

SECTION IX  
SCHOOL OF MEDICINE

## Dean's Welcome



Welcome to Loma Linda University School of Medicine.

We are happy to have you here and that you have answered your calling to help and serve others by providing whole person care to individuals, families and communities around the globe.

For more than 100 years, our medical students have been educated in a supportive Christian environment of excellence and caring. We are dedicated to promoting physical, intellectual, social and spiritual growth in our students and faculty.

During your medical school journey, you will develop the knowledge, skills, competencies and values necessary to become a compassionate, ethical and caring physician.

In this Student Handbook, you will find information that will guide you in your professional development and protect your rights as a student. It is important that you read and understand these policies and guidelines. If you need assistance, or if you have questions about the school's policies and practices, I encourage you to contact the Offices of Student Affairs and Medical Student Education.

We look forward to supporting your academic and personal success at Loma Linda University School of Medicine.

Sincerely,

A handwritten signature in black ink that reads "Tamara Thomas M.D." in a cursive script.

Tamara Thomas, M.D.  
Dean



# **The Mission of the School of Medicine**

## **OUR MISSION**

To continue the healing and teaching ministry of Jesus Christ, “To make man whole.” (Luke 9:6)

### **Preparing the Graduate**

Our overriding purpose is to foster the formation of Christian health professionals and scholars; equipping graduates to impact their patients, communities and society through the provision of collaborative whole person care and scholarship. This is accomplished by;

#### **Education**

Creating an environment in which medical students, graduate students, and residents will develop the competencies that equip Christian health professionals and scholars with adaptive expertise to respond to a changing world.

#### **Research**

Promoting a creative, collaborative and supportive environment for inquiry and discovery of new routes to wholeness through basic, translational and clinical research.

#### **Service**

Cultivating an inclusive environment that embraces diversity and promotes a desire to engage and learn from local and global communities through service to patients, systems and society.

### **Developing the Whole Person**

Affirming our Christian view of wholeness, which recognizes patient needs go beyond the healing of the body, and student development involves more than the training of the mind, we promote physical, intellectual, emotional, social and spiritual growth in faculty, staff and students “to make man whole.”

### **Reaching the World**

Providing integrative, whole person care wherever the opportunity arises; participating with the world community in the provision of local medical education; providing international physicians and scientists the opportunity for professional interaction and enrichment; sharing the good news of a loving God, as demonstrated by the life and teachings of Jesus Christ—these are the goals of the students, faculty, and graduates of the School of Medicine.

The objectives of medical education are to:

- Provide an opportunity for students to build a solid foundation and commitment to lifelong learning.
- Promote the development of outstanding clinical skills and professionalism.
- Instill in students an investigative curiosity and a desire to participate in the advancement of knowledge.
- Guide in the development of a balanced sense of Christian values as revealed in intellectual, ethical, spiritual, and humane concerns.

- Engender and nurture in students the desire to serve mankind in this country and throughout the world.

## SCHOOL OF MEDICINE PHYSICIAN'S OATH

Before God these things I do promise:

In the acceptance of my sacred calling,

I will dedicate my life to the furtherance of Jesus Christ's healing and teaching ministry.

I will give to my teachers the respect and gratitude which is their due. I will impart to those who follow me the knowledge and experience that I have gained.

The wholeness of my patient will be my first consideration. Acting as a good steward of the resources of society and of the talents granted me, I will endeavor to reflect God's mercy and compassion by caring for the lonely, the poor, the suffering, and those who are dying.

I will maintain the utmost respect for human life. I will not use my medical knowledge contrary to the laws of humanity. I will respect the rights and decisions of my patients.

I will hold in confidence all secrets committed to my keeping in the practice of my calling.

I will lead my life and practice my art with purity and honor; abstaining from immorality myself, I will not lead others into moral wrongdoing.

May God's kingdom, His healing power and glory be experienced by those whom I serve; and may they be made known in my life, in proportion as I am faithful to this oath.

## SCHOOL OF MEDICINE TECHNICAL STANDARDS

Loma Linda University School of Medicine candidates for the MD degree must have abilities and skills of five varieties, including: observation; communication; motor; intellectual (conceptual, integrative, and quantitative); behavioral and social. Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner without the use of a surrogate.

**Observation.** The student must be able to observe demonstrations and experiments in the basic sciences, including but not limited to high-fidelity simulations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the senses of vision, touch, hearing, and somatic sensation. It is enhanced by the functional use of the sense of smell.

**Communication.** A student must be able to speak, to hear, and to observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients, colleagues, and other personnel. Communication includes not only speech but also reading and writing. The student must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

**Motor function.** Students must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate

should be able to do basic laboratory tests (urinalysis, CBC, etc.); carry out diagnostic procedures (intravenous line placement, paracentesis, etc.); and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

**Intellectual-conceptual, integrative, and qualitative abilities.** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the -student - must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

**Behavioral and social attributes.** Medical students must possess the emotional health required for appropriate utilization of their intellectual abilities, the exercise of good judgment, and the timely completion of all responsibilities attendant to their academic work, teamwork, and patient care. They must demonstrate the ability to develop mature, sensitive, and effective professional relationships with peers, faculty, staff, members of the health-care team, and patients. Medical students must demonstrate empathy, and concern for others while respecting appropriate personal and professional boundaries. Medical students must demonstrate integrity as manifested by truthfulness, acceptance of responsibility for one's actions, accountability for mistakes, and the ability to place the well-being of the patient above their own when necessary. They must be able to tolerate demanding workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the medical education and clinical practice settings.

## School of Medicine Policies and Procedures

Policies that apply to students in all of Loma Linda University's schools can be found in Section V of this *Loma Linda University Student Handbook*. Policies and procedures that apply specifically to students in the LLU School of Medicine MD program can be found in this section (Section IX) of the *Handbook*. Additional policies and procedures that apply to LLU School of Medicine MD students, and are equally binding as those in this handbook, are posted on Canvas under the section labeled "Courses." These include policies distributed at the orientation sessions for each of the four classes. For convenience, information about student services, including student counseling information, is found on the LLU and LLUSM Student Affairs websites.

To find the policies on Canvas, after you have selected courses, you may need to scroll to the bottom and select "All Courses." Then select "Medical Student Education."

## Regional Campuses

LLUSM offers two regional campuses where students can choose to rotate for the third and fourth year of medical school, Kettering Health Network in Dayton Ohio and Advent Health Orlando in Orlando Florida. These campuses offer a unique opportunity to train in a region of the country where a student has ties and/or desires to practice during their future career. Graduates from the regional campuses will receive a combined degree from the Loma Linda University School of Medicine and the regional campus. Many will go on to practice in the local or surrounding communities. If you are interested in spending your third and fourth year at one of these regional campuses, please contact the assistant dean of the regional campuses, Dr. Elaine Hart [ehart@llu.edu](mailto:ehart@llu.edu).

## Professional Expectations

Loma Linda University School of Medicine provides education for future physicians and students in other scientific disciplines in an atmosphere where basic Christian values are honored. The rigorous academic expectations of the institution are consistent with the example of personal excellence embodied in the Christian tradition and expected of those who enter the profession of medicine. Integrity is an essential personal quality for successful completion of the M.D. degree program and for the practice of medicine. Some examples of serious breaches of integrity that are not acceptable include: lying, cheating (including plagiarism), reproducing or distributing test questions, falsifying reports, and submitting documents such as clinical logbooks that contain forged or unauthorized signatures. Other examples that constitute misrepresentations of truth include such things as signing someone else's name on an attendance sheet (for a required class or meeting, etc.) or signing oneself in as present and then leaving, etc.

## HONOR AND PROFESSIONAL ACCOUNTABILITY CODE

Upholding the standards of professional and personal conduct expected of physicians includes acquiring behavioral patterns and attitudes consistent with the Loma Linda University School of Medicine Physician's Oath and being accountable for one's own conduct, as well as assuming responsibility for the professional behavior of one's colleagues. Assuming responsibility for the professional behavior of one's colleagues means exemplifying integrity; encouraging colleagues to be honest and responsible; and refusing to ignore or cover up serious breaches of integrity, such as cheating, stealing, viewing, or distributing test questions or falsifying records. Medicine is a profession that society rightfully expects to be self-governing. The process of becoming a member of this trusted profession begins when a student enters medical school.

Application to and enrollment in the University constitute the student's commitment to honor and abide by the academic, nonacademic, and social practices, policies, and regulations of the University and the School of Medicine. These policies are found in bulletins, handbooks, announcements, and other published materials.

## **LIFESTYLE GUIDELINES AND GOVERNING PRACTICES**

From the day of enrollment in the School of Medicine, students are considered to be junior colleagues in the medical community. They are an integral part of the treatment team and must exhibit conduct consistent with the ideals of the profession.

Students at the School of Medicine are expected to abide by the standards of Loma Linda University and of the School of Medicine. The student's personal life will be in harmony with conduct expected by the school and the Seventh-day Adventist Church. The use of tobacco, alcohol, cannabis, or other harmful substances is not consistent with citizenship as a student.

In keeping with the principles of Sabbath rest, University students and faculty are expected to be acquainted with and abide by the "Sabbath Policy" in Section V of the *LLU Student Handbook*. Specific policies regarding these and other areas of behavior are in the University policy section (Section V) of this *Student Handbook*.

## **ETHICS OF CONFIDENTIALITY**

Throughout history, patients and physicians alike have recognized the importance of trust in the patient-physician relationship. The role of confidentiality in nurturing and protecting trust is enshrined in the Hippocratic Oath: "What I may see or hear in the course of treatment, which no one must spread abroad, I will keep to myself..."

### **Safeguarding Confidentiality**

Loma Linda University Health (LLUH) and the School of Medicine require all students to understand and be compliant with patient confidentiality as outlined by HIPAA and LLUH policy. LLUH and the School of Medicine have disciplinary procedures for dealing with students, employees and medical staff who deliberately or chronically breach patient confidentiality and privacy. Breaches of confidentiality may lead to substantial personal penalties and disciplinary action up to and including dismissal.

Common situations requiring vigilance include: (1) having conversations that might be overheard in public areas (elevators, corridors, cafeterias, etc.); (2) using another person's sign on credentials to access computer or electronic medical records; and (3) failing to sign off at computer terminals, sharing one's confidential computer sign-on with others, or accessing computer databases to discover confidential information on patients who are not assigned to the student. As members of a medical health-care team, students should see only those patients who have been assigned to them by the team or as directed by a faculty.

## **REQUIREMENTS FOR PROFESSIONALISM**

We understand professionalism to be a set of convictions, values, and behaviors that provide the basis for a sacred covenant of trust between physicians and their patients, and between the medical profession and society.

Successful School of Medicine students consistently demonstrate personal and professional attributes and accept societal responsibilities that foster trust in others, including patients,



teachers, colleagues, other members of the health-care team, and society as a whole. The following are examples of such characteristics and their corresponding responsibilities:

### **Personal Attributes**

- Consistently present self in an appropriate manner (e.g., dress, hygiene, language, behavior).
- Optimize personal wholeness by proactively addressing health, behavioral, psychological, or physical limitations and/or biases (e.g., gender, cultural) that may interfere with learning and patient care.
- Be responsive to patients' needs that supersede self-interest while recognizing the need for personal wholeness.
- Demonstrate respect for teachers and the educational process through adequate preparation, active participation, punctuality, and timely completion of requirements.
- Honestly acknowledge errors, including in clinical situations (e.g., Continuous Quality Improvement).
- Communicate accurately and truthfully.
- Adhere to bio-ethical principles and human values in caring for patients and in relating to patient's families and others involved in patient care.
- Embrace feedback regarding noncognitive achievement and seek to improve behaviors related to the feedback.
- Embrace feedback regarding cognitive achievement and seek to improve behaviors related to the feedback.

### **Relationship Attributes**

- Demonstrate compassion and empathy to others.
- Provide whole person support to patients and their families (physical, educational, social, psychological, and spiritual).
- Treat patients and others with dignity, civility, and respect—regardless of race, culture, gender, gender identity, ethnicity, age, socioeconomic status, disability, or sexual orientation.
- Manage conflict and respect patients' autonomy when their values differ from one's own.
- Maintain patient, research subject, and student confidentiality.
- Advocate for individual patient needs.
- Respectfully address differences of opinion with others while continuing a professional relationship with the individual with whom the student disagrees.
- Maintain appropriate relationships and boundaries with others.

### **Societal Responsibilities**

- Communicate constructive feedback to colleagues (e.g., peer-peer evaluation of teamwork).
- Recognize unprofessional behaviors and misconduct in colleagues and seek advice to carry out an ethically appropriate response.

- Actively participate in small groups and other educational opportunities.
- Intentionally seek opportunities to be helpful to the clinical team, including maintaining prompt and appropriate accessibility.
- Comply with institutional requirements and regulatory and professional standards
- Recognize and work to overcome health disparities.
- Demonstrate awareness of the responsibility to promote health at the societal level.
- Exhibit honesty in interactions, documentations, research, and scholarly activity.
- Advocate for just distribution of health resources.

## **BREACHES OF CONDUCT AND PROFESSIONALISM**

Cases of misconduct, including violations of school or University policies or breaches of professional behavior, are dealt with and resolved at various administrative levels, depending on the nature and seriousness of the misconduct, and whether or not the misconduct represents a pattern of behavior. Where forms of misconduct are addressed by specific policies, the procedures outlined in these policies shall be followed.

Cases of misconduct or breaches of professionalism may be identified by members of the health-care team, patients, student peers, faculty, or others. Those that have been appropriately identified to the Office of the Dean may be referred to the School of Medicine Professionalism Committee. The Professionalism Committee shall review reports of inappropriate behavior and may ask a student to meet with the members to address questions and concerns. The committee may establish and require specific remediation—including counseling, supervision, or professional evaluation. In situations where the committee determines that a student’s behavior may merit a modification of the student’s academic program or suspension or dismissal, the committee will refer the matter, along with its findings and recommendations, to the Academic Review Committee for further action.

Single cases of serious misconduct, such as cheating, concerns regarding abuse of other students or arrests, Title IX concerns, or a failure to respond to remediation for professionalism as evidenced by ongoing patterns of unprofessional behavior may be referred directly to the Academic Review Committee at the discretion of a sub-committee of Professionalism Committee.

## **STANDARDS FOR APPEARANCE AND APPAREL**

Students at Loma Linda University are expected to maintain an appearance that is consistent with the highest professional standards and with the mission and philosophy of Loma Linda University, whether on campus, in class, or on clinical rotation. Grooming and style should be modest and practical so as to enable one’s duties to be performed without embarrassment, inconvenience, or threat to safety. Specifically:

- Hair must be clean and neat.
- Mustaches and beards, if worn, must be clean, neat, and trimmed.
- Cosmetics, cologne and perfumes should be inconspicuous.
- If a student chooses to wear jewelry, professional appearance and compliance with environmental standards are required.
- Visible tattoos and body piercing, such as facial and tongue studs, are not permitted.

- Fingernails should be maintained in a professional manner, be closely trimmed, and should not interfere with patient care or professional duties. Gel or acrylic nails may present an infectious risk to patients and should not be worn.

For clinical appointments, and whenever students are in the Medical Center or other clinical facilities, clean, short white coats with approved name tags are to be worn at all times, including assignments at affiliated hospitals and while on electives. University ID badges must be worn in a visible location above the waist at all times. Men are to wear professional appearing shirts, neatly pressed slacks (not jeans). Women should wear professional appearing shirts, skirts, dresses, or slacks (not jeans). Some clerkships and clinical sites may have dress requirements that are more specific than those listed here and must be adhered to.

Modest casual wear is appropriate on campus and in class. Words, pictures, and/or symbols displayed on clothing should be consistent with an Adventist Christian institution and sensitive to a diverse student population. Shoes are considered standard apparel. Flip flops or sandals are not appropriate in any clinical facility.

## **WEEKEND ASSIGNMENTS (CONFERENCES, PRESENTATION OF RESEARCH, ETC.)**

Becoming a physician includes learning to accept responsibility for patients 24 hours a day, seven days a week, 365 days a year—except when alternatives for coverage have been arranged. There are no formal educational activities on Sabbath, but students are expected to participate in patient care activities on Sabbath as part of the medical team. Clerkships are instructed to provide students who are on weekend call time off to attend worship services.

## **TRANSPORTATION**

It is the students' responsibility to have access to transportation for off-campus assignments and, if driving, maintain a valid driver's license. All student vehicles must be registered with Loma Linda University Department of Rideshare, Parking, and Traffic.

## **EMPLOYMENT**

It is recommended that students refrain from assuming work obligations that divert time, attention, and energy from the full-time task of medical education. Students who chose to work are required to notify the Office of Medical Education.

## **ADDRESS, TELEPHONE NUMBER, AND NAME CHANGES**

It is essential that the school and the University have the student's current address and telephone number. Students who move or change any of their contact information must update that information by logging into the Student Services website at the time of the change. If a student marries and/or wishes to make a name change, he/she must provide official documentation of the name change to University Records.

## **STUDENT COUNSELING AND SUPPORT SERVICES**

There are a number of services available for students who wish to benefit from personal counseling. The University and School of Medicine provide counseling and support services for

students with personal, relational, family, academic, and/or spiritual concerns. The services are easily accessible, and the School of Medicine encourages students to take advantage of them during times of need. Specific information about access to these counseling services can be found on the School of Medicine Student Affairs website. Further information about counseling and other services for students are in Section III (“Student Services”) of this *Student Handbook*. Students may personally contact the Student Assistance Program for confidential counseling services. They may also make an appointment to meet with one of the counselors in the Office of Physician Vitality, or the Behavioral Health Institute (BHI), or with a community-based counselor. A list of licensed counselors in the community who are preferred providers for the Risk Management Student Health Plan can be found on the School of Medicine Office of Student Affairs website. Note that there is a copayment for seeing community-based counselors.

## **NONINVOLVEMENT OF PROVIDERS OF STUDENT HEALTH SERVICES IN STUDENT ASSESSMENT**

1. On occasion, medical students may receive health-care treatment of a sensitive nature from a health-care provider who also has a teaching and assessment role in the curriculum. It is the School of Medicine’s responsibility to ensure that these individuals have no influence on the academic assessment or progress of the student they have treated.
2. Health professionals who provide psychiatric/psychological assessment or treatment, or other sensitive health services to medical students, will have no involvement in the academic assessment or promotion of the medical student receiving those services.
3. If a student is assigned to an educational environment where the supervising faculty member has previously provided mental health assessment or treatment, or other sensitive health care to the student, the faculty member must advise the course/clerkship director of a need to reassign the student to a different evaluating supervisor. It is the responsibility of the course/clerkship director to make sure that faculty are aware of this policy.
4. If a student should be assigned to an educational environment where the supervising faculty member does not immediately recall having treated the student and/or has not initiated the steps in Number 2 (above), the student should request and will be granted an alternative assignment. The student may go directly to the relevant curriculum director (i.e., course director, clerkship director) or the office of medical student education to have the assignment changed.
5. A faculty mentor involved in the competency development or academic evaluation of a student cannot be a health-care provider for a student they are mentoring.
6. A health-care provider on the Academic Review Committee or on any committee that evaluates students (voting or nonvoting members) must recuse himself or herself from deliberations related to a student that he or she has treated.
7. Those who provide mental health services or other sensitive health care to students may lecture in a large group setting where the students may be present but cannot assign their grade or provide narrative feedback to them. They cannot be a small group facilitator or mentor for a student they have treated.

8. Those who care for students in the Student Health Center may lecture in a large group setting at LLUSM but cannot assign their grade or provide narrative feedback to them. They cannot be a small group facilitator or faculty mentor.

## **MISSING CLASS AND REQUIRED ACTIVITIES FOR MEDICAL OR COUNSELING APPOINTMENTS**

First- and second-year students are permitted to miss class activities in order to access health services for medical or counseling appointments. When possible, students should avoid scheduling appointments during any required activities.

Students who need to schedule an appointment during a required activity other than an examination should inform the course director of their pending medical appointment and ask to be excused. Students are not required to disclose the reason for the appointment. If a student is not given permission to attend their appointment, they should contact the office of the Associate Dean for Student Affairs. The student may be required to make up missed educational assignments. Students should not schedule medical or counseling appointments that would cause them to miss an examination except in situations of illness or emergency. In such cases, they must follow the procedure for obtaining an excuse to miss the exam from the Office of the Senior Associate Dean for Medical Student Education. See additional information on the Medical Education Canvas page..

Third- and fourth-year students are permitted to miss clerkship activities in order to access health services for medical or counseling appointments. Whenever possible, appointments should be scheduled in the late afternoon or evening. Students should inform their clinical rotation of their pending medical appointment. Students are not required to disclose the reason for the appointment. If a student is not given permission by the rotation to attend their appointment, they should contact the Office of the Associate Dean for Clinical Education. Students may be required to make up essential clerkship activities as judged by the clerkship director.

## **Communicable Disease Policy**

Loma Linda University School of Medicine is committed to preventing communicable disease transmission among its faculty, staff, students, and the patients they serve through a program that includes education, immunizations, safe environments, and provision for special protective measures where scientific literature identifies a risk of transmission. This policy meets a high ethical standard as well as the legal requirements to (1) protect students, faculty, staff, and patients from communicable disease transmission; (2) maintain the confidentiality of infected persons; and (3) protect the right of every individual for compassionate care regardless of disease condition.

The primary purpose of this Communicable Transmission Prevention Policy is to ensure a safe place for learning, as well as to protect patients served.

## **IMMUNIZATION REQUIREMENTS**

Exposure to patients takes place during year one of medical education. Because of this, it is necessary for students to have immunizations against certain infectious diseases. In order to complete registration for the first academic term, students must give evidence in the form of physician records or college health service records that they have met immunization requirements. Students without proper verification will be required to receive immunizations and the charges will be billed to the student's medical insurance. The pre-entrance requirements may be found on the Student Health Service website under the New Student section. Students are also required to have certain injections and immunizations repeated at various intervals during their enrollment. In addition, titers documenting immunity to Hepatitis B, Varicella, and MMR are required. Additional titers may be required.

## **ADMISSION AND RETENTION POLICIES**

- A. Compliance with the following requirements for pre-entrance immunization:
  1. Measles, Mumps, Rubella: series of two immunizations, plus individual titers documenting immunity. Nonresponders shall be revaccinated.
  2. Tetanus (Td)/Pertussis: documentation of Tdap in the last 10 years OR Td in the last 10 years AND one dose of Tdap after age 18.
  3. Hepatitis B: series of three immunizations plus titer documenting immunity. Nonresponders shall be revaccinated.
  4. Tuberculosis test current within 6 months (If student tests positive, a chest x-ray report within the last year is required, and annual signs and symptoms form must be completed).
  5. Varicella: series of two immunizations, plus titer documenting immunity. Nonresponders shall be revaccinated.
- B. Returning students are required to have an annual or more frequent tuberculosis test and/or a chest x-ray, when indicated.
- C. All students are required to have an annual influenza vaccine.
- D. Other vaccinations may be required (including COVID-19, specific influenza vaccines, and others as indicated). Students may also be subject to different requirements when completing outside rotations/experiences including, but not limited to: additional immunizations, titers, physical exams, and communicable disease testing.
- E. Mandatory screening for HBV, HCV, or HIV is not warranted. Infected students will not be prohibited from providing patient care activities. Nevertheless, it is the personal responsibility of the student to reduce the risk of communicable disease transmission, and to follow hospital infection control protocol in the event of an inadvertent exposure.
- F. Adherence to the infection control practices within clinical settings will be a significant factor in the continued enrollment of the student. Lack of adherence to safety procedures for themselves and/or their patients, which are deemed potential and serious hazards to patients and others, will be subject to appropriate disciplinary action, including but not limited to restriction of clinical practice (to be determined on a case-by-case basis) or dismissal.

## **INFECTION CONTROL**

- A. Students will learn and are expected to use standard universal precautions to protect themselves and their patients.
  - 1. The student will learn infection control precautions appropriate for the handling of blood and body fluids, including the use and disposal of needles and other sharp instruments.
  - 2. The student will learn epidemiology, transmission, pathophysiology, and management of transmission-based communicable diseases—including airborne, droplet, contact routes of transmission; as well as blood-borne pathogens in medical school courses, as appropriate for the content of the course.
  - 3. Students will be required annually to document completion of a universal/standard precautions education, as well as to meet the requirements of the clinical facility to which they are assigned prior to clinical assignment.
- A. All students are expected to provide care with compassion and respect for human dignity. No student physician may ethically refuse to treat a patient solely because the patient is at risk of contracting or has an infectious disease such as tuberculosis, HBV, HCV, or HIV.

## **EXPOSURE MANAGEMENT**

- A. Significant exposure (as defined below) to communicable disease will be monitored in compliance with the recommended screening and prophylactic practice of Loma Linda University Medical Center.
- B. If an accidental occupational exposure occurs on campus, the incident should be reported immediately to the attending physician and/or clerkship director. The student must be referred to the Emergency Department immediately for medical evaluation. The student needs to identify the injury and him/herself as an LLU student. Such exposure should also be reported by the student to employee health as soon as possible. Employee health must also be given a copy of the post-exposure evaluation and treatment records. It is the student's responsibility to ensure that this occurs.
- C. If an accidental exposure occurs off campus, the incident should be reported immediately to the responsible attending physician, who will work with agency personnel for appropriate emergency care. Most affiliated hospitals provide this care at either the ER or employee health. A report of the incident and source-patient results must be sent to LLU employee health for appropriate student follow-up on campus. It is the student's responsibility to ensure that this happens.

## **EVALUATION AND/OR ACCOMMODATION**

- A. Blood-borne pathogen exposure
  - 1. Once exposed, the student will be monitored according to University Employee Health Policy, based upon current national recommendations.
  - 2. Confidential counseling with regards to testing will be available.

3. Testing and health records will be maintained by Employee Health Service of Loma Linda University Shared Services. Testing results will be kept confidential.
- B. Other types of pathogen exposure will follow the appropriate guidelines from the Center for Disease Control.

## **DEFINITIONS OF SIGNIFICANT EXPOSURE**

- A. A significant blood-borne or body fluid exposure is defined as:
1. A puncture with a contaminated needle.
  2. A cut or puncture with contaminated instruments.
  3. Transmission of blood or body fluids to mucous membranes, such as a splash to the eye or mouth.
  4. A cutaneous exposure involving large amounts of blood or prolonged contact with blood—especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.
- B. A significant airborne exposure is defined as unprotected exposure to patients known to have transmitted airborne droplet nuclei. Examples include:
1. Measles
  2. Varicella
  3. Tuberculosis
  4. Covid-19
- C. A significant droplet exposure is defined as unprotected exposure to patients known to have transmitted large particle droplets. Examples include:
1. Invasive *Haemophilus influenzae* type B disease, including meningitis.
  2. Invasive *Neisseria meningitidis* disease, including meningitis and pneumonia.
  3. Other serious bacterial/viral respiratory infections spread by droplet transmission such as diphtheria (pharyngeal), mycoplasma pneumonia, pertussis, pneumonic plague, streptococcal pharyngitis, streptococcal pneumonia or scarlet fever.
- D. A significant contact exposure is defined as unprotected exposure to patients known to have an infection transmitted by direct contact or by contact with items in the patient's environment. Examples include:
1. Gastrointestinal, respiratory, skin, or wound infections, or colonization with multidrug-resistant bacteria.
  2. Enteric infections, such as *Clostridium difficile*, and entero-hemorrhagic
  3. *Escherichia coli* O157:H7, *Shigella*, and Hepatitis A for diapered or incontinent clients.
  4. Respiratory syncytial virus, parainfluenza virus, or enteroviral infections in infants and young children.
  5. Skin infections that are highly contagious or occur on dry skin, such as herpes simplex virus (neonatal or mucocutaneous), impetigo, major (non-contained) abscesses or decubiti, pediculosis, scabies, staphylococcal



furunculosis in infants and young children, herpes zoster (disseminated or in the immunocompromised host), viral or hemorrhagic conjunctivitis, or viral hemorrhagic infections (Ebola, Lassa or Marburg).

## **Accommodating an Individual Student's Clinical Assignments for Infectious Disease Reasons**

### **Procedure**

- A. A student, when given reasonable accommodations, must be able to perform the duties expected of each clinical assignment. The student must be able to meet the minimum requirements of each course/clerkship.
- B. A student must be compliant with established guidelines and procedures, such as following Universal and disease-specific precautions for patients.
- C. The clerkship director in conjunction with the Office of Medical Student Education may make an accommodation for a student's clinical experience on a case-by-case basis. Decisions about exemptions will be made in consultation with the student's physician.
  1. Students with a confirmed pregnancy or diagnosed immunologic deficiency may request to be excluded from caring for patients infected with known communicable disease or blood-borne pathogens. In addition, students may request to be exempt from exposure to environmental agents that may be hazardous to the student and/or fetus.
  2. Any student with a communicable infectious process may, in consultation with the clerkship director, request a change in assignment.

## **Student Mistreatment Policy**

Loma Linda University School of Medicine seeks to educate ethical and proficient Christian physicians and scholars through instruction, example, and the pursuit of truth. In order to do this, the School of Medicine and its faculty are committed to the following fundamental values: compassion, integrity, excellence, freedom, justice, purity/self-control, and humility. These values may occasionally be formally taught by faculty; but more often they are learned informally by students through observation of models of professional behavior toward students, colleagues, and patients.

Examples of mistreatment include verbal mistreatment,<sup>1</sup> physical mistreatment,<sup>2</sup> discrimination,<sup>3</sup> excessive or unreasonable time demands,<sup>4</sup> sexual harassment,<sup>5</sup> and the use of

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<sup>1</sup>*Verbal or nonverbal mistreatment*—includes:

- Shouting, hostility, profanity, or offensive gestures.
- Repeated or blatant conduct directed toward any person, which is intended to insult or stigmatize that person.

<sup>2</sup>*Physical mistreatment*—includes:

- Physical punishment, such as hitting, slapping, pushing, or kicking.
- The threat of physical punishment.
- Intentionally or negligently placing another at risk of physical harm.

grading or other forms of assessment in a punitive manner. Such behavior by faculty or staff, or other behavior that is inimical to the development of mutual respect, is unacceptable.

In the history of medical education, teachers have, at times, sought to motivate students by publicly degrading or humiliating those whom they judge are inadequately prepared or behaving inappropriately. This practice is not acceptable at Loma Linda University. While teachers do have the responsibility to motivate and correct students, when correction of an individual is needed, this is usually best done in private, but always in a way that shows respect for him/her as a person.

An important part of the teaching of mutual respect among professionals is the perception of students as they observe faculty in their interactions with each other. Therefore, faculty should avoid inappropriate behavior or mistreatment of other professionals and staff. This includes the avoidance of derogatory remarks about or attitudes toward individual colleagues, services, or departments.

Students also learn professional behavior and demeanor by observing their teachers as they interact with patients. Such professional interactions should always be courteous and respectful. Respect for individuals includes, but is not limited to, such things as punctuality, thoughtfulness, mindfulness of personal space, as well as manner and mode of address, appropriately modest draping of patients, tone and content of verbal interchanges, and body language. In addition, discussion of patients out of their hearing should continue to show the same degree of respect and should not include contemptuous, derogatory, judgmental, or demeaning remarks.

If a medical student expresses an unwillingness to participate in an aspect of training or patient care as a matter of conscience, that stance should be explored in a nonjudgmental manner to ensure that the teacher and student fully understand the issue. The student's position on matters of conscience should be honored without academic or personal penalty, as long as it does not interfere with the welfare of the patient and the overall educational goals of Loma Linda University School of Medicine.

Any student who feels that he/she may have experienced or observed mistreatment or unprofessional behavior by residents, faculty, staff, or students in violation of these standards of behavior is encouraged to report his or her concerns to one of the individuals below. Reports of unprofessional treatment should be made to the School of Medicine administration. Reports of sexual harassment or any violation of the University's Title IX policy (see this policy in Section

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<sup>3</sup>*Discrimination*—includes:

- Disparate treatment based on gender, gender identity, age, ethnicity, race, disability, or sexual orientation that stigmatizes or degrades that person.

<sup>4</sup>Unreasonable time demands—includes:

- Requiring a student to perform personal services, such as shopping or babysitting.
- Requiring a student to perform menial tasks with the intent to humiliate the student.

<sup>5</sup>*Sexual harassment*—see “Policy Prohibiting Sexual Misconduct and Discrimination on the Basis of Sex (Title IX)” in the University Policy section of the *Student Handbook*, which is available online. If the mistreatment involves sexual harassment, the procedures of this policy must be followed.

V of this Student Handbook) should be made to one of the administrators listed below or directly to the LLU Title IX coordinator. Within the School of Medicine, mistreatment can be reported to the following administrators: the senior associate dean for medical student education; the associate dean for clinical education; the associate dean for student affairs; the associate dean for curriculum evaluation and learner assessment; the associate dean of physician formation and wholeness; the assistant dean for basic science education; the associate dean for basic sciences and translational research or the assistant dean, graduate student affairs. The Title IX coordinator may be contacted by calling Employee Relations at 909-651-4001 or directly at 909-651-4638.

### **Procedures**

Students who believe they have been mistreated have the right, and are encouraged, to initiate one or more of the following procedural options. If, however, the mistreatment involves sexual harassment, the procedure of the sexual harassment policy must be followed. Loma Linda University will ensure that this process occurs fairly and shall be free of retaliation.

Students who believe that they have been mistreated should report such conduct to one of the school deans listed above, the University Vice President for Student Experience or the University Provost. Students may meet directly with the individual involved in the mistreatment and come to a mutually agreeable resolution. Students may choose to take someone with them, such as a faculty member, department chair, unit manager, clinical instructor, chief resident, or other individual. If the student is uncomfortable meeting with the individual involved, he/she is encouraged to follow the procedure below. Students are reminded that reporting inappropriate behavior is a personal and professional responsibility.

The procedure includes the following:

1. Report the incident(s), to one of the school deans listed above, or to the office of the University's vice president for student experience or to the University provost. A systematic method of reporting allows patterns of behavior to be considered in determining the course of action.
2. It is the responsibility of the dean to investigate, document, and coordinate immediate and appropriate corrective measures/protective actions that are reasonably calculated to end mistreatment, eliminate the hostile environment, and prevent reoccurrence.
3. In determining the actions to be taken, consideration will be given to frequency and/or severity of the conduct; as well as the position held by the accused. A primary objective will be to protect the student from adverse consequences for having reported the incident.

### **Confidentiality**

The University shall protect the privacy of individuals involved in a report of mistreatment to the extent possible. Some level of disclosure may be necessary to ensure a complete and fair resolution. Disclosure may be made only on a need-to-know basis. In

keeping with ideals of professionalism and courtesy, the student is advised to refrain from discussing the complaint with individuals not directly involved.

### **Retaliation Prohibited**

All reasonable action will be taken to assure no retaliation against the student, witnesses, or anyone cooperating with the investigation.

## **Disability Policy**

Federal and state law and Loma Linda University policy require the School of Medicine to provide students who have disabilities, and who are able to meet the technical standards of the School of Medicine, reasonable accommodation in its academic programs. Learning disabilities are included under this policy. It is the responsibility of a student with a disability to request an accommodation in writing and to provide adequate documentation of the nature and extent of the disability to the school before an accommodation can be granted. Further information regarding documentation and accommodations is found in the LLU Disability Accommodation Policy in Section V of the *LLU Student Handbook*. Students who plan to request an accommodation for a learning-related disability and/or ADHD should request a copy of the School of Medicine's "Guidelines for Assessment" of the disability from the Office of the Associate Dean for Student Affairs. Requests must meet these documentation requirements in order to receive approval.

## **Academic Policies**

Cognitive and noncognitive academic performance (including personal suitability to assume the responsibilities of the medical profession) are monitored by the Competency Committee and the Academic Review Committee of the School of Medicine.

What follows includes some of the academic policies of the school. Note, as previously stated above, additional policies and procedures for which students are accountable are posted in the medical Student Education Canvas course

### **ACADEMIC VARIANCE**

Upon being registered as a medical student, variation from the regular academic program for any reason (i.e., independent study, leave of absence, year off for combined degree program, research degree, etc.) must be approved by the Office of Medical Student Education. Until approval is confirmed, the variance will not be recognized.

### **POLICY FOR MISSED EXAMINATIONS**

**Freshman and sophomore students** who miss an in-house examination because of an excused absence must arrange with the course director to make up the missed examination. The course director(s), at their discretion, may opt to have the student take an examination that is different in format, content, or length from the examination that was administered to the class. The makeup examination will be given within two weeks of the missed examination at a date and

time scheduled by the course director. In addition, course directors may require other remediation at their discretion.

### **Conditions to Be Met for An Excused Absence from Examinations, Quizzes, and Active-Learning Sessions**

In order to have an excused absence, the student must get a written excuse from the Office of Medical Student Education prior to the administration of the test, quiz, TBL, or other active-learning session in question. Students missing examinations, quizzes, and active-learning sessions for health reasons must provide written documentation of their illness from Student Health Service or another examining physician. Students who become significantly ill during the course of an examination should notify the proctor, seek medical evaluation and notify the Office of Medical Education. The examination will be voided, and they will be required to take a make-up examination as described above. Whether or not this documentation is an adequate excuse for missing an activity will be left to the discretion of the Office of Medical Student Education. Under no circumstances are students allowed to take quizzes TBLs, or examinations early. In general, non-medical requests to miss a test, quiz, TBL, or other active-learning session will not be granted.

In the event of a bona fide emergency where prior approval is not feasible, the Office of the Senior Associate Dean for Medical Student Education at 909-558-4255 must be contacted as soon as possible. Failure to do so will result in an unexcused absence.

Students who miss quizzes, TBLs, or examinations without prior approval from the Office of the Senior Associate Dean for Medical Student Education have an unexcused absence. As a result, the student will receive a zero for the missed quiz, TBL activity, or examination(s). In the case of an examination, this could result in a student having to repeat the course(s) during the next academic year. In the case of quizzes and TBLs that have a quantitative grade, this will result in a zero for that quiz or TBL activity.

### **INTERRUPTION IN ACADEMIC PROGRAM/LEAVES OF ABSENCE**

Students who have matriculated (attended freshman orientation and registered) are expected to complete the first two years of medical education without interruption. Students who fail to pass the first year or interrupt the first year of study for reasons other than lack of professionalism, personal misconduct, or other noncognitive academic issues will ordinarily be allowed one opportunity to repeat the year. Students may be required to delay the repeat year at the discretion of the Academic Review Committee.

Students who experience academic or personal difficulty that necessitates they repeat an academic year will be expected to fulfill remediation requirements as specified by the Academic Review Committee before they are granted permission to begin the repeat year. These may include spending time with a counselor as well as undergoing educational assessment to identify possible learning strengths and weaknesses that can be addressed to help the student be successful. Students who take a leave of absence and/or repeat a year for health reasons may be required to submit a letter from their physician indicating they are ready to return to school.

Students who are not able to pass the first two years within three years and/or who are not able to pass the third and fourth years within three years, or who are unable to complete

medical school in its entirety within six years will not be allowed to remain in school, except in unusual circumstances when the Academic Review Committee and/or Executive Committee determine that an exception is in order.

Students are expected to complete Step 1 within three attempts and within one academic year from the completion of the Year 2 curriculum. Students are required to pass Step 2 within three attempts and within the time limits specified above. Students who fail to meet these standards will be dismissed.

## **Grading Policy**

Course/clerkship directors assign grades at the end of each course/clerkship. Grades reflect the success or failure of the student in meeting the objectives of the course/clerkship in terms of knowledge, skills, behaviors and/or expected competency domain outcomes.

The University transcript records grades for completed courses/clerkships as Satisfactory (S) or Unsatisfactory (U). For the purposes of determining eligibility for promotion, the School of Medicine utilizes grades of Pass (P), Marginal Pass (MP), Unsatisfactory (U), or In Progress (IP). Course/clerkship directors assign a grade of Satisfactory (S) or Pass (P) when a student's performance clearly exceeds the requirements of the course/clerkship. A grade of Marginal Pass is assigned when the course/clerkship director judges that student performance meets but does not exceed the minimal requirements of the course. A grade of Unsatisfactory is assigned when a student's performance fails to meet the minimal requirements for the course/clerkship. A grade of IP is used to identify students having unfinished course/clerkship requirements. Subjective narrative descriptions of student performance are submitted to the Office of the Senior Associate Dean for Medical Student Education for use by the competency committee in assessing a student's growth in the competency domains. These descriptions may be used in the medical student performance evaluation (MSPE/Dean's Letter).

### **Grievance Procedure to Contest Grades**

If a student disagrees with a grade of (Marginal Pass or Unsatisfactory), he/she should first contact the course/clerkship director within two weeks after grades are released. If there is no satisfactory resolution, the student should contact the Associate Dean for Basic Science Education for the preclinical (first- and second-year) grades, or the appropriate department chair for third- and fourth-year grades. If the course/clerkship director and the department chair cannot resolve the issue, the student should then contact the Office of the Senior Associate Dean for Medical Student Education. When deemed appropriate by the senior associate dean, the student may then appeal to an ad hoc appeals committee convened by the Office of the Dean.

### **Student Performance for Academic Promotion or Retention**

Promotion from year to year is contingent upon satisfactory academic performance. Cognitive and noncognitive (including personal suitability to assume the responsibilities of the medical profession) academic progress are monitored by the Academic Review Committee and the Competency Committee of the School of Medicine. The committee evaluates cumulative

academic performance, not just performance in current or most recent coursework. Students must pass each course/clerkship to demonstrate overall satisfactory performance.

The Academic Review Committee will consider overall student performance to be unsatisfactory when the student:

- Receives a grade of Unsatisfactory in any course/clerkship.
- Receives multiple grades of In Progress resulting from unsatisfactory performance in clinical responsibilities, noncognitive academic performance, or cognitive academic performance.
- Receives some combination of grades of Marginal Satisfactory, In Progress, or Unsatisfactory.
- Fails to meet school-determined minimum performance requirements on national board examinations, United States medical licensing examinations, or other externally standardized examinations.
- Demonstrates a lack of professionalism and/or is identified as having unacceptable noncognitive academic problems.
- Fails to make sufficient progress in remediating competency areas in which they are identified as being behind their peers in development.

### **ACADEMIC PROBATION**

A student whose overall performance is judged to be unsatisfactory by the Academic Review Committee is placed on academic probation.

While the Academic Review Committee has the prerogative to determine the duration of academic probation on a case-by-case basis, the customary duration of probation lasts for the entire subsequent academic year.

By placing a student on academic probation, the school is giving the student formal notice that any additional grades of In Progress, Marginal Pass, or Unsatisfactory during the term of probation could result in the student's dismissal from school. In addition, expanded and more specific terms of probation may be stipulated for individual students, as judged necessary by the Academic Review Committee.

Students on academic probation are not permitted to run for or hold elected or appointed class, school, or University leadership positions during the period of probation. Students who have received either an In-Progress, Marginal Pass or Unsatisfactory grade, or who experience a delay in their expected academic progress, are prohibited from holding office until successful demonstration of competency in the Medical Knowledge (or other relevant) domains as evidenced by successful completion of all courses for a minimum of six months following the index event.

### **Service Learning Requirement**

Students must be involved in community engagement as part of their medical education.

Service Learning is incorporated into the Christian Physician Formation (MCPF 510) course. In addition, students are encouraged to volunteer through Healthy Neighborhoods, SIMS mission trips and many other community activities.

## PROMOTION AND REMEDIATION POLICIES

### Freshman and Sophomore Year Promotion Policies

To receive a grade of Satisfactory in a preclinical course, student performance must exceed the minimum course requirements. Specifically, students must:

- Exceed a minimum cumulative score (to be defined by the course director in conjunction with the Curriculum Committee of the School of Medicine) on faculty-generated examinations, quizzes, required activities and lab practical examinations.
- Satisfactorily participate in and complete all required laboratory and patient inquiry (PIQ) activities, as well as all small-group assignments.
- Satisfactorily demonstrate required preparation for in-class and small group activities at a level determined by the course director.
- Demonstrate acceptable noncognitive behavior, including appropriate responsiveness to feedback.
- Complete any other specific requirements as deemed necessary by the course director.

A grade of In Progress is assigned when a student:

- Achieves a score of less than satisfactory on faculty-generated examinations, quizzes and required activities, but is judged by the course director to be able to remediate this coursework within a period of two to six weeks prior to the start of the next academic year, *AND* the Academic Review Committee, upon reviewing the student's overall progress, permits the remediation. *OR*
- Has unfinished course requirements that the course director will allow the student to finish at a later specified time.

A grade of Marginal Pass is assigned when a course director judges that student performance has met but not exceeded minimum course requirements. The Marginal Pass grade is utilized for determining eligibility for promotion by the Academic Review Committee. It is recorded as a Satisfactory grade on the student transcript.

A grade of Unsatisfactory is assigned when student performance has not met the minimum requirements for overall performance as defined by the course director. An Unsatisfactory grade will be assigned if a student:

- Fails to attain a satisfactory score as determined by the course director on faculty-generated examinations, quizzes and required activities, and is judged by the course director to be unable to remediate this coursework within a period of two to five weeks or is not permitted by the Academic Review Committee to remediate the course. *OR*
- fails to attain a satisfactory score as determined by the course director after remediation of the required coursework. *OR*
- is unable to remediate any required coursework, faculty-generated examinations or quizzes by the start of the next academic year. *OR*
- demonstrates unsatisfactory noncognitive behavior. *OR*
- fails to participate in or complete any other assignments and requirements that the course director will not allow the student to finish at a later time.



Freshman students must satisfactorily meet Year 1 milestones and knowledge competencies in order to be promoted to the sophomore year.

All students must take an NBME Examination upon completion of the freshman year curriculum. This examination will consist of items covering content from the courses taught during the freshman year and will be administered at the end of the freshman year. Students who do not achieve a pre-determined passing score will be required to repeat this examination prior to beginning the sophomore year. Performance on this examination will be reviewed as part of each student's overall progress by the Competency and Academic Review Committees of the School of Medicine.

Sophomore students must satisfactorily meet Year 1-2 milestones and knowledge competencies in order to be promoted to the junior year.

All students must take the NBME Comprehensive Basic Science Examination upon completion of the sophomore year curriculum as a formative exam. This examination consists of items from the core basic science disciplines and will be administered at the end of the sophomore year. Students who fail to achieve a score equivalent to passing USMLE Step 1 will be offered the examination one additional time. Students who do not achieve a score equivalent to passing USMLE Step 1 after two attempts must meet with the Dean's Office and create an individualized learning plan for board preparation.

### **Remediation Policies for the Freshman and Sophomore Years**

Additional remediation policies are found in the Medical Student Education course on Canvas.

### **Junior Year Promotion Policies**

Promotion from year to year is contingent upon satisfactory academic performance. The cognitive and noncognitive (including personal suitability to assume the responsibilities of the medical profession) academic progress of each student is monitored by the Academic Review Committee. The committee evaluates the student's cumulative academic performance, not just performance in current or most recent coursework. The student must pass each course/clerkship to demonstrate overall satisfactory performance.

Clerkship grades are a combination of clinical and cognitive performance. Grades used by the Academic Review Committee for determining academic promotion and retention in the clinical years are reported as Satisfactory (Pass), Marginal Pass, In Progress, and Unsatisfactory. Students may not enroll in the core clinical disciplines (medicine, surgery, obstetrics-gynecology, pediatrics, neurology-psychiatry, family medicine) until they have attended the Transition to Clinical Medicine week and completed all junior orientation requirements.

To receive a grade of Satisfactory in a clinical course, the student's performance must exceed all course requirements. The student must:

- Pass the NBME subject examination, when offered, at a level determined by the School of Medicine on the first attempt.
- Cumulatively pass faculty-generated written examinations on the first attempt.
- Receive a full pass on all clinical evaluations.
- Satisfactorily complete any required skills/patient logs.

- Satisfactorily complete OSCE and/or simulation requirements.
- Demonstrate acceptable noncognitive behavior.
- Participate in and complete any other specific requirements as deemed necessary by the clerkship director.

A grade of In Progress will be assigned when the student:

- Fails an NBME subject examination on the first attempt. *OR*
- Cumulatively fails departmental faculty-generated examinations on the first attempt. *OR*
- Demonstrates substandard clinical performance that the clerkship director judges could be improved if the student spent more time (but less than the full rotation) on the clinical service. *OR*
- Demonstrates some deficiency/ies in noncognitive academic performance that the clerkship director judges could be improved if the student spent more time (but less than the full rotation) on the clinical service. *OR*
- Fails an OSCE/standardized patient examination and/or simulation examination; *OR*
- Has unfinished course requirements that the clerkship director judges will allow the student to complete at a later specified time.

A grade of Marginal Pass is assigned if the course director judges that the student's performance has met, but not exceeded, minimum course requirements. Students who require two attempts to pass an NBME subject examination should expect to receive a Marginal Pass grade. The Marginal Pass grade is utilized for determining eligibility for promotion by the Academic Review Committee. It is recorded as a Satisfactory grade on the student transcript and Medical Student Performance Evaluation (MSPE).

A grade of Unsatisfactory is assigned if the student:

- Fails both the NBME student examination and cumulatively fails faculty-generated examinations on the first attempt. *OR*
- Demonstrates marginally acceptable clinical performance and fails either the NBME subject examination or any faculty-generated examination on the first attempt. *OR*
- Demonstrates unsatisfactory clinical performance that the clerkship director judges can be remediated only by having the student repeat the entire clinical rotation. *OR*
- Demonstrates unsatisfactory noncognitive academic performance that the clerkship director judges can be remediated only by having the student repeat the entire clinical rotation. *OR*
- Fails a repeat OSCE/standardized patient examination and/or simulation examination; *OR*
- Fails to complete any required skills/patient logs required by the clerkship. *OR*
- Fails to complete any other specific requirements that the clerkship director will not allow the student to finish at a later time. *OR*
- Fails the NBME subject examination or any faculty-generated examination after taking the examination a second time to remove a previous grade of In Progress.

All students must take the NBME Comprehensive Clinical Science Examination (CCSE) prior to taking USMLE Step 2. Students who do not achieve a score equivalent to passing USMLE Sept 2 CK will be given a second opportunity to take this examination. Students who do not achieve a score equivalent to passing USMLE Step 2 CK after two attempts are required to meet with the Dean's Office and develop an individualized learning plan for preparation for USMLE Step 2 CK. Students who are delayed in clerkships must wait until their junior year is completed before taking the CCSE. All students must take and pass the California Consortium for the Assessment of Clinical Competencies examination as a graduation requirement.

### **Junior Year Remediation Policies**

Additional Junior Year Remediation Policies are found under the Courses section of Canvas

### **Senior Year Promotion Policies**

In order to graduate, students must:

- Pass all required senior coursework, including on-campus and off-campus electives.
- Pass USMLE Step 2.
- Perform satisfactorily on the California Consortium for the Assessment of Clinical Competencies examination.
- Satisfactorily complete the Critical Event experience.
- Satisfactorily complete Intern Boot Camp.
- Turn in a completed School of Medicine skills log (Red Book).
- Successfully achieve all educational program outcomes (competencies).

A grade of Satisfactory for senior year coursework is assigned when a student:

- Receives a grade of Satisfactory for clinical performance.
- Receives a cumulative passing score on faculty-generated examinations on the first attempt.
- Passes the NBME subject examination for those clerkships, when offered, at a level determined by the School of Medicine on the first attempt.
- Satisfactorily participates in and completes all other requirements deemed necessary by required clerkship and elective rotations, including completion of required patient logs and submission of all required evaluations.
- Demonstrates acceptable noncognitive behavior.

A grade of In Progress is assigned when a student:

- Cumulatively fails faculty-generated examinations on the first attempt. *OR*
- Fails the NBME subject examination on the first attempt. *OR*
- Demonstrates substandard clinical performance that the clerkship director or elective preceptor judges could be improved by having the student spend additional time on the rotation. *OR*
- Demonstrates some deficiency/ies in noncognitive academic performance or competency development that the clerkship director judges could be improved by having the student spend additional time on the rotation. *OR*

- Has unfinished course requirements that the clerkship director or preceptor judges will allow the student to complete at a later specified time.

A grade of Marginal Pass will be assigned when the course director or preceptor judges that student performance has met, but not exceeded, minimum course requirements. The Marginal Pass grade is utilized for determining eligibility for promotion by the Academic Review Committee. It is recorded as a Satisfactory grade on the student transcript and Medical Student Performance Evaluation (MSPE).

A grade of Unsatisfactory is recorded when a student:

- Demonstrates unsatisfactory clinical performance that the clerkship director or elective preceptor judges can only be remediated by having the student repeat the entire clinical rotation/elective. *OR*
- Demonstrates unsatisfactory noncognitive academic performance that the clerkship director judges can only be remediated by having the student repeat the entire clinical rotation/elective. *OR*
- Has unfinished course requirements that the clerkship director or elective preceptor will not allow the student to finish at a later time. *OR*
- Is not permitted by the Academic Review Committee to remediate course deficiencies after review of their overall academic progress. *OR*
- Fails an NBME subject examination or cumulative course examinations after taking them a second time to remove a previous grade of In Progress.

### **Senior Year Remediation Policies**

Additional Senior Year Remediation Policies are found under the Courses section of Canvas.

## **CONSEQUENCES OF UNSATISFACTORY ACADEMIC PERFORMANCE**

In the case of unsatisfactory academic performance, the Academic Review Committee will recommend that the student:

- Be required to take remedial work. *OR*
- Be placed on academic suspension. *OR*
- Take a leave of absence (frequently accompanied by other recommendations). *OR*
- Continue in school with specified conditions and/or restrictions. *OR*
- Continue in school without restriction. *OR*
- Be dismissed from school.

Unsatisfactory academic performance will result in the student having to repeat coursework as specified in school policies.

### **DISMISSAL FROM SCHOOL**

The Academic Review Committee may make the decision that a student should be dismissed from school on the basis of his/her overall academic performance or on the basis of specific deficiencies. Specific deficiencies in performance that may result in the Academic Review Committee determining that a student be dismissed from school include:

- Receiving grades of less than full pass in more than half of the coursework attempted in any academic year.
- Receiving a grade of less than full pass in any course being repeated.
- Receiving any grade of less than full pass while on academic probation.
- Failure to pass the USMLE Step 1 examination in three attempts and according to the time frame specified in the promotion and remediation policies.
- Failure to satisfactorily complete the Year 1 curriculum within twenty-four months of starting medical school, unless prior approval for additional delay is obtained (in writing) from the Office of the Dean.
- Failure to satisfactorily complete the Year 2 curriculum within thirty-six months of starting medical school, unless prior approval of additional delay is obtained (in writing) from the Office of the Dean.
- Failure to complete required milestones and competencies within the specified timeframe.
- Failure to satisfactorily complete the Year 3 curriculum within twenty-four months of completing the Year 2 curriculum, unless prior approval for additional delay is obtained (in writing) from the Office of the Dean.
- Failure to pass the USMLE Step 2 examination in three attempts and according to the time frame specified in the promotion and remediation policies.
- Failure to complete all requirements for graduation within thirty-six months of completing the Year 2 curriculum and USMLE Step 1, unless prior approval for additional delay is obtained (in writing) from the Office of the Dean.
- A pattern of unacceptable noncognitive academic performance or breaches of professionalism or a single serious incident of unethical or unprofessional conduct.

## **SUSPENSION AND REMOVAL FROM SCHOOL**

In cases of serious misconduct, including breaches of professional behavior, and pending an investigation or determination of formal action, the dean (or designee) may require a student to not attend class, meet clinical appointments, attend campus events, or be present on campus without permission of the dean (or designee).

## **ACADEMIC DUE PROCESS**

In cases where the Academic Review Committee's action may involve formal suspension or dismissal from school, the student will be allowed to make a presentation before the Academic Review Committee before the committee acts to suspend or dismiss the student. The student may be accompanied and represented at the committee by another student from the School of Medicine or by a full-time faculty member from the School of Medicine who is not a voting member of the Academic Review Committee or the Executive Committee. The student will be notified in writing at least five business days prior to the Academic Review Committee meeting in which a decision for formal suspension or dismissal is considered. Following the student's appearance, the committee will consider the case and make a decision, or it may decide to gather additional information and hold a second meeting prior to making a final decision. If the

committee determines that a second meeting would be helpful, the committee may give the student the opportunity to reappear and address further questions.

The Academic Review Committee may, at its discretion, refer matters related to breaches of professionalism or misconduct to the School of Medicine Professionalism Committee for determination and implementation of remedial actions or for recommendations that will be brought back to the Academic Review Committee. The Academic Review Committee may also refer matters related to deficiencies in competency development to the School of Medicine Competency Committee for determination and implementation of remedial actions or for recommendations that will be brought back to the Academic Review Committee.

In situations where there may be questions or disagreements of fact regarding allegations of unprofessionalism or noncognitive academic misconduct, the dean or the dean's designee may appoint a small committee to investigate the facts of the case and report its findings to the Academic Review Committee and/or the Executive Committee.

Students who are being evaluated by the Academic Review Committee for repeating the first-year of medical school may submit a letter to the Academic Review Committee for consideration. Students who are being evaluated by the Academic Review Committee for repeating the second-year of medical school, along with any designated first-year courses that the Academic Review Committee judges would strengthen the student's development of competencies, may submit a letter and appear before the Committee to provide their perspective and answer questions. Students who are being evaluated by the Academic Review Committee for repeating the third or fourth year of medical school may submit a letter and appear before the Committee to provide their perspective and answer questions.

## **APPEAL PROCESS**

If the Academic Review Committee determines that a student be formally suspended or dismissed from school, the student may appeal the decision to the School of Medicine Executive Committee by notifying the dean in writing of his/her desire to appeal. The student's written notice must be received within ten business days of the student's receipt of notification in his/her University email of the decision of the Academic Review Committee to suspend or dismiss him/her from school. The dean (or designee) will then notify the student in writing at least five business days prior to the Executive Committee meeting at which the student's appeal will be considered.

The student will be allowed to make a presentation to the Executive Committee before the Executive Committee acts. The student may be accompanied and represented by another student from the School of Medicine or by a full-time faculty member from the School of Medicine who is not a voting member of the Academic Review Committee or the Executive Committee.

After the Executive Committee makes a determination, the dean will make a final and binding decision. The decision of the dean shall be communicated to the student by the Office of the Dean.

The student will be notified in writing of determinations of the Academic Review Committee and Executive Committee and the final action of the dean.

Neither the school nor the student shall be represented by legal counsel at any stage of these proceedings.

Failure of the student to cooperate in these proceedings may result in immediate termination of the proceedings and imposition of suspension or dismissal from the Loma Linda University School of Medicine.

Students who are required to repeat a year of medical school may appeal to the Executive Committee of the School of Medicine if they believe that due process was not followed. The student must notify the dean in writing of his/her desire to appeal. The student's written notice must be received within ten business days of the student's receipt of notification in his/her University email of the decision of the Academic Review Committee to require repeating a year of medical school. Appeals will be considered if due process was not followed.

## **School of Medicine Student Organizations**

The purpose of the Loma Linda University School of Medicine student organizations is to:

- Create an avenue through which students may seek constructive solutions to problems and enhance their educational experience.
- Develop ways to further the mission of the school and add to the medical school experience by organizing social, spiritual, and service activities.
- Engage students in issues related to medical education and health care through participation in regional and national professional organizations.

At registration into the School of Medicine, students automatically become members of the Loma Linda University School of Medicine Student Association (SMSA).

The SMSA Senate includes the following individuals: president, vice president, pastor, resiliency officer, secretary, treasurer, and community services coordinator of SMSA; president and two elected senators of each of the four classes; the School of Medicine's representative to the Organization of Student Representatives (OSR) of the Association of American Medical Colleges (AAMC); president or designated representative of each School of Medicine student organization, with the exception of the medical specialty interest groups.

Student organizations that operate within the School of Medicine and that are represented on the School of Medicine Senate include the following:

- The American Medical Association-Medical Student Section (AMA-MSS), Loma Linda University chapter.
- The American Medical Student Association (AMSA), Loma Linda University chapter.
- The American Medical Women's Association (AMWA), Loma Linda University chapter.
- American Physician Scientists' Association.
- Armed Services Scholarship Club.
- Association of Women Surgeons, Loma Linda University chapter.
- Christian Medical and Dental Association (CMDA).
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- Global Surgery Student Alliance, Loma Linda University chapter.
- Latinidad.
- Latino Medical Student Association.

- Loma Linda University for a Sustainable Future
- Magic Aid
- The Organization of Student Representatives (OSR) to the Association of American Medical Colleges (AAMC).
- Research Interest Group.
- Running Club.
- Student National Medical Association (SNMA), Loma Linda University chapter.
- SUPER Stroke Club.
- Wilderness Medicine Club.

Other student organizations are based in the School of Medicine but are not required to have representatives at Senate meetings. These service-focused organizations, which involve students from a number of schools within the University, are as follows:

- Healthy Neighborhoods Project.
- Mission Interest Group.

Loma Linda University students are represented by peers at the San Bernardino County Medical Society, the California Medical Association, the American Medical Association, the American Medical Student Association, the Association of American Medical Colleges, and the Student National Medical Association.

Each class holds annual elections for class officers using procedures approved by the Office of the Associate Dean for Student Affairs. Class officers include, but are not limited to, the following: president, vice president, social vice president, pastor, secretary, treasurer, a sports coordinator, D.E.I. officers, and two senators to the School of Medicine Student Association (SMSA). If the class chooses to produce a senior class yearbook, the yearbook editor serves as a class officer from the time he/she is elected and remains a member of the class.

Two students may choose to run together as co-officers (e.g., co-social vice presidents) for a single position. However, only one student may serve in the role of president or treasurer of a class or student organization.

During the freshman year, the first-year class officers meet with the associate dean for student affairs to select a class representative to the Student Affairs Council of the Alumni Association of the School of Medicine. The selected student serves a four-year term provided he/she remains in good and regular academic standing and continues to be a member of the original class. This representative serves as a class officer.

The associate dean for student affairs of the School of Medicine is the official liaison between the Office of the Dean and all School of Medicine student organizations, excluding medical specialty interest groups that are under the direction of the assistant dean for career advisement. Officers of student organizations, including producers of student publications or documents which represent the school, whether online or printed, are expected to work closely with the associate dean for student affairs to ensure that their plans are in harmony with School of Medicine policies. Students are required to receive prior approval from the Office of Student Affairs for activities and events before they are finalized or announced to the class or organization.



Funds belonging to student organizations are held by the Office of the Dean. Students responsible for the use of an organization's funds are expected to work closely with the office of the associate dean for student affairs in making arrangements for purchases for their class or student organization. Students who wish to be reimbursed for personal funds spent for organizational purposes are required to submit original receipts as soon as possible after the purchases are made, but no later than 60 days after the expenditure is made (LLU policy).

Representatives of student publications or student organizations are not allowed to make financial agreements or contracts on behalf of an organization or publication without prior written authorization from the Office of the Associate Dean for Student Affairs.

Activities of student organizations that involve off-campus travel or that involve off-campus (non-faculty) speakers or entertainment must be preapproved by the Office of the Associate Dean for Student Affairs before the event is advertised. The start time for off-campus events that are sponsored by student organizations should be scheduled and announced to begin at the off-campus location and not involve organized carpooling.

Any organizations that identify themselves with the School of Medicine or Loma Linda University must be approved by the Office of the Dean. Students who wish to start a new organization should contact the associate dean for student affairs.

### **Meetings or Other Activities Planned by Students**

Students or student organizations planning on-campus activities where food or refreshments are to be served must make prior arrangements with the Office of the Associate Dean for Student Affairs for food orders.

### **Policy for Selling or Distributing Materials**

Students or student organizations must not advertise or sell goods or services or promote business opportunities on University property or via the University's computer network without the permission of the Office of the Associate Dean for Student Affairs. This includes the selling of textbooks and educational materials other than what a student owned for his/her personal use. Students who wish to sell personal property may advertise in the *Trading Post* or submit a small announcement to the Office of the Dean for posting in the student lounge.

Loma Linda University Health has guidelines governing the design of any materials representing any aspect of the organization, whether or not they include the LLU logo. These guidelines may be found at <https://llu.edu/gig>. Assistance in complying with these standards is available from the dean's office Communications Specialist, Hillary Angel ([hangel@llu.edu](mailto:hangel@llu.edu)). Organizations or individual students who wish to sell or distribute articles (such as T-shirts, pens, etc.) that are identifiable with the School of Medicine or University must have the designs approved by the Office of the Associate Dean for Student Affairs in consultation with the School of Medicine graphic design committee representative prior to ordering or distribution. Authorization for students to charge such articles on student accounts must be made through the Office of the Associate Dean for Student Affairs.

The sale of goods or services on the property of the Loma Linda University Medical Center or any of its affiliated hospitals—including Children’s Hospital, East Campus Hospital, Surgical Hospital, Behavioral Medicine Center—is not permitted without permission of Medical Center and/or LLUH administration.

### **Student Leadership Qualifications for Class Office, Club Organization and Committee Membership**

School of Medicine students seeking elected office in school or University student organizations (including but not limited to class office, student association office, OSR, AMA, SNMA, AMSA, CMDA, AMWA), or those seeking appointed positions to School of Medicine committees, **must be in good and regular standing within the school**. Students on academic probation, students who have any below-passing grades, or students who are subject to disciplinary action are not eligible to hold office or serve on committees.

Once elected or appointed, students must remain in good and regular standing within the School of Medicine for the duration of their term of office. Students who have received either an In-Progress, Marginal Satisfactory or Unsatisfactory grade, or who experience a delay in their expected academic progress, or who are placed on academic probation by the Academic Review Committee, are prohibited from holding office until successful demonstration of competency in the Medical Knowledge (or other relevant) domains as evidenced by successful completion of all courses for a minimum of six months following the index event.

In the event of academic or nonacademic difficulty requiring discontinuation from office, the student shall have the opportunity to resign his/her position before steps are taken by administration to replace him/her. The student administering elections for a student organization is expected to **review nominees for elected or appointed offices with the associate dean for student affairs before final voting or selection takes place to ensure that students are eligible for holding an office**.

### **School of Medicine Policy Revisions**

School of Medicine policies may be updated, revised, or added to as deemed necessary. Revisions to policies provided to students in writing (including those posted on an LLU or LLUSM website and operational policies distributed at orientation and posted on Canvas) are equally binding as the policies in this handbook.

In the event of a conflict between School of Medicine policies and Loma Linda University policies, the School of Medicine policies shall prevail.