginal examination
- Minor surface suturing
- Elective peripheral phlebotomy
- Lower gastrointestinal tract endoscopic examinations and procedures, such as sigmoidoscopy and colonoscopy
- Hands-off supervision during surgical procedures and computer-aided remote or robotic surgical procedures
- Psychiatric evaluations

**Category II: Procedures for which bloodborne virus transmission is theoretically possible but unlikely**

- Locally anesthetized ophthalmologic surgery
- Locally anesthetized operative, prosthetic, and endodontic dental procedures
- Periodontal scaling and root planing<sup>d</sup>
- Minor oral surgical procedures (eg, simple tooth extraction [ie, not requiring excess force], soft tissue flap or sectioning, minor soft tissue biopsy, or incision and drainage of an accessible abscess)
- Minor local procedures (eg, skin excision, abscess drainage, biopsy, and use of laser) under local anesthesia (often under bloodless conditions)
- Percutaneous cardiac procedures (eg, angiography and catheterization)
- Percutaneous and other minor orthopedic procedures
- Subcutaneous pacemaker implantation
- Bronchoscopy
- Insertion and maintenance of epidural and spinal anesthesia lines
- Minor gynecological procedures (eg, dilatation and curettage, suction abortion, colposcopy, insertion and removal of contraceptive devices and implants, and collection of ova)
- Male urological procedures (excluding transabdominal intrapelvic procedures)
- Upper gastrointestinal tract endoscopic procedures
- Minor vascular procedures (eg, embolectomy and vein stripping)

- Amputations, including major limbs (eg, hemipelvectomy and amputation of legs or arms) and minor amputations (eg, amputations of fingers, toes, hands, or feet)
- Breast augmentation or reduction
- Minimum-exposure plastic surgical procedures (eg, liposuction, minor skin resection for reshaping, face lift, brow lift, blepharoplasty, and otoplasty)
- Total and subtotal thyroidectomy and/or biopsy
- Endoscopic ear, nose, and throat surgery and simple ear and nasal procedures (eg, stapedectomy or stapedotomy, and insertion of tympanostomy tubes)
- Ophthalmic surgery
- Assistance with an uncomplicated vaginal delivery<sup>e</sup>
- Laparoscopic procedures
- Thoracoscopic procedures<sup>f</sup>
- Nasal endoscopic procedures<sup>g</sup>
- Routine arthroscopic procedures<sup>h</sup>
- Plastic surgery<sup>i</sup>
- Insertion of, maintenance of, and drug administration into arterial and central venous lines
- Endotracheal intubation and use of laryngeal mask
- Obtainment and use of venous and arterial access devices that occur under complete antiseptic technique, using universal precautions, "no-sharp" technique, and newly gloved hands

**Category III: Procedures for which there is definite risk of bloodborne virus transmission or that have been classified previously as "exposure-prone"**

- General surgery, including nephrectomy, small bowel resection, cholecystectomy, subtotal thyroidectomy other elective open abdominal surgery
- General oral surgery, including surgical extractions, hard and soft tissue biopsy (if more extensive and/or having difficult access for suturing), apicoectomy, root amputation, gingivectomy, periodontal curettage, mucogingival and osseous surgery, alveoplasty or alveoectomy, and endosseous implant surgery
- Cardiothoracic surgery, including valve replacement, coronary artery bypass grafting, other bypass surgery, heart transplantation, repair of congenital heart defects, thymectomy, and open-lung biopsy
- Open extensive head and neck surgery involving bones, including oncological procedures
- Neurosurgery, including craniotomy, other intracranial procedures, and open-spine surgery
- Nonelective procedures performed in the emergency department, including open resuscitation efforts, deep suturing to arrest hemorrhage, and internal cardiac massage

- Obstetrical/gynecological surgery, including cesarean delivery, hysterectomy, forceps delivery, episiotomy, cone biopsy, and ovarian cyst removal, and other transvaginal obstetrical and gynecological procedures involving hand-guided sharps
- Orthopedic procedures, including total knee arthroplasty, total hip arthroplasty, major joint replacement surgery, open spine surgery; and open pelvic surgery
- Extensive plastic surgery, including extensive cosmetic procedures (eg, abdominoplasty and thoracoplasty)
- Transplantation surgery (except skin and corneal transplantation)
- Trauma surgery, including open head injuries, facial and jaw fracture reductions, extensive soft-tissue trauma, and ophthalmic trauma
- Interactions with patients in situations during which the risk of the patient biting the physician is significant; for example, interactions with violent patients or patients experiencing an epileptic seizure
- Any open surgical procedure with a duration of more than 3 hours, probably necessitating glove change

NOTE. Modified from Reitsma et al.<sup>1</sup>

<sup>a</sup> Does not include subgingival scaling with hand instrumentation.

<sup>b</sup> If done emergently (eg, during acute trauma or resuscitation efforts), peripheral phlebotomy is classified as Category III.

<sup>c</sup> If there is no risk present of biting or of otherwise violent patients.

<sup>d</sup> Use of an ultrasonic device for scaling and root planing would greatly reduce or eliminate the risk for percutaneous injury to the provider. If significant physical force with hand instrumentation is anticipated to be necessary, scaling and root planing and other Class II procedures could be reasonably classified as Category III.

<sup>e</sup> Making and suturing an episiotomy is classified as Category III.

<sup>f</sup> If unexpected circumstances require moving to an open procedure (eg, laparotomy or thoracotomy), some of these procedures will be classified as Category III.

<sup>g</sup> If moving to an open procedure is required, these procedures will be classified as Category III.

<sup>h</sup> If opening a joint is indicated and/or use of power instruments (eg, drills) is necessary, this procedure is classified as Category II.

<sup>i</sup> A procedure involving bones, major vasculature, and/or deep body cavities will be classified as Category III.

<sup>j</sup> Removal of an erupted or nonerupted tooth requiring elevation of a mucoperiosteal flap, removal of bone, or sectioning of tooth and suturing if needed.<sup>2</sup>

## Appendix B

**Q.** Should HCWs be routinely tested for bloodborne pathogen (e.g., Hepatitis B, Hepatitis C, HIV) infection?

**A.** All HCWs who perform or participate in Category III/exposure-prone procedures have an ethical obligation to know their HBV, HCV, and HIV serologic statuses.



All HCWs who perform Category III/exposure-prone procedures should undergo periodic (e.g., at least annual) testing for HCV and HIV to assure they are not infected. Those who have not been, or cannot be, immunized with the HBV vaccine should undergo the same testing for HBV.

**Q.** How should HBV-infected HCWs be managed?

**A.**

- a. HCP infected with HBV should seek an initial evaluation from a physician who has expertise in HBV management to characterize the serologic and virologic aspects of infection.
- b. HCP infected with HBV should seek optimal medical management, including, when appropriate, treatment with effective antiviral agents.
- c. HCWs who perform Category III/Exposure-Prone Procedures:
  - i. HCWs who are infected with HBV and who, despite appropriate treatment, have circulating viral burdens >1000 IU/mL should refrain from performing Category III/exposure-prone procedures.
  - ii. HCWs who are infected with HBV whose circulating viral burdens can be suppressed to <1000 IU/mL can perform Category III/exposure-prone procedures, so long as the individual:
    - i. has not been previously identified as having transmitted infection to patients;
    - ii. obtains advice from an Expert Review Panel (including an infection prevention expert) about continued practice and the use of optimal infection prevention procedures;
    - iii. is followed by a personal physician who has expertise in the management of HBV infection and who is allowed by the HCW to communicate with the Expert Review Panel about his/her clinical status;
    - iv. is monitored on a periodic basis (e.g., every six months) to assure that the viral burden remains <1000 IU/mL;
    - v. agrees, in writing, to follow the recommendations of the Expert Review Panel.

**Q.** How should HCV-infected HCWs be managed?

**A.**

- a. HCWs infected with HCV should seek an initial evaluation from a physician who has expertise in HCV management to characterize the serologic and virologic aspects of infection.
- b. HCWs infected with HCV should seek optimal medical management, including treatment with effective antiviral agents to attempt to clear or suppress the infection.
- c. Healthcare workers who perform Category III/exposure-prone procedures:
  - a. HCWs infected with HCV and who, despite appropriate antiviral treatment, continue to have detectable circulating HCV RNA should refrain from performing Category III/exposure-prone procedures.

- b. HCWs who was infected with HCV and who received treatment resulting in 'undetectable' circulating HCV-RNA levels can perform Category III/exposure-prone procedures, so long as so long as the individual:
  - i. has not been previously identified as having transmitted infection to patients,
  - ii. has remained HCV-RNA negative for three months following the completion of therapy.

**Q.** How should HIV-infected HCWs be managed?

**A.**

- a. HCP infected with HIV should seek an initial evaluation from a physician who has expertise in HIV management to characterize the serologic and virologic aspects of infection.
- b. HCP infected with HIV should seek optimal medical management, including, treatment with effective antiretroviral agents to attempt suppress the infection.
- c. HCWs who perform Category III/exposure-prone procedures:
  - a. HCWs infected with HIV and who, despite appropriate antiretroviral treatment, have consistently detectable circulating viral burdens should refrain from performing Category III/exposure-prone procedures.
  - b. HCWs infected with HIV whose circulating viral burdens can be suppressed below the level of viral detection, with the clear notation that individuals whose infection is suppressed can have occasional instances during which very low levels of viremia can be detected, can perform Category III/exposure-prone procedures, so long as so long as the infected personnel:
    - i. has not been previously identified as having transmitted infection to patients
    - ii. obtains advice from an Expert Review Panel (including an infection prevention expert) about continued practice and the use of optimal infection prevention procedures
    - iii. is followed by a personal physician who has expertise in the management of HIV infection and who is allowed by the individual to communicate with the Expert Review Panel about his/her clinical status
    - iv. is monitored on a periodic basis (e.g., every 6 months) to be assured that the HIV RNA remains below the level of detection.
    - v. agrees, in writing, to follow the recommendations of the Expert Review Panel.

**Q.** Are there any medical settings in which a bloodborne pathogen-infected HCW should be routinely required to notify patients of his or her bloodborne pathogen status; and, if so, what are the specific types of circumstances requiring notification?

**A.** Bloodborne pathogen-infected HCWs who are adhering to this policy are not required to disclose their infection status to a patient unless the HCW is the source of an exposure for a patient (i.e., exposed to blood or other potentially contaminated bodily fluid of the HCW).



**Q.** Should an inadvertently exposed patient be notified of the exposure?

**A.** A patient who has been exposed (ie, by way of percutaneous, mucous membrane, or non-intact skin exposure) to the blood or potentially contaminated body fluid of any HCW should be notified of the exposure promptly and given clear options for follow-up testing and management (see policy Admin 67).

**Q.** What is the hospital responsibility for trainees to prevent bloodborne pathogen transmission?

**A.**

- a. Provide counseling to all students and trainees to assure that they are aware that they are ethically bound to be aware of their infection status for HBV, HCV, and HIV.
- b. Provide detailed training and education about the bidirectional risks for exposure to, and infection with, bloodborne pathogens.
- c. Provide access to, and demonstration of, the efficacy of HBV immunization.
- d. Provide comprehensive exposure management and follow-up protocols for exposed staff and trainees.
- e. Provide counselling to students and trainees identified as infected with bloodborne pathogens about the advances in the treatment or suppression of these infections, as well as the obligation of trainees and students to participate in ongoing follow-up for these infections.
- f. Provide career counseling for students and trainees whose viral burdens cannot be suppressed concerning their ability to conduct exposure prone procedures and potential effects on their subsequent careers.

## Approval Signatures

Step Description

Approver

Date

## Applicability

Lifespan Rhode Island Hospital/Hasbro Children's

## **APPENDIX D**

### **Directory of Referenced Medical School Staff**

Administrative Coordinators, Office of Medical Education: [Dee Knox](#) and [Jessica Goncalo](#)

Assistant Dean for Medical Education / Director of the Year 1 Curriculum: [Thais Mather, Ph.D.](#)

Associate Dean for Medical Education: [Sarita Warriar, M.D., FACP](#)

Associate Dean for Belonging, Equity, Diversity, and Inclusion: [Joseph Diaz, M.D., MPH, FACP](#)

Associate Dean for Student Affairs: [Roxanne Vrees, M.D.](#)

Assistant Dean for Student Affairs—Learning Environment: [Rory Merritt, M.D., MEHP](#)

Assistant Dean of Curriculum for Diversity, Inclusive Teaching and Learning: [Anne Vera Cruz, Ph.D.](#)

Dean of Medicine and Biological Sciences: [Mukesh Jain, M.D.](#)

Deputy Title IX Program Coordinator for AMS: [Lindsay Orchowski, Ph.D.](#)

Director of Academic Records: [Christina Curley](#), MBA

Director, Career Development: [Alex Morang, MA](#)

Director, Clinical Skills Simulation Center: [Scarlett Handley, RN](#)

Director of Community Engagement & Scholarship:

Director, Doctoring Program: [Steve Rougas, M.D., MS, FACEP](#)

Assistant Dean of Faculty Development: [Katherine E. Mason, M.D.](#)

Director of Financial Aid: [Linda Gillette](#)

Director, Office of Academic Support: [Lorrie Gehlbach, Ph.D.](#)

Senior Associate Dean for Academic Affairs: [Michele Cyr, M.D.](#)

Senior Associate Dean for Medical Education: [B. Star Hampton, M.D.](#)

## **APPENDIX E**

### **Updates Summary**

<b><u>Student Handbook Section(s)</u></b>	<b><u>Policy (No.)</u></b>	<b><u>Updates/Changes</u></b>	<b><u>Effective Date</u></b>
Section IV: Attendance and Other Related Policies	n/a	Changed Personal Day policy to be one full calendar day – not one activity/event. Remainder of policy remains unchanged.	October 18, 2023
Section IX: Understanding of and Respect for Differences	03-04	Updated the disability/ADA section of the Anti-Discrimination policy.	October 18, 2023
Section IV: Attendance and Other Related Policies	n/a	Updated Personal Day policy for Years 3 and 4, Policy No. 12-04 (separate document); updated links to Policy No. 12-04 throughout.	March 20, 2024