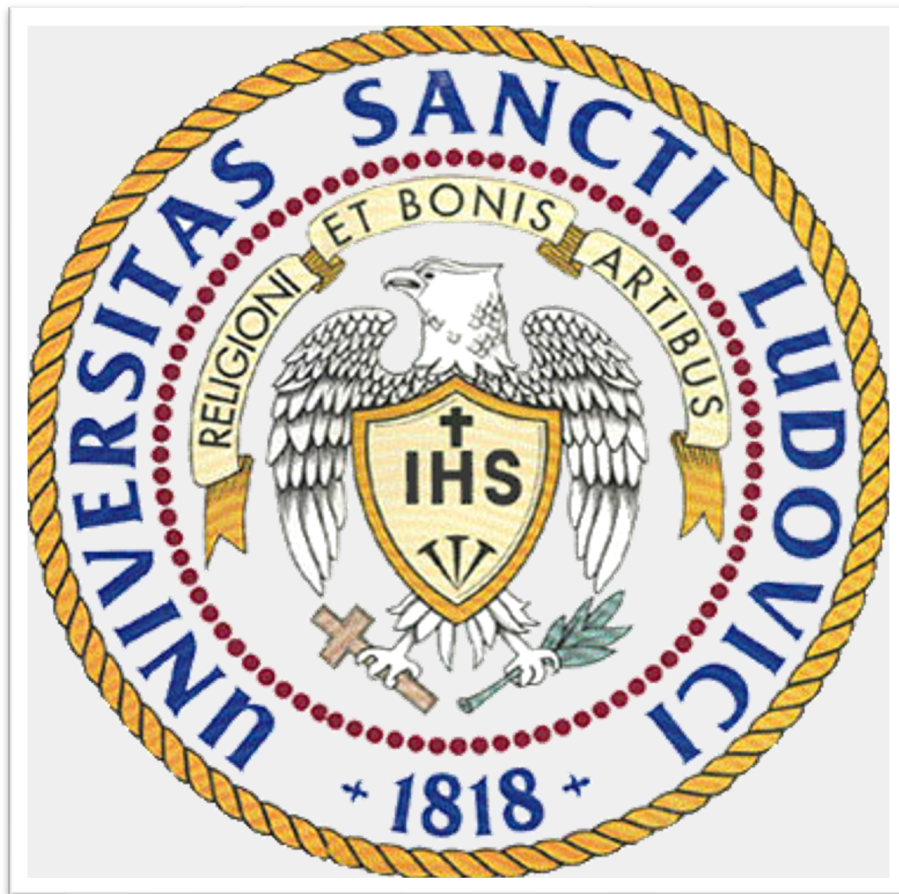


Saint Louis University School of Medicine



**2025-2026
Student Handbook**

MISSION AND VALUES.....	4
SCHOOL ORGANIZATION/CONSTITUTION	5
UNDERGRADUATE MEDICAL EDUCATION	7
CONTACT INFORMATION @ SLU SOM.....	8
OFFICE OF CURRICULAR AFFAIRS	13
THE DEANS AND THE CURRICULUM COMMITTEES	13
EDUCATIONAL PROGRAM OBJECTIVES.....	13
ASSESSMENT	15
GRADING (SEE SOM GRADING POLICY):	16
GRADE APPEALS	21
DUTY HOURS SCHEDULING (SEE SCHOOL OF MEDICINE DUTY HOURS POLICY)	25
OFFICE OF STUDENT AFFAIRS	27
ACADEMIC RECORDS	27
ACADEMIC PROGRESS (SEE SCHOOL OF MEDICINE SATISFACTORY ACADEMIC PROGRESS)	29
ACADEMIC COUNSELING	33
LEARNING SPECIALIST RESOURCES.....	33
ACADEMIC PROBATION (SEE SCHOOL OF MEDICINE ACADEMIC PROBATION POLICY)	40
A STUDENT MAY CHOOSE TO WITHDRAW FROM THE SLU SOM MEDICAL DEGREE PROGRAM BY REQUESTING WITHDRAWAL IN WRITING TO THE DEAN OR HIS/HER AGENT, EXCEPT IN THE CASE WHERE A STUDENT HAS BEEN REVIEWED AND VOTED TO DISMISS BY THE STUDENT PROGRESS COMMITTEE (SPC), AT WHICH TIME A STUDENT MAY NO LONGER WITHDRAW (SEE THE AAMC GROUP ON STUDENT AFFAIRS HANDBOOK PERTAINING TO WITHDRAWALS).	46
DISMISSAL & APPEALS (SEE SCHOOL OF MEDICINE DISMISSAL AND APPEAL POLICY)	47
GRADUATION REQUIREMENTS.....	49
PROFESSIONAL PROGRESS	50
CODE OF CONDUCT (SEE MEDICAL STUDENT CODE OF ETHICAL CONDUCT).....	50
PROFESSIONALISM PROBATION (SEE SCHOOL OF MEDICINE PROFESSIONALISM PROBATION POLICY).....	53
PROFESSIONAL ETIQUETTE.....	61
EXAM CONDUCT (SEE SCHOOL OF MEDICINE EXAM CONDUCT POLICY)	63
ABSENCES (SEE SCHOOL OF MEDICINE PRE-CLINICAL ABSENCE POLICY & SCHOOL OF MEDICINE CLINICAL ABSENCE POLICY - M3 AND M4)	67
PRE-CLINICAL ABSENCES (PHASE 1)	67
CLINICAL ABSENCE POLICY (PHASE 2 & 3)	74
RELIGIOUS ACCOMMODATIONS	79
SOCIAL MEDIA GUIDELINES	80
DRESS CODE GUIDELINES.....	81
VACCINATION & EXEMPTION GUIDELINES.....	82
MARIJUANA USE GUIDELINES.....	82
INCLEMENT WEATHER POLICY.....	83
STUDENT LIFE	85
LEAVES OF ABSENCE (LOA) (SEE SCHOOL OF MEDICINE STUDENT LEAVE OF ABSENCE POLICY)	85
PARENTAL LEAVE POLICY.....	86
RESEARCH AT SLUSOM	86
CAREER ADVISING.....	89
MEDICAL STUDENT GOVERNMENT.....	91
STUDENT ORGANIZATIONS	92
ALPHA OMEGA ALPHA	92
GOLD HUMANISM HONOR SOCIETY	92
PHOTOGRAPHY AND AUDIO AND VIDEO RECORDING OPT-OUT POLICY	93
STUDENT LOUNGES/WEELLBEING SPACES	94
OFFICE OF PROFESSIONAL OVERSIGHT	95

MISTREATMENT	95
LEARNING ENVIRONMENT GRIEVANCE PROCESS	97
OFFICE OF IGNATIAN MISSION IN MEDICINE	98
FINANCIAL SERVICES	100
TUITION REFUND POLICY	100
HEALTH INSURANCE /STUDENT HEALTH/EMPLOYEE HEALTH.....	101
HEALTH INSURANCE	101
DISABILITY INSURANCE	101
HEALTHCARE SERVICES	101
MENTAL HEALTH RESOURCES	101
PEER REPORTING	102
BLOODBORNE PATHOGENS/ENVIRONMENTAL EXPOSURE/NEEDLESTICK POLICY	103
STUDENT SAFETY	105
SECURITY, PARKING AND TRANSPORTATION	105
ANTI-DISCRIMINATION POLICY	105
UNIVERSITY WIDE POLICY LINKS	106

MISSION AND VALUES

The mission of the Saint Louis University School of Medicine is the pursuit of excellence in education, research, clinical care, and community engagement through professional development, collaboration, and social justice. Grounded in an understanding of the scientific method and an appreciation for personal commitment and service to others, these diverse educational experiences prepare individuals for careers and leadership roles in medicine and the medical sciences.

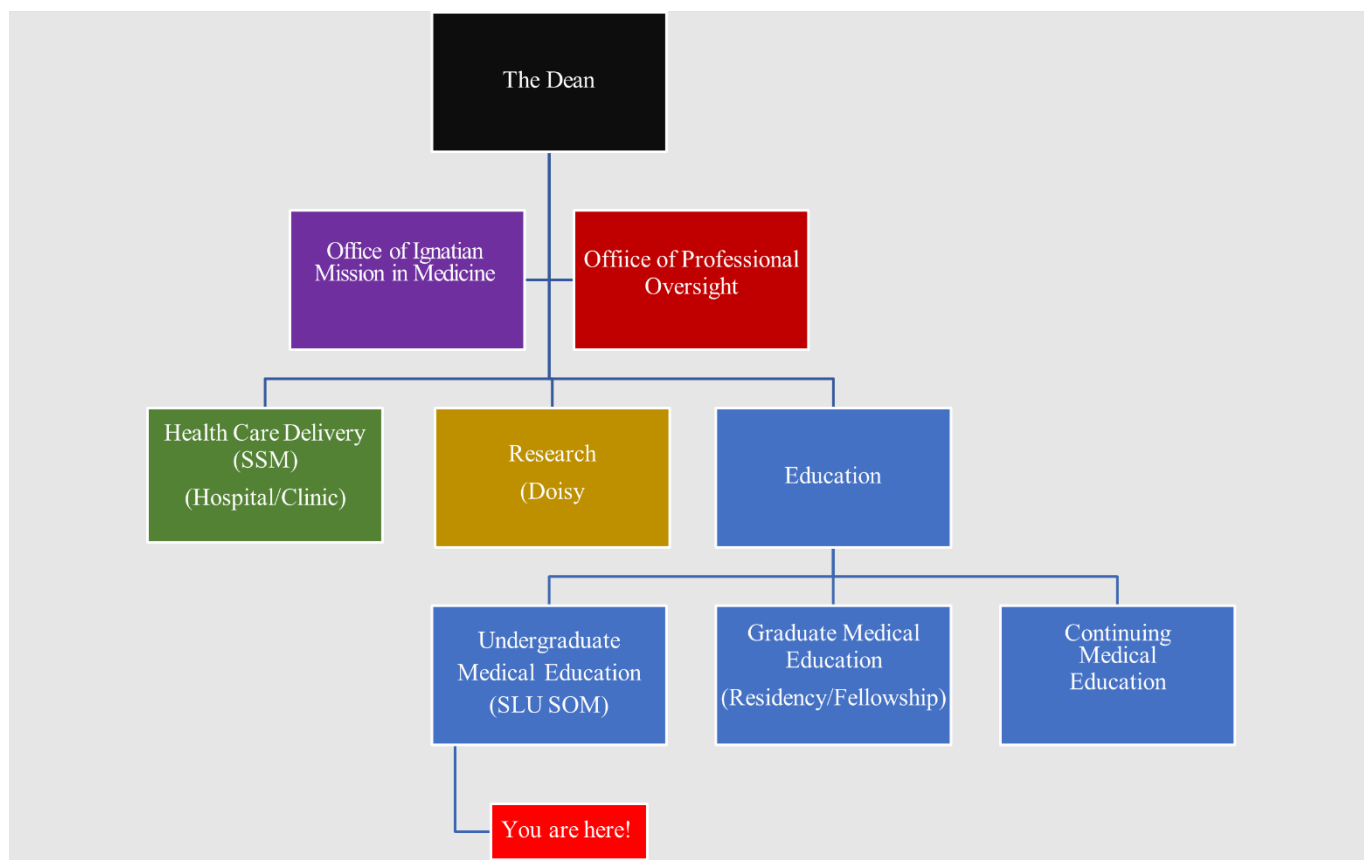
In pursuit of its mission, the Saint Louis University School of Medicine seeks to impart to its students the following values:

- Cura Personalis – “Care for the whole person”, rooted in the Ignatian principle that God created us to do good in the world, embracing the humanity in all
- Scholarship – Delivering transformative education and creating new knowledge
- Discovery – Research, scientific inquiry, and the application of that knowledge
- Equity – Striving for justice, fairness, and diversity in our education, research and service to the community
- Collaboration – Partnership across Saint Louis University, SSM Health and the wider community

SCHOOL ORGANIZATION/CONSTITUTION

The organizational structure of an academic medical center is complex. Traditionally, the academic medical center served as the intersection of three major missions associated with the medical profession:

- Exceptional Health Care Delivery - The delivery of exceptional clinical health care, characterized not only by the implementation of the latest and greatest treatment options, but also delivered in the context of a nurturing and attentive patient-centric environment.
- Research - The advancement of medical science, characterized by state-of-the-art research facilities that are addressing some of the most critical questions to better human health.
- Education - The rigorous and extensive training and development of the next generation of physicians who will perpetuate the noble practice of medicine into the future. There are three levels of the educational enterprise at SLU:
 - Undergraduate Medical Education (UME) – Just as you were referred to as an “under”graduate before you graduated from your university, medical students undergo undergraduate medical education until they graduate and obtain their M.D. degree. As a medical student, you will initially train in the familiar learning environment of the classroom, but with time you will be introduced to a newer learning environment which includes the hospitals/clinics of our affiliate institutions. The national accrediting body that assures the quality of undergraduate medical education is called the [Liaison Committee on Medical Education \(the LCME\)](#), a group supported by the [Association of American Medical Colleges \(the AAMC\)](#) and the [American Medical Association \(the AMA\)](#)
 - Graduate Medical Education (GME) – After students graduate with an M.D. degree, they begin the next phase of their graduate medical education that is purely in the clinical environments of both hospital and outpatient clinics. Now referred to as resident physicians, learners at this level specialize their training to a specific branch of medicine. The national accrediting body that assures the quality of graduate medical education is called the [Accreditation Council for Graduate Medical Education \(the ACGME\)](#).
 - Continuing Medical Education (CME) – Once a resident/fellow graduates from their specialty/sub-specialty and gains board certification in that specialty/sub-specialty, the boards that grant board certification, and the states that grant licensure to practice that specialty/sub-specialty require physicians to maintain and refresh their clinical knowledge through various proscribed educational activities. “Grand Rounds” or Specialty Conferences are frequent sources of CME credits.



Modern Academic Medical Center Organizational Structure. The distinct functions of the academic medical center are physically manifested into the buildings designed to maximize that goal: hospitals/clinics for the delivery of health care, research buildings for laboratories and “bench” science, and schools with auditoriums, simulation labs, and clinical skills centers for the instruction of the next generation of physicians.

In this complex endeavor, one leader, the Vice President for Medical Affairs and Dean of the School of Medicine has both the authority and the responsibility to keep these three very different cross-pollinating goals moving in the same direction to maximize the impact for the society in which it serves. The dean cannot accomplish this complex adventure on her own.

They need a team of fellow senior associate, associate, and assistant deans that have expertise in each facet of the medical center to collaborate with the whole mission. Eventually, students will encounter others at SLU who are focused and engaged in both health care delivery and research, both of which have their own corresponding organization and oversight. At this point, it is important for you to understand your entry into this complex institution – the educational arm of the academic medical center, specifically geared towards Undergraduate Medical Education.

UNDERGRADUATE MEDICAL EDUCATION

The transition from “student” to “medical student”

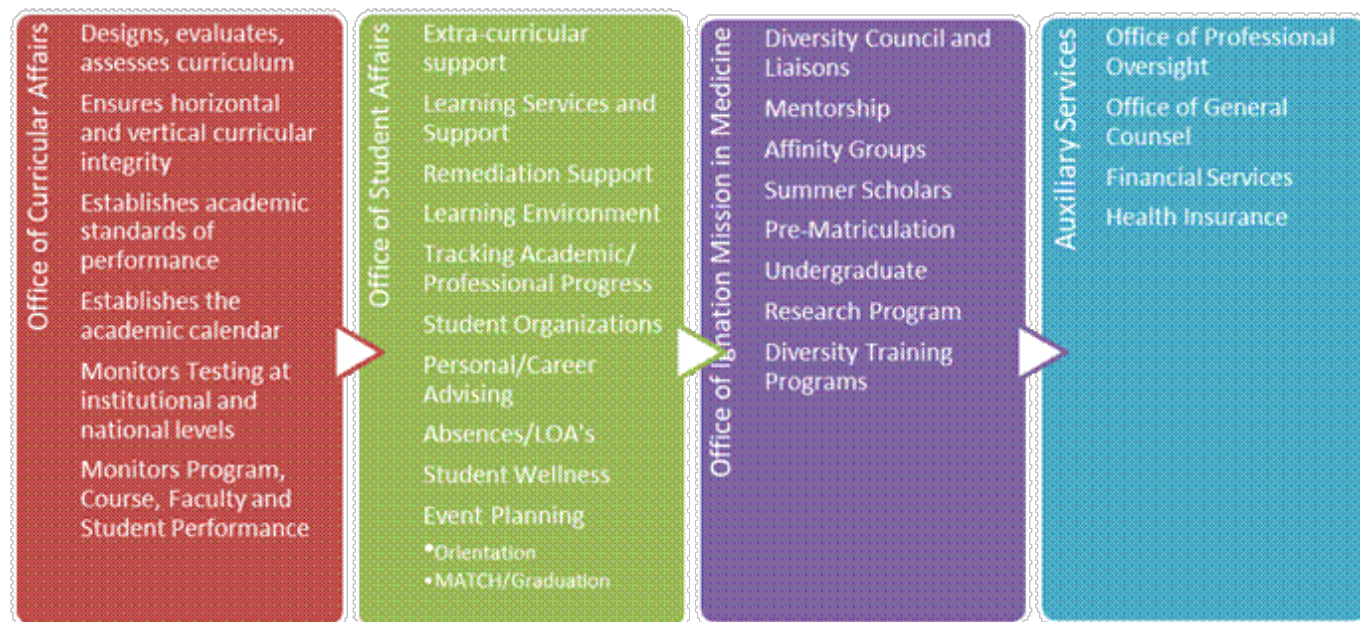
Welcome to medical school! In the coming months after the excitement of orientation fades, you will begin to notice a real change within yourself. You are no longer simply a high school or college “student”; you are a “medical student”, which means that although you are still learning, **you have entered a profession**. A profession that has its own:

- Academic Standards
- Professional Behavior/Ethical Standards

The adult “student” must actively embrace the academic and professional standards of being a “medical student” because these standards are preparing you to be successful in clinical practice. In the near future (at the end of your undergraduate medical education), the adult “medical student” must embrace the responsibility of their own specialty and career trajectory as a “resident physician”, so that they can engage and grow in Graduate Medical Education.

Medicine is not a field where you can sit on the sidelines. You must be proactive and take responsibility for your education. As a medical student at Saint Louis University School of Medicine, it is critical for you to understand that “owning” your education will be a key future of both your academic and professional success and become the foundation for success as a lifelong learner.

There are many deans, faculty, and staff who are available to help you with this exciting transition. Do not hesitate to ask for assistance.



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OFFICE OF ADMISSIONS

Technical Standards for Admissions, Retention, and Graduation

Academically successful students considered for matriculation are expected to possess and retain:

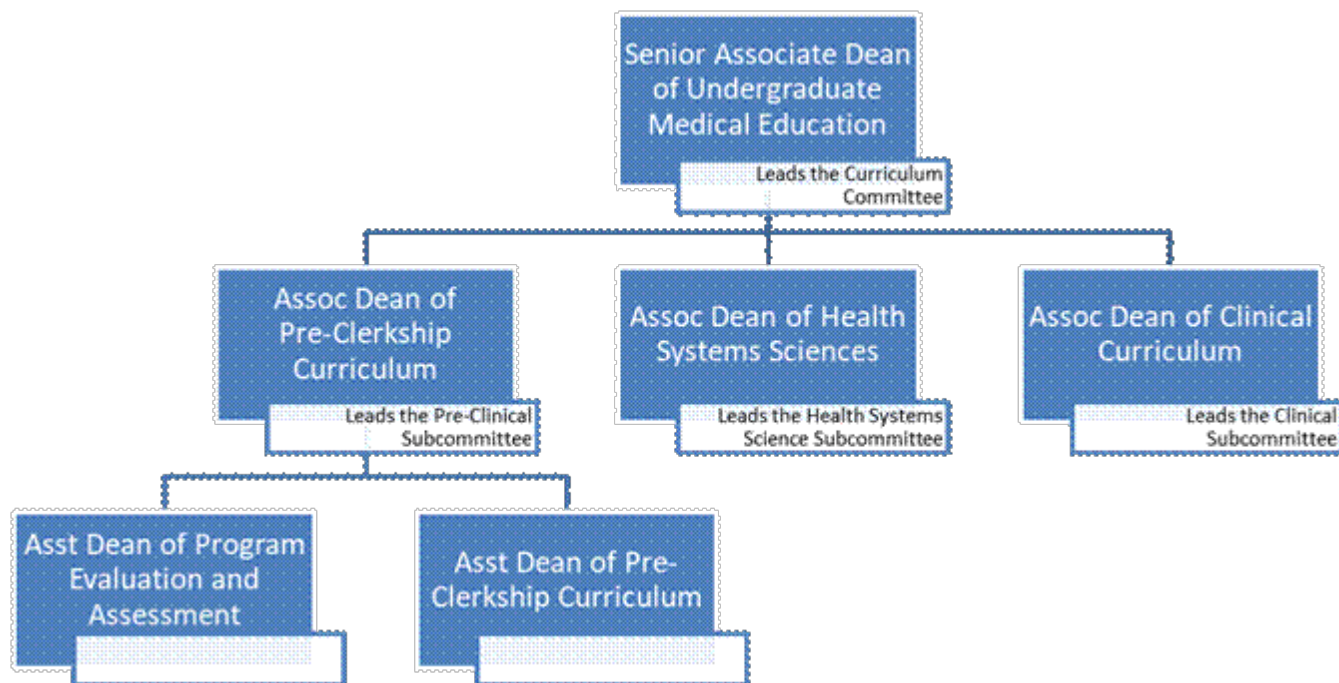
- **Intellectual, Conceptual, Integrative and Quantitative Abilities** – These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians requires all of these intellectual abilities and often must be performed quickly, especially in emergency situations. A student must be able to identify significant findings from history, physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, prescribe appropriate medications and therapy and retain and recall information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and medical literature in formulating diagnoses and plans is essential. Good judgment in patient assessment and in diagnostic and therapeutic planning is essential; a student must be able to identify and communicate their knowledge to others when appropriate.
- **Observational Skills** - The student must be able to observe demonstrations and participate in those experiments in the basic and clinical sciences determined essential by the respective faculties. A student must be able to observe a patient accurately at a distance and at close hand, noting non-verbal as well as verbal signals. Observation necessitates the functional use of the sense of vision and other sensory modalities.
- **Communication Abilities** - A student must be able to speak intelligibly, to hear adequately, and to observe closely patients to elicit and transmit information, describe changes in mood, activity and posture, and perceive non-verbal communications. A student must be able to communicate effectively and sensitively with patients, and all members of the health care team. Communication includes not only speech but also reading and writing. In addition, the student must be able to communicate effectively and efficiently in oral and written English with all members of the health care team. A student must possess reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients. The student must be capable of completing appropriate medical records and documents and plans according to protocol and in a complete and timely manner.
- **Motor Functioning Skills** - Medical students are required to possess motor skills sufficient to elicit independently information from patients by palpation, auscultation, percussion, and other manually-based diagnostic procedures. Students should be able to conduct laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (paracentesis, etc.), and provide basic medical care (clearing the airway, placing catheters, controlling bleeding, simple obstetrical maneuvers, etc.) in the general care environment, and coordinate fine and gross muscular movements to treat patients in emergency situations. Emergency situations include any circumstance in which a patient requires immediate medical attention. Medical students must be able to meet applicable safety standards for the environment, and to follow universal precaution

procedures.

- **Behavioral and Social Attributes** - The student must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgement and the prompt completion of all responsibilities for the diagnosis and care of patients. The student must exhibit the development of mature, sensitive and effective relationships with patients, colleagues, clinical and administrative staff, and all others with whom the student interacts in the professional or academic setting, regardless of their race, ethnicity, gender, religion, age or other attributes or affiliations that may differ from those of the student. The student must be able to tolerate physically taxing workloads and to function effectively when stressed. The student must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. A student is expected to accept appropriate suggestions and criticism and, if necessary, respond by modification of behavior. A student is expected to self-regulate emotions and behaviors and to seek assistance when the ability to do so is compromised. Empathy, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and educational processes.
- **Ethics and Professionalism** - Students must interact with all individuals in a respectful and effective manner regardless of gender, age, race, sexual orientation, religion, or any other protected status. They must maintain ethical and moral behavior consistent with professional standards for interactions with students, faculty, staff, patients, and the public. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all qualities that are expected throughout the educational processes.

OFFICE OF CURRICULAR AFFAIRS

The Deans and the Curriculum Committees



A tremendous amount of work goes into the design, implementation, and monitoring of the curriculum. Throughout the academic year, the continuous activities of these committees enable the school's curriculum to remain challenging and up to date with modern science, modern society, and the modern health care climate.

As students, you have the ability to engage in the curriculum by completing course feedback surveys, by joining student governance and by being active members of the various curriculum committees above. A strong curriculum and a strong school of medicine is composed with many voices, working in concert.

Educational Program Objectives

The Curriculum Committee approved the following twenty educational objectives for the MD Program on March 27, 2024. Every lecture, every activity, and every requirement of the pre-clerkship and clinical curriculum is directed towards these objectives.

SLU SOM Educational Program Objectives	
Patient Care 1.1	Gather pertinent information about patients and their conditions through comprehensive history-taking, physical examination, and interpretation of diagnostic tests.
Patient Care 1.2	Use critical thinking and clinical reasoning skills to develop a prioritized differential diagnosis and determine level of acuity.
Patient Care 1.3	Provide patient- and family-centered care to all individuals regardless of setting and/or health care system.
Patient Care 1.4	Perform general procedures of a physician
Medical Knowledge 2.1	Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care
Medical Knowledge 2.2	Demonstrate knowledge of how social determinants of health influence patient care and health care outcomes both for the general population as well as vulnerable populations.
Medical Knowledge 2.3	Demonstrate knowledge of clinical and translational research through critique of experimental design, ethical considerations, data, and statistical analysis.
Practice-Based Learning and Improvement 3.1	Identify strengths and limitations in one's knowledge, skills, and attitudes, and develop a plan to address deficiencies seeking assistance when needed.
Practice-Based Learning and Improvement 3.2	Apply evidence from scientific studies to patient care.
Interpersonal and Communication Skills 4.1	Formulate an accurate, focused, and context-specific oral summary and documentation of a clinical encounter.
Interpersonal and Communication Skills 4.2	Communicate effectively, respectfully, and compassionately with all patients, families, and healthcare team members.
Professionalism 5.1	Demonstrate integrity and accountability to patients, society, and the profession of medicine.
Professionalism 5.2	Demonstrate respect for patient rights including privacy, confidentiality, autonomy, shared decision-making, and informed consent.
Systems-Based Practice 6.1	Incorporate considerations of population health, patient experience, and cost.
Systems-Based Practice 6.2	Facilitate the coordination of patient care within the context of an interprofessional health care system
Systems-Based Practice 6.3	Identify systems failures and contribute to a culture of safety and improvement.
Interprofessional Collaboration 7.1	Demonstrate knowledge of team members' roles and responsibilities, and how members individually and collectively address the healthcare needs of patients and populations.
Interprofessional Collaboration 7.2	Work effectively and respectfully with all team members and coworkers in the healthcare setting
Personal and Professional Development 8.1	Use self-reflection to regulate personal and professional behavior and seek assistance when needed.
Personal and Professional Development 8.2	Utilize resources (personal, professional and institutional) that provide support and direction for a positive and sustained career in medicine.

Assessment

Fair and Timely Assessment:

By SLU SOM policy, students are expected to receive a grade within 4 weeks of completion of the course or clerkship. Any grades not completed by 4-weeks after the completion of the course or clerkship will be escalated to either the Associate Dean for Pre-clerkship Curriculum, the Associate Dean for Clinical Curriculum, or the Senior Associate Dean of Undergraduate Medical Education to intervene. If grades are not submitted by five weeks after the course or clerkship has ended, it will be escalated to the Senior Associate Dean of Undergraduate Medical Education. This is to ensure, as per policy, that grades do not extend past a 6-week deadline. The LCME requires that all grades must be submitted by a 6-week deadline of completion of the course or clerkship. The timing of grade submission is tracked for all courses and clerkships by OCA to ensure compliance with school policy and the LCME.

Narrative Assessment:

Students are expected to receive a written description of performance in required courses in which the following criteria are met:

- Work in small groups of 12 or less,
- For at least three separate mandatory sessions of at least 30 minutes each, and
- The group has the same instructor for at least 2 sessions.

Narrative assessment should include strengths and areas for improvement. It may include assessment of professionalism, communication skills, and application of course-specific skills. It is not group feedback, nor is it a score or statistical representation only of a student's performance.

Formative Feedback

Each SLU SOM student will receive formative feedback on performance early enough during each required course or clerkship of four or more weeks in length to allow sufficient time for remediation. This will appear differently in pre-clerkship courses versus clerkships and other core clinical rotations. In pre-clerkship courses, all students are provided with question banks (i.e. AMBOSS), and many courses have peer-instruction exam reviews led by faculty. Team-based learning and peer instruction modalities both include components of formative feedback for students. Students have the opportunity to see how they are doing with course content based on their performance on the question banks or the non-graded peer-instruction sessions. In core clerkships, students receive mid-block feedback by using an electronic platform, Qualtrics.

Students complete a self-assessment of their performance and submit an electronic form for the attending physician to complete. The completion of mid-block feedback is tracked by OCA and individual clerkships.

Summative Feedback

SLU SOM students will receive summative feedback in the form of a grade, for each course or clerkship in which they are enrolled. Summative assessments in the pre-clerkship courses rely heavily on National Board of Medical Examiners (NBME) customized multiple-choice exams as well as in-house multiple-choice exams developed by course directors.

During the clerkship year, summative assessments include student performance evaluations by attending physicians and residents, objective structured clinical examinations (OSCEs) in the Clinical Skills Center, assessment of medical documentation, and NBME subject exams. During the pre-internship (post-clerkship) component of the curriculum, the majority of summative feedback consists of student performance evaluations by attendings and residents.

Grading (See [SOM Grading Policy](#)):

Grading is the process of applying standardized measurements of varying levels of achievement in a course or clerkship. Pre-clerkship students in the first three semesters are graded on a Pass (P), or Fail (F) system. Clerkship and Post-Clerkship students are graded on a Pass (P), Near Honors (NH), Honors (H), or Fail (F) system, except for Capstone, Career Explorations (CE), PPD III and MIM-301.

Pre-clerkship Curriculum

All courses will be graded on a Pass/Fail/Incomplete/In Progress/Withdrawal scale.

Course directors will create a scoring rubric to determine the relative weight of assessments in calculating the final grade. Students will receive one final grade calculated from all assessment exams and assignments set by the course director during the course. All activities used to calculate the final grade in pre-clerkship courses will have percentages assigned to it that add up to a final grade out of 100%. The weight associated with each course activity will be posted in a table on the Syllabus page of the course Canvas site.

Each organ system course will have at least two exams, with a minimum of one mid-course and one final exam. The mid-course exam may be either NBME or a faculty authored exam. The final course examination must be an NBME examination.

The NBME exams in the organ system courses will count for at least 50% of the final grade.

The Normal Structure and Function (NSF) course is composed of three modules; students will receive a final grade for each module such that remediation will be required only of the module(s) in which a grade of In Progress or Fail was issued. If a student receives a grade of In Progress (IP) in the first NSF module and successfully passes the second and third modules of NSF, this evidence of growth will result in conversion of the In Progress grade in the first NSF module to a Pass grade.

Each course syllabus will have language that stipulates that satisfactory attendance, engagement at required sessions, and professional behavior is necessary to successfully pass the course.

To receive a Pass in a course, a student must achieve a final score of 75% and/or successfully meet all course requirements. A student who receives below 65% in the course will receive a Fail in the course.

Students receiving 65-74.99% will receive a grade of In Progress, which requires remediation to earn a grade of Pass.

Pre-clerkship Grade Designations

Pass (P): Students who earn the grade of Pass (P) have scored a 75.0% or above, and/or successfully met all course requirements.

Fail (F): The grade of Fail (F) designates a student performance that does not meet minimum standards for the course. A Fail grade may result from academic reasons or from professionalism reasons.

Academic reasons: A Fail grade is any score of 64.99% or below in the course. A failing performance requires remediation as jointly determined by the course director, the learning specialist, the associate dean for pre-clerkship curriculum and the Student Progress Committee. Remediation is recommended by the course director and may, but does not necessarily require, course repetition. All Fs are permanent and appear on the student's transcript. When an F grade is successfully remediated in the same academic year the grade will appear on the transcript as F/P. Additionally, the Student Progress Committee may recommend changes in grade remediation requirements for students having academic problems in multiple courses.

Professionalism reasons: A Fail grade for a course may also be assigned by the Professionalism Honor Board for professionalism reasons, even if the minimum threshold for a pass on academic metrics is met. This is usually done where a student has exhibited unprofessional behavior that is inconsistent with an assessment of satisfactory performance for a course. Reasons may include unexcused absences from a course, unexcused non-completion of required course work, or other serious unprofessional behavior as outlined in the Absence and Professionalism policies. When a Fail grade is assigned for professionalism reasons, all consequences of the Fail grade (such as professionalism warning or probation) and all remediation of the Fail grade are determined by the Professionalism Honor Board.

Where a student has Fail grades in the same or different courses for both academic reasons and professionalism reasons, or where a student is on both professionalism and academic probation, the Student Progress Committee and Professionalism Honor Board collaborate to determine appropriate remediation and academic/professionalism standing of the student.

A student who has a Fail grade for a course and then has a non-passing performance in the remediation would meet the criteria for dismissal or repeating the year, as outlined in the Academic Probation Policy. The student's performance must be reviewed by the appropriate committee for a decision (Student Progress Committee for academic Fail or the Professionalism Honor Board for a professionalism Fail).

Withdraw (W), Withdrawal Passing (WP), Withdrawal Failing (WF): The grade of Withdraw (W) designates that a student withdrew from a course prior to determination of a passing or failing grade. The grade of Withdraw Passing (WP) designates that a student withdrew from a course and was passing at that time. The grade of Withdraw Failing (WF) designates that a student withdrew from a course and was failing at that time.

The following designations are temporarily recorded on the academic transcript, but are not final grades

Incomplete (I): The grade of Incomplete (I) will be issued to students who have not attempted all required course work due to excused absences, and need more time to complete the work. The Student Progress Committee will be notified of circumstances attendant to the assignment of the I. Once course work has been completed the grade of Incomplete (I) may change to Pass (P), In Progress (IP), or Fail (F). The I grade in any course for which work is not completed within a year of the end of the course/clerkship will change to an F on the student transcript.

In Progress (IP): The grade of In Progress (IP) will be issued to students who attempt all required course work and do not meet the criteria for Pass or Fail (>65% to 74.99%). If an IP is issued, remedial course work is required to achieve a passing grade, as jointly determined by the course director, the learning specialist, the associate dean for pre-clerkship curriculum and the Student Progress Committee. The Student Progress Committee (SPC) will be notified of circumstances attendant to the assignment of the IP. Once course work has been completed the grade of In Progress (IP) will change to Pass (P) or Fail (F).

A student with an IP grade for a course who has a non-passing grade in the remediation program is considered to have a Fail grade for the course. This Fail grade counts as a single failed course and will have consequences for academic standing as outlined in the Academic Probation Policy. The student's performance must be reviewed by the Student Progress Committee for a decision.

Criteria for removal of questions from pre-clerkship (Phase I) exams

To ensure that exam questions meet validity/reliability criteria and test student knowledge as expected, the following criteria are stipulated to consider removal of questions from course exams.

Questions where less than 50% of the class have the correct answer will automatically be removed from the exam. For this purpose, the performance of all students on the question must be considered, also those who take the exam late or early.

Questions where 50%-60% of the students have the correct answer and with a point biserial of less than 0.15 will be reviewed with the course director. These questions will be only be removed from the exam if, upon review, it is found the question's wording or answer options does not reflect assessment of student knowledge of the material.

Prior to the next iteration of the exam, the course director must review all questions identified in this process to see if the question must be eliminated for future iterations of the exam, or whether revisions are needed in the question or supporting course content.

Note: Questions are not removed from remediation exams, or for any exam with less than 30 examinees. This is because the number of examinees are too low to have confidence in the validity and reliability of question performance statistics.

Process for removal of questions from pre-clerkship (Phase I) exams

After each exam, staff of the Office of Curricular Affairs (OCA) review question performance statistics

and liaise with the course director to determine which questions should be removed from the exam in line with the criteria stipulated above. This includes all multiple-choice exams, short written answer exams, and lab exams in the pre-clerkship.

Question removal is then processed by OCA staff as follows:

Questions designated for removal are taken out of the exam, and the exam is re-scored. This in essence creates a new exam with fewer questions, only including questions that meet criteria for inclusion. This means that both the numerator and the denominator of student scores are changed by removal of questions. The intention of this policy is to ensure that assessments are fair by removing questions that do not perform to expectations and that may unfairly disadvantage students. Usually, this will mean that a student's score will go up or stay the same after the removal of questions that don't meet criteria for inclusion. In very rare circumstances, a student's score may decline through removal of questions that don't meet criteria for inclusion. If any student's score declined for a particular exam by the removal of questions, the policy is reversed for this student only and for this exam only, and all the removed questions are placed back into that student's exam.

Example: A student had a score of 76 (correctly answered 38 of 50 questions). Five questions are removed from the exam, and the student had all five correct. On the re-score, the student now has a final score of 33 out of 45, or 73.33%. for this student, OCA would restore the initial score of 76 as the final score for the exam.

Besides the rare exception mentioned above, there are no other circumstances under which students receive credit for removed questions that were answered correctly, and no other circumstances under which removed questions are placed back into the exam for a particular student.

Clerkship Curriculum

All core clerkships and clinical electives will be graded on a Honors/Near Honors/Pass/Fail/Incomplete/In-Progress/Withdraw Scale unless otherwise designated and approved by the Curriculum Committee as Pass/Fail/Incomplete/In-Progress/Withdraw.

Students will receive two final grades in each core clerkship. One grade will be determined solely by the respective NBME subject exam for the clerkship and the second grade will be determined by clinical performance during the clerkship, which may include professionalism and objective structured clinical examination (OSCE) evaluations. Both grades will appear on transcripts.

The grades for the NBME subject exam component will be based upon national percentiles of the previous academic year. A score of 75th percentile or higher will result in a grade of Honors; a score from the 50th percentile to the 74th will result in a grade of Near Honors; a score from the 5th percentile to the 49th percentile will result in a grade of Pass. A score below the 5th national percentile will result in a grade of IP.

The national percentiles for NBME subject exams will be determined based upon quarter. Block #1 and #2 will use NBME percentiles from Quarter 1. Block #3 will use percentiles from Quarter 2. Block #4 and

#5 will use percentiles from Quarter 3. Block #6 will use percentiles from Quarter 4.

For the clinical performance grade of core clerkships, clerkship directors are expected to aim for an average of 30% Honors, 40% Near Honors, and 30% Pass for each clerkship block with the directors' discretion to raise to 35%, 45% and 25% percent. Any exceptions must be approved by either the associate dean of clinical curriculum or senior associate dean of undergraduate medical education.

Any student who falls below the 10th percentile on two NBME subject exams will be required to meet with the Learning Specialist to develop a learning plan.

The grading for the 3rd year Career Exploration two-week electives is set as a Pass/Fail.

The grading will be determined for clinical electives, emergency medicine, acting internships, and ambulatory internal medicine by individual course directors on the Honors/Near Honors/Pass/Fail/Incomplete/In-Progress/Withdraw Scale.

Clerkship Grade Designations

Pass (P): Students who earn the grade of Pass (P) must score at or above the 5th national percentile for the NBME subject exam grade and must meet the minimum course requirements on the clinical component of the grade as defined by the clerkship director.

Fail (F): The grade of Fail (F) designates a student performance that does not meet minimum standards for the course. Any student who does not score at or above the 5th national percentile on the NBME subject exam on the first and second attempt will receive a grade of Fail for the subject exam component of the grade. Any student who is two standard deviations or more below the mean of the clinical performance grades for an individual block **requires** a review by the clerkship directors as a candidate for a non-passing grade. If the clerkship directors determine that the student met the minimum standards, the student will receive a passing grade. If the clerkship directors determine that the student did not meet the minimum standards, the student may receive a non-passing grade, either a Fail or In Progress depending on the extent of the issue. Students may receive a non-passing grade, a Fail or In Progress, at the discretion of the clerkship director, if the student falls within two standard deviations from the mean, but the clerkship director determined the student did not meet the minimum passing standards for the clerkship. Remediation is required for a Fail and will require course repetition. All Fs are permanent and appear on the student's transcript. When an F grade is successfully remediated in the same academic year the grade will appear on the transcript as F/P. Additionally, the Student Progress Committee may recommend changes in grade remediation requirements for students having academic problems in multiple courses. No grades of Near Honors (NH) or Honors (H) will be given for the remediation of an F unless the grade is achieved upon course repetition.

Honors (H): The grade of Honors (H) designates superior student performance significantly above the minimum expectations.

Near Honors (NH): The grade of Near Honors (NH) designates excellent performance above the minimum expectations

The following designations are recorded on the academic transcript, but are not grades

Incomplete (I): The grade of Incomplete (I) will be issued to students who have not attempted all required course work due to excused absences, and need more time to complete the work. The Student Progress Committee will be notified of circumstances attendant to the assignment of the I. Once course work has been completed the grade of Incomplete (I) may change to Pass (P), In Progress (IP), Near Honors (NH), Honors (H) or Fail (F). The I grade in any course for which work is not completed within a year of the end of the course/clerkship will change to an F on the student transcript.

In progress (IP): The grade of In Progress (IP) will be issued to students who attempt all required course work and do not meet the criteria for Pass or Fail. Any student who does not score at or above the 5th national percentile on the NBME subject exam on the first attempt will receive a grade of IP for the subject exam component of the grade. Any student who is two standard deviations or more below the mean of the clinical performance grades for an individual block **requires** a review by the clerkship directors as a candidate for a non-passing grade. If the clerkship directors determine that the student met the minimum standards, the student will receive a passing grade. If the clerkship directors determine that the student did not meet the minimum standards, the student may receive a non-passing grade, either a Fail or In Progress depending on the extent of the issue. Students may receive a non-passing grade, a Fail or In Progress, at the discretion of the clerkship director, if the student falls within two standard deviations from the mean, but the clerkship director determined the student did not meet the minimum passing standards for the clerkship. If an IP is issued, remedial course work is required to achieve a passing grade, as jointly determined by the course director and the Student Progress Committee. The Student Progress Committee (SPC) will be notified of circumstances attendant to the assignment of the IP. Once course work has been completed the grade of In Progress (IP) will change to Pass (P) or Fail (F). No grades of Near Honors or Honors will be given for the remediation of an IP.

Withdraw (W), Withdrawal Passing (WP), Withdrawal Failing (WF): The grade of Withdraw (W) designates that a student withdrew from a course prior to determination of a passing or failing grade. The grade of Withdraw Passing (WP) designates that a student withdrew from a course and was passing at that time. The grade of Withdraw Failing (WF) designates that a student withdrew from a course and was failing at that time.

Grade Appeals

Initial process for pre-clerkship, clerkship, and post-clerkship phases:

A student must initiate a grade contestation within 2 weeks after the final course or clerkship grades are posted in OASIS.

After this two-week window, grades are considered final and will not be modified. Any grade contestation initiated by the student after the 2-week deadline will not be entertained.

Grade contestation initiated before the 2-week deadline should follow the process below:

The first required step before filing a formal grade appeal is to email the course or clerkship director to

review the grade within 2 weeks of the posted grades to set up an appointment to discuss the student concern. All requests to meet must be in writing via email. The actual meeting may be either virtual (e.g. Zoom or TEAMS) or live.

The course or clerkship director reviews the grade with the student and addresses the concerns of the student.

If the student feels that the student's concerns have not been addressed and the student believes that they have a valid claim for a grade appeal (as defined below), the student may initiate a formal grade appeal in the process outlined below. However, the meeting with the course or clerkship director must have taken place within the timeline above to move to the next step towards a formal grade appeal. If the meeting with the course/clerkship director was not initiated within 2 weeks of the posting of the grade, students may not file a formal grade appeal.

Formal Grade Appeal

A student may submit a formal grade appeal for one of the following reasons/claims. No other claims will be entertained.

- Miscalculation of a grade
- The assignment of a grade on some basis other than performance in the course
- The assignment of a grade by more exacting or demanding standards than were applied to other students in that course
- The grade assigned results from different standards than the criteria for performance and evaluation outlines in the course syllabus (when applicable) or the student performance evaluation.

The student should use the following to construct or something similar to develop the argument of their appeal.

- Details of the grade. Course, Date, Grade issued. What was the grade?
- Claim: The statement that the argument is trying to prove (That one of the four grade appeal standards has been met.)
- Evidence: The data that supports the claim (What evidence do you have that suggests/proves your claim?)
- Reasoning: The logical process used to prove the claim.
- Conclusion: The statement that is inferred from the evidence and reasoning

Formal Appeal Process for Pre-Clerkship and Post Clerkship Courses

- The formal grade appeal must be filed via email within 5-days of meeting to contest their grade with the course director.

- The appeal must be sent via email to the course director **and** to the associate dean responsible for the curriculum in which the course/clerkship is scheduled. For the pre-clerkship curriculum, appeals should be sent to Dr. Bester. For appeals of Health Care Ethics, Quality Improvement/Patient Safety, Medicine & Society, Leadership in the Business of Medicine, the appeals should be sent to Dr. Mathews. For appeals involving post-clerkship electives, acting internships, and capstone, the appeal should be sent to Fr. Dr. Duffy. If the associate dean is not available or has a conflict of interest, the senior associate dean of undergraduate medical education (Dr. Miller) should be included/forwarded the email. If the designated associate dean and senior associate dean are both unavailable or have conflicts of interest, the appeal will be directed to an associate dean of curriculum who is available and does not have a conflict of interest. For appeals of clerkships, please see the Formal Appeal Process for Clerkships below.
- In the appeal email, after addressing the details of the grade (course and grade issued), the first sentence should include a claim statement that one of the four acceptable standards has been met for a grade appeal. The student should then proceed to outline their evidence and reasoning as to how the evidence proves that the standard has been met and end with a concluding statement.
- Failure to identify one of the reasons listed above or failure to produce evidence that supports the claim and/or failure to provide a clear rationale to how the evidence proves a clear standard has been met will result in immediate dismissal of the appeal.
- **The appeal should not be more than 1000 words of details explaining the rationale.** An appeal greater than 1000 words will result in immediate dismissal of the appeal.
- The course director will provide a written response to the associate dean via email within 2-weeks of receiving the appeal. The written response should address both the course director's assessment for the grounds of the appeal based on the four criteria above, as well as the merit of the appeal.
- The associate dean will review the appeal by the student and the course director's response and follow-up with the student within 10 workdays (2 weeks) with a reply. The associate dean may collaborate with the senior associate dean of undergraduate medical education on the appeal. If there is a conflict of interest with the respective associate dean, the senior associate dean will assume the full responsibility of the appeal.
- The findings of the associate dean are final.
- Students may appeal an assigned grade only once. If student appeals a grade of in-progress and it is denied, he/she may appeal the grade earned subsequently during remediation based only on the assessments during remediation.
- Any student formally appealing a grade that makes them eligible for academic probation or academic dismissal will have the academic probation or academic dismissal process (e.g. referral to the Student Progress Committee) suspended until completion of the appeal. In this situation, a student may continue to proceed in the curriculum. If the student is a post-

clerkship student, this may be overruled if the student is deemed to be unsafe for patient care by the Office of Student Affairs.

Formal Grade Appeal Process for Clerkships

- The formal appeal must be filed within 5-days of meeting with the clerkship director to contest the grade.
- The appeal will be electronically submitted to the clerkship director and the associate dean of clinical curriculum via the online Smartsheet form.
<https://slusom.instructure.com/courses/22/pages/clinical-grade-appeals>
Should the online form not function as expected, contact the associate dean of clinical curriculum.
- The appeal should follow the instructions included on the Smartsheet form, which includes requiring the student to identify which grade the student is contesting and identifying which of the eligible reasons form the basis of his/her grade appeal and provide details as to why he/she is appealing.
- Failure to identify one of the reasons listed above, failure to produce evidence that supports the claim and/or failure to provide a clear rationale as to how the evidence proves that the standard has been met will result in immediate dismissal of the appeal.
- The appeal should not be more than 1000 words of detail explaining the rationale. An appeal of more than 1000 words will result in immediate dismissal of the appeal.
- The clerkship director will use the Smartsheet system to provide a written response to the student within 2-weeks of receiving the appeal. The written response should address both the clerkship director's assessment for the grounds of the appeal, based on the four criteria above, as well as the merit of the appeal.
- If the student is not satisfied with the clerkship director's response, the student may appeal to the associate dean of clinical curriculum (Fr. Dr. Duffy) within 5 days of receiving the response from the clerkship director. (The student will receive an email allowing the acceptance of the clerkship director's response or a request to continue to pursue the appeal process.
- If the associate dean is unavailable or has a conflict of interest, the appeal should be directed to the senior associate dean of undergraduate medical education (Dr. Miller). If the designated associate dean and senior associate dean are both unavailable or have conflicts of interest, the appeal will be directed to an associate dean of curriculum who is available and does not have a conflict of interest.
- The appeal to the associate dean will be the identical appeal made to the clerkship director. However, if any new evidential information is found by the student during the appeal to the clerkship director, it may be added to the appeal to the associate dean. The opportunity to add new evidentiary information is not an invitation to re-argue or re-write a new appeal.

- The appeal to the associate dean should not be more than 1000 words of detail explaining the rationale. An appeal of more than 1000 words will result in immediate dismissal of the appeal.
- The associate dean will follow-up with the student within 15 workdays (3 weeks) with a reply via the Smartsheet system. The associate dean may collaborate with the senior associate dean of undergraduate medical education on the appeal. If there is a conflict of interest with the respective associate dean, the senior associate dean will assume the full responsibility for the appeal.
- The findings of the associate dean are final.
- Students may appeal an assigned grade only once. If student appeals a grade of in-progress and it is denied, he/she may appeal the grade earned subsequently during remediation based only on the assessments during remediation.
- Any student formally appealing a grade that makes them eligible for academic probation or academic dismissal will have the academic probation or academic dismissal process (e.g. referral to the Student Progress Committee) suspended until the completion of the appeal. In this situation, a student may continue to proceed in the clerkship curriculum, as long as they are not deemed to be unsafe for patient care by the Office of Student Affairs.

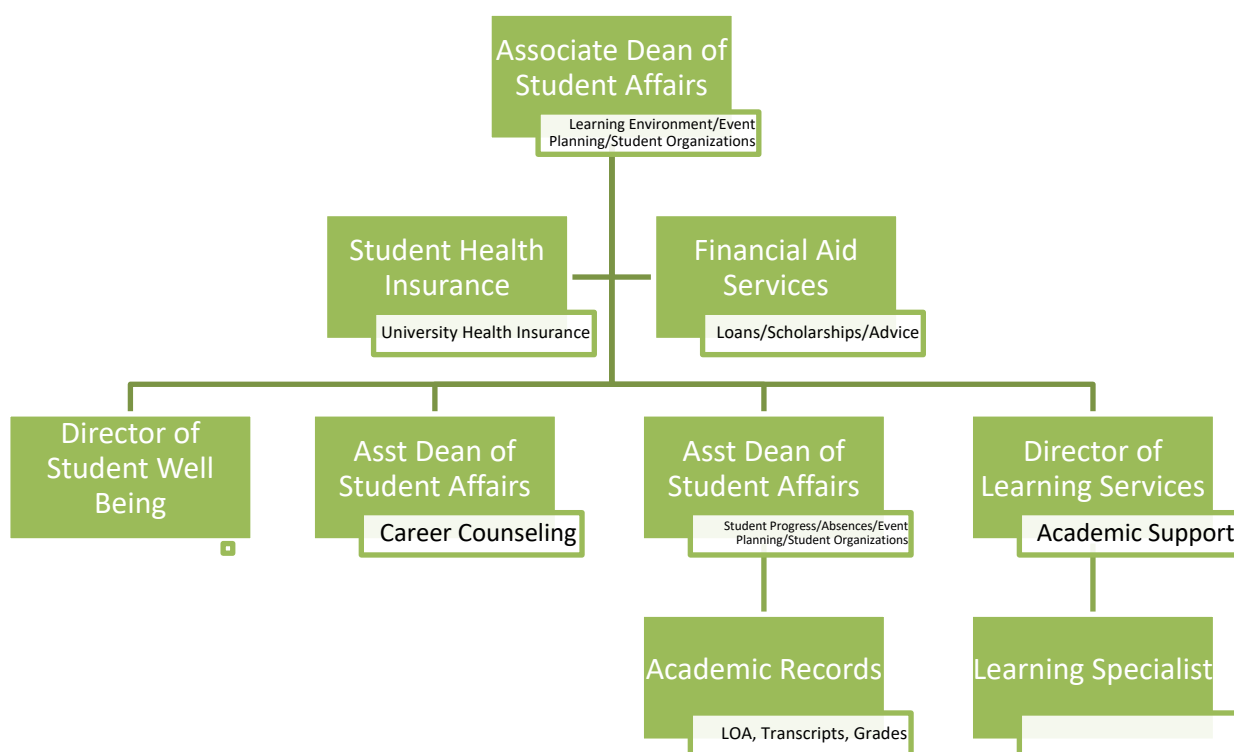
Duty Hours Scheduling (See [School of Medicine Duty Hours Policy](#))

- During the pre-clerkship, scheduling and workload is governed by the School of Medicine Pre-Clerkship Scheduling and Student Time/Academic Load policy. This policy is meant to ensure that students have enough time to engage in self-directed learning. The principles that govern weekly scheduling are:
- On average, each pre-clerkship student must have 8 hours of time set aside for unscheduled study during the regularly scheduled week.
- Curricular activities are usually scheduled between 8am and 5pm, Monday through Friday.
- Required activities are accounted for in the weekly schedule.
- Pre-recorded lectures, videos, or assigned material for independent study are accounted for in the weekly schedule. (We block off time for independent study for this purpose.)
- Lunch hours, weekends, and time after 5pm and before 8am is seen as out-of-hours. There may be isolated and rare times when scheduled activities or assignments may fall out-of-hours, for example when standardized patients are only available out-of-hours or to engage in clinical exposure that happens out-of-hours. This is monitored by OCA and must have the permission of the Associate Dean of Pre-clerkship. There may be no more than 4 hours of required activities that require out-of-hours work in any given week.
- During the clinical years, the duty hour parameters are listed below:
- Required clinical and educational work hours must be limited to no more than 80 hours per week, averaged over a four-week period, inclusive of all required in-house clinical and

required educational activities and clinical work done from home.

- Clinical and educational work periods must not exceed 24 hours of continuous scheduled clinical assignments.
- Effective transitions in care are essential for patient safety and student education. Students are permitted to remain on-site in order to accomplish these transitional tasks for no more than an additional four hours. Students must not be assigned additional clinical responsibilities after 24 hours of continuous in-house duty, except for transitions in care.
- Students must be scheduled for a minimum of one day free of duty every week (when averaged over four weeks).
- Students must not be scheduled for more than six consecutive nights of night float.
- Students must not be scheduled for in-house call more frequently than every third night (when averaged over a four-week period).
- Students should have eight hours off between continuous scheduled clinical work of a 16 hour duration or more and education periods.
- Students must have at least 14 hours free of clinical work and education after 24 hours of in-house call.
- In rare circumstances, students, on their own initiative, may remain beyond their scheduled period of duty to continue to provide care to a single patient. Justifications for such extensions of duty are limited to reasons of academic importance of the events transpiring, or humanistic attention to the needs of a patient or family.

OFFICE OF STUDENT AFFAIRS



Academic Records

To comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974. Student academic records at Saint Louis University School of Medicine consist of the following: AMCAS application (including personal statement, experience history, MCAT scores, transcripts from previously attended institutions); documents signed by the student (criminal background check information; student biographic and demographic information; transcripts of all medical school course work, program(s) of study, and dates of enrollment in medical school (including matriculation date, start and end of each academic period, dates of leaves of absence, withdrawal, dismissal, and/or graduation); USMLE scores (including exam date and notation of pass/fail); final performance evaluations (final end-of-clerkship narratives); documentation of determination of appeals; change of status forms (related to leaves of absence, participation in joint degree programs, academic remediation requiring delay, name change, and documentation of dismissal or withdrawal); final disposition of disciplinary action records; the Medical Student Performance Evaluation (MSPE); a copy of the medical school diploma and an English translation; awards and prizes; and residency specialty and placement.

Most of the student record is available to currently enrolled students through access in Banner and Oasis. Additionally, students may review their records by reaching out somregistrar@health.slu.edu

Consent for Disclosure of student education records

A student must consent to disclosing their student education records, except for the circumstances described below. If

consent is required, the student must provide written permission before the school may disclose information from the student's education records. The written consent must include the specific records that will be disclosed, the purpose of the disclosure, and the identity of those individuals or groups who would have access to the records. SLU SOM students may grant this via a written and signed document available in the Office of Student Affairs.

Disclosure exceptions:

The school may disclose Personally Identifiable Information (PII) from the student education record without consent as follows:

- To school officials with legitimate educational interests.
- To third-party service providers performing services on behalf of the institution, pursuant to a written agreement.
- To schools in which a student seeks or intends to enroll.
- To authorized representatives of federal, state, and local educational authorities conducting an audit, evaluation, or enforcement of federal- or state-supported education programs.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for certain purposes.
- To anyone, if the disclosure is in connection with a disciplinary proceeding in which the institution discloses the final results of the proceedings in which the student was found to be an alleged perpetrator of a crime of violence or non-forcible sex offense.
- To organizations conducting studies to improve instruction, administer student aid programs, or develop, validate, or administer predictive tests on behalf of schools.
- To accrediting organizations.
- To parents of a dependent student.
- To comply with a judicial order or subpoena, after a reasonable effort to notify the student, unless the subpoena is a federal grand jury subpoena or any other subpoena issued for a law enforcement purpose and the court or another issuing agency has ordered that the existence of the contents of the subpoena or the information furnished not be disclosed.
- In a health or safety emergency.
- For directory information.

Students Request to View Records

Students may request access to their academic record from the Office of Student Affairs, and specifically, the School of Medicine Assistant Registrar. The request must be made in writing, include the specific information to access, and include any documentation which may help secure the information. The Assistant Registrar will follow up within five (5) business days with the documentation and means through which the student may view the information. Certain records are kept in-house and may only be viewed (i.e. the MSPE), whereas other records may be provided directly to the student.

Student records are maintained securely with online servers or systems that meet compliance with

FERPA. Any physical records are maintained within locked files in the School of Medicine. Records are maintained to ensure ongoing compliance with state licensing boards. Graduates work with the Academic Records Coordinator to have records shared appropriately and with permission.

Students Challenge of their Academic Record

Students may challenge their academic record if they identify an error or request a change of information. The challenge must be made in writing to the SOM Assistant Registrar. Minor changes, such as correcting spelling or adding punctuation, will be carried out by the Assistant Registrar. Changes that alter the meaning or interpretation of the record will be reviewed by an Academic Records Committee to determine if the record should be amended. The committee is comprised of the SOM Assistant Registrar, the Academic Records Coordinator, the Associate Dean of Student Affairs (or designee), and the Assistant Dean of Student Affairs and Academic Records. The committee will follow-up with the student within twenty (20) business days with a decision regarding the challenge and next steps if needed.

Students, when challenging their record, are responsible for providing all documentation to support their challenge. Challenges to a record are not guarantees that a record will be amended. If a record is not amended, reasoning will be provided to the student.

Students Access to the MSPE and Ability to Challenge the MSPE

The Medical Student Performance Evaluation (MSPE) is drafted during the summer/early fall of the student's fourth year of medical school in preparation for application to residency. The MSPE at the SLU SOM is in adherence with AAMC guidelines. The SLU SOM MSPE is proofread by medical students for accuracy. Students may view their MSPE in the office or via secure electronic methods; however, students may not have a copy of their MSPE for their records. MSPE transferal is at the request of a student. It is submitted directly to the residency program or appropriate licensing agency, or other as deemed appropriate by the Academic Records Coordinator or Assistant Registrar.

In reviewing their MSPE, students may request an amendment or challenge content. This is done in writing to the Associate Dean of Student Affairs or any Assistant Deans of Student Affairs. Once a challenge or amendment request is made, the Student Affairs team will consider the challenge and choose to amend the MSPE, if appropriate, or keep the MSPE as is. When a student disagrees with the contents of the MSPE, and no further changes will be made, a statement indicating such may be added to the MSPE to reflect the student's concern(s).

Academic Progress (See [School of Medicine Satisfactory Academic Progress](#))

To continue as a full-time student at SLUSOM, all students must demonstrate satisfactory progress towards their academic objectives. This is required of all students and a legal requirement of any student receiving federal financial aid. Using the federal regulations as a guideline, SLU SOM requires three measurements to determine SAP: qualitative, quantitative, and timeframe. The standards used to evaluate academic progress are cumulative and, therefore, include all periods of the student's enrollment, including periods during which the student did not receive federal financial aid funds. The policy below is used to

determine promotion to the next year of medical school and to determine SAP.

Qualitative Review for Satisfactory Academic Progress:

In determining students' academic progress, the Office of Financial Aid follows the School of Medicine's Student Progress Committee Satisfactory Academic Progress policy which is established for all students regardless of financial aid eligibility and meets the minimum federal Title IV academic policy requirements.

The School of Medicine does not publish grade point averages using letter grades. Therefore, students must achieve the minimum grade of "P" (satisfactory completion of work) in all required courses, electives and basic clerkships as the means of progress. Students' basic courses in the pre-clerkship phase (first three semesters) are graded as Pass/Fail. Clerkships, clinical electives, advanced electives and clinical acting internships are graded on the 4-tier system, Honors, Near Honors, Pass and Fail.

Any student placed on academic probation by the Student Progress Committee will not be considered in good academic standing.

Quantitative Review for Satisfactory Academic Progress:

Students must have academic standing consistent with SLU SOM's curriculum and graduation requirements to maintain continued financial aid eligibility. To meet graduation requirements, students must successfully complete the prescribed courses of study of the first through the fourth years (see below).

The curriculum is divided into pre-clerkship (Phase 1), clerkship (Phase 2) and pre-internship phases (Phase 3). The pre-clerkship phase is three semesters that span Year 1 and the first semester of Year 2. The clerkship phase spans the second semester of Year 2 and the first semester of Year 3. The pre-internship phase spans the second semester of Year 3 through the end of Year 4.

To make satisfactory academic progress, students must complete 100% of courses in Phase 1 of the curriculum by the end of the first semester (Dec) of the academic year, 2.5 years after initial enrollment. Courses attempted and completed will be evaluated during the tri-annual review to determine the student's required course completion for progression through the curriculum. A student may repeat two consecutive semesters of Phase 1 but may not repeat all three and may not repeat any semester more than once in Phase 1.

Students must sit for USMLE Step #1 within 12 weeks of completion of the entirety of Phase 1 (the end of dedicated Step 1 study period and receive a passing score within 52 weeks of the completion of Phase 1 (the end of dedicated Step 1 study period).

Students must complete both Phase 2 and Phase 3 of the curriculum by the end of 3.5 years (June 30th) after completion of Phase 1 (completion of Step 1 dedicated study period). This requires 100% course

completion rate of all core clerkships, career exploration courses and electives.

Students must receive a passing score on USMLE Step #2 within 12 weeks of the completion of the clerkship phase (Phase 2) and receive a passing score within 52 weeks of the completion of the clerkship phase.

Time Frame/Pace:

The maximum time frame is the maximum number of years after first enrollment that a student may complete SOM courses in the full-time pursuit of a degree. The maximum time frames for completion of the programs are:

<u>Degree</u>	<u>Expected Time Frame to Graduation</u>	<u>Maximum Time Frame to Graduation</u>
Medicine/MD	4 years	6 years
MD/PhD	8 years	10 years

Extensions for extended leave, military service or continued recuperation from illness may be granted on a case-by-case basis. After an aggregate total of two years or the equivalent time, a student on a leave of absence may have their matriculation rescinded; the student will be permitted to apply for readmission at a later time.

Treatment of Repeat Coursework:

Every attempt to repeat a course counts as attempted toward completion rate but it only counts once as completed. Students are expected to receive a minimum grade of Pass in any full course or clerkship that requires remediation. Failure to pass on a second attempt at a full course or clerkship is grounds for dismissal from the school. Students may receive federal financial aid funding for the repeat of a failing grade or withdrawal of any course or courses. Repeat of the same course/clerkship may only be funded one additional time.

Repeat of Entire Year Coursework:

The curriculum is divided into pre-clerkship (Phase 1), clerkship (Phase 2), and pre-internship phases (Phase 3). The pre-clerkship phase is three semesters that span Year 1 and the first semester of Year 2. The clerkship phase spans the second semester of Year 2 and the first semester of Year 3. The pre-internship phase spans the second semester of Year 3 through the end of Year 4.

A student may repeat two consecutive semesters of Phase 1 but may not repeat all three and may not repeat any semester of Phase 1 more than once. Students may only repeat the clerkship phase (Phase 2) or the pre-internship phase (Phase 3) but not both phases. Under current federal financial aid guidelines, students who are required to repeat an entire year of coursework, which would also include successfully completed courses, will be eligible for federal loans for the repeat of the required academic year. Funding will be provided only once for the repeat of the same academic phase.

Student Academic Progress Review Process

The Student Progress Committee (SPC) meets at regular intervals during the year to assess the progress of all students. Students who are at risk of not achieving SAP or are experiencing academic difficulty (see Academic Probation Policy) will meet individually with the SPC to assess their situation. The SPC will establish plans for students to maintain satisfactory academic progress and/or achieve academic improvement by means including, but not limited to, scheduling and completion of academic requirements, instructional options, counseling, or tutoring. Students who have not met the criteria for SAP may also be ineligible for Federal Financial Aid.

Notification of Lack of Satisfactory Academic Progress

During the periodic review of a student's SAP by the SPC, progression to the next block or year is based upon a review of grades - including incomplete, in progress, withdrawal, and failing grades - and other educational metrics. Any student who has not achieved a minimum of passing grades in all courses and clerkships cannot progress to the next year. Any student not making SAP receives a letter from the SPC with a copy of the letter sent to the Office of Student Financial Services. The letter shall indicate the nature of the deficiency and consequences that have resulted or may result such as academic probation, financial aid warning, financial aid probation, faculty-mandated leave of absence, required remediation, repetition of courses or clerkships, and/or a recommendation for dismissal.

Dismissal or Withdrawal

Students who are dismissed or have withdrawn from the School of Medicine are not eligible to receive financial aid.

Reinstatement of Federal Financial Aid

Students who wish to appeal for reinstatement of federal financial aid eligibility may submit a Tuition Appeal form to the University Satisfactory Academic Progress Committee, which responds directly to students with the results of the appeal. Tuition Appeal forms require the signature of an academic advisor which signifies the existence of a written academic plan for degree completion.

Academic Counseling

The Office of Learning Services works with medical students to enhance students' academic and clinical learning experiences by offering a variety of learner-centered programs, services, and resources. These varied activities allow students to learn and implement evidence-based learning strategies and techniques to realize their learning potential. Our programming supports students' academic progress as they take responsibility for learning, reflect on the adequacy of their knowledge and skills, identify limitations and barriers to learning and growth, and develop goals to enhance knowledge and skills, overcome challenges, and obtain mastery.

All students are enrolled in Personal and Professional Development I and II courses. These courses meet frequently throughout the pre-clerkship phase (Phase 1). These courses give the students the opportunity to learn about various areas of lifestyle management that contribute to becoming a successful physician, including study skills, self-directed learning, professionalism, and wellness.

SLU SOM students may meet with a Learning Specialist one-on-one, as needed. Students that find themselves struggling to adjust to the academic demands of medical school should proactively contact a learning specialist and schedule an appointment. Students often seek counseling from learning specialists when they need support with study strategies, time management, test taking skills, organization, and stress management. Additionally, the Student Progress Committee may require students to meet with learning specialists.

In addition to the learning specialists, students have access to their course directors during scheduled office hours. Students remediating course work may be required to work with learning specialists, tutors and/or course directors.

Learning Specialist Resources

Students may need additional support as they transition into medical school and as they prepare for both classroom and standardized exams. To ensure success for all students, we have developed supplemental academic support programming. The program has three main components: large group, small group and individual tutoring.

Large group sessions aim to prepare all students and include course preview sessions, exam review sessions, study tool workshops and USMLE Step 1 high yield reviews. Small group tutoring is proactive and encourages participation from the beginning of the course. It is offered weekly in a small group setting. It is led by an upper-level medical student who is familiar with course content and who demonstrated success in the class.

Some students may benefit from more intensive one-on-one tutoring. These sessions will be limited to one hour per week with a maximum of ten hours per year. After the ten hours of tutoring is received, the student may request additional hours from the Director of Learning Services. Students are required to continue with small group sessions while receiving one-on-one tutoring.

Large group sessions are posted on the Oasis calendar with dates, times and locations. These sessions are optional, and students do not need to sign up to participate. For small group sessions, students are required to sign up to participate. At the beginning of each course students will receive communication via email from the learning specialists that includes a sign-up sheet.

Students may request one-on-one tutoring sessions through the Director of Learning Services.

Throughout the Personal and Professional curriculum medical students will engage in opportunities that promote academic, personal and professional success. This is a mandatory lecture series that spans the first three years of medical school and is designed to help students study more effectively and become more self-sufficient and proactive in their learning. Topics include:

- Advanced study strategies
- Time management
- Test taking skills
- Test anxiety
- Resources and how to use them
- Organizational tools
- Stress management
- USMLE Step 1 & USMLE Step 2 prep

USMLE Step 1 Preparation & Readiness

In order to be data driven, students take several Comprehensive Basic Science Exams (CBSE) provided by the medical school. The first is administered in the second semester of the pre-clerkship phase (Phase 1) and serves as a baseline. A second and third are taken early and midway through the third semester with the expectation that students would see growth. In November of the third semester, students take a CBSE exam prior to starting the dedicated study period. This information is used to help students determine readiness to sit for USMLE Step 1.

Most students purchase additional CBSSA exams to have opportunities to practice for the exam and to meet the benchmarks for readiness.

All students are required to submit all practice test scores that are checked weekly for progress towards meeting benchmarks. Students not meeting benchmarks are encouraged to make an appointment with a learning specialist to discuss progress, ways to improve, and options to delay testing.

USMLE Step 2 Preparation & Readiness

Students prepare for USMLE Step 2 in a very similar way to USMLE Step 1. During the fall of the

clerkship year, students take a Comprehensive Clinical Science Exam (CCSE). This is used to provide students with a baseline score. Students should use this exam as a way to evaluate their study methods and determine if any changes need to be made. Students will receive a voucher for one Comprehensive Clinical Science Self-Assessment exam (CCSSA) to be used at the start of their dedicated study period. Much like USMLE Step 1, students are required to report the scores of their practice tests, so the learning specialists know they are in a position of strength headed into Step 2.

All students must take USMLE Step 2 within 8 weeks of completion of their clerkship year (10 weeks if they are chosen as a student chief) and prior to starting any post-clerkship coursework.

Licensure Exams (See [School of Medicine USMLE Step 1 and 2 Policy](#))

The Federation of State Medical Boards (FSMB), the National Board of Medical Examiners (NBME) and the Educational Commission for Foreign Medical Graduates (ECFMG) have established a single, three step examination for medical licensure in the United States. The first two steps of the exam series are taken in medical school and the third step is taken after graduation. The United States Medical Licensing Examination (USMLE) provides a common evaluation system against which to measure knowledge and competence of applicants for medical licensure.

USMLE Step 1 assesses whether an examinee understands and can apply key concepts of basic biomedical science, with an emphasis on principles and mechanisms of health, disease, and modes of therapy. The USMLE Step 1 content outline can be accessed on the USMLE [website](#).

All students must record a passing score on USMLE Step 1 and USMLE Step 2 as a requirement for promotion and graduation. After the completion of the pre-clerkship course work, and before clinical orientation, students must take USMLE Step 1. On rare occasions, students may need to delay taking USMLE Step 1.

USMLE Step 1 Delays:

- Students have a Step 1 Dedicated period (typically four weeks) that starts immediately after the final exam for the last pre-clerkship course and ends at the beginning of winter break for the University.
- Students must take Step 1 prior to the start of clerkship orientation to start their clinical clerkships on-time.
- All students must attend clerkship orientation regardless of whether they have sat for their Step 1 exam.
- Any student who does not take Step 1 prior to the end of the dedicated period is considered at risk to delay their Step 1 exam and will be monitored on Academic Watch until they have sat for the exam or until further delays as outlined below.
- Any student who does not take Step 1 prior to the start of clerkship orientation is considered to

have delayed their Step 1 exam and must have approval by the Student Progress Committee to delay

- All delayed students have the professional responsibility to maintain weekly communication with their corresponding learning specialist to report their progress. Failure to maintain open lines of communication will be considered as a breach in professionalism and may result in a report to the Professionalism Honor Board (PHB).
- Should a student have:
 - ≤ 6 weeks delay beyond clerkship orientation, students will meet criteria for Academic Warning and are restricted from participating in extracurricular activities until they have sat for their Step 1 exam. This delay will not be reported on their MSPE. Their clerkship schedule may need to be adjusted based on availability and in consultation with the Associate Dean of Clinical Curriculum. Students may forfeit their 2-week vacation and career exploration blocks depending on schedule availability. Any additional delay, for whatever reason, in their third year will forfeit the opportunity to serve as a student chief in the post-clerkship period.
 - > 6 weeks delayed and < 12 weeks delayed beyond clerkship orientation, students will meet criteria for Academic Warning and are restricted from participating in extracurricular activities until they have sat for their Step 1 exam. This delay will be reported as a gap on their MSPE as a Step 1 Delay. Students will forfeit their 2-week vacation and career exploration blocks. Their lottery grid will be forfeited, and their schedule may need manual adjustment in consultation with the Associate Dean of Clinical Curriculum. Students > 6 weeks delayed also forfeit the opportunity to serve as a student chief in the post-clerkship period.
 - > 12 weeks delayed beyond clerkship orientation, students will meet criteria for Academic Probation and are restricted from participating in extracurricular activities until they have sat for their Step 1 exam. This delay will be reported as a gap on their MSPE as a Step 1 Delay. Due to the delay, the student will join the next graduation cohort, and their graduation will be delayed by one year. The lottery grid will be forfeited, and their schedule may need manual adjustment in consultation with the Associate Dean of Clinical Curriculum. To qualify to join the Grid Lottery of the upcoming year, a delayed student must have sat and passed Step 1 by the opening of the Grid Lottery. Otherwise, the delayed student will be manually registered based on availability.
- Any student delayed beyond 6 weeks must meet with Student Financial Services to review the implications of a prolonged delay and its impact on their financial aid.

USMLE Step 2 assesses whether an examinee understands and can apply the medical knowledge and understanding of clinical science considered essential for the provision of patient care including an emphasis on health promotion and disease prevention. The majority of test questions describe clinical situations and require the examinee to provide a diagnosis, a prognosis, an indication of underlying mechanisms of disease, or the next step in medical care, including preventative measures. The USMLE

Step 2 content outline can be found on the USMLE website.

USMLE Step 2 Delay

- Students must take Step 2 prior to the start of post-clerkship curriculum.
- All students are enrolled in a four-week dedicated block for Step 2 study immediately following the completion of their core clerkship rotations.
- Students are eligible to take an additional four-week non-direct patient care elective to extend their dedicated Step 2 study period to 8 weeks total.
- Students who are not on track to take USMLE Step 2 within the 8-week interval after completing their core clerkship rotations are considered to have delayed Step 2 and must meet with the Associate Dean of Student Affairs and/or Associate Dean of Clinical Curriculum, or their representatives, to discuss options available. They will be expected to have completed and to share practice exam scores with the Associate Deans and Office of Learning Services to help guide timing of examination.
- The Associate Deans of Curricular Affairs and Student Affairs will review the request to delay the exam beyond the initial 8 weeks outlined above for approval. If there is disagreement, the Senior Associate Dean of Undergraduate Medical Education will serve as the tie breaker.
- If the student is approved to delay their exam beyond this period, they will be placed on the next Student Progress Committee (SPC) agenda for review for progress in the curriculum.
- All delayed students have the professional responsibility to maintain weekly communication with their corresponding learning specialist to report their progress. Failure to maintain open lines of communication will be considered as a breach in professionalism and may result in a report to the PHB.
- Should a student have:
 - > than 10 weeks delay (2 weeks beyond the original 8 weeks outlined above), Any student who delays their first attempt at USMLE Step 2 >10 weeks must receive approval from the Student Progress Committee. They will meet criteria for Academic Warning and are restricted from participating in extracurricular activities until they have sat for their Step 2 exam. This delay will be reported as a gap on their MSPE as a Step 2 Delay.
 - > than 12 weeks delay (4 weeks beyond the original 8 weeks outlined above), Any student who delays their first attempt at USMLE Step 2 >12 weeks will meet criteria for Academic Probation and are restricted from participating in extracurricular activities until they have sat for their Step 2 exam. This delay will be reported as a gap on their MSPE as a Step 2 Delay. Their schedule may need manual adjustment in consultation with the Associate Dean of Clinical Curriculum. The student must appear before the Student Progress Committee and adhere to the recommended plan to take the exam. Failure to adhere to the SPC recommendations may meet grounds for dismissal.

Failure to sit for USMLE Step 1 and 2 in a timely manner may impact a student's progression in the curriculum. Students must maintain Satisfactory Academic Progress to be in good standing with the

School of Medicine. Students may be required to meet with the Student Progress Committee or the Professionalism Honor Board to further review their request to delay these examinations.

The Office of Student Affairs is responsible, in conjunction with Academic Records, for tracking USMLE Step 1 and 2 registration and testing delays. The Office of Student Affairs is responsible for communication with The Office of Curricular Affairs regarding impacts to curriculum and enrollment. The Office of Student Affairs will communicate with the Student Progress Committee or Professionalism Honor Board regarding students who do not sit for the exam as outlined in this policy.

Students who are delayed are expected to actively engage with Learning Services regarding their readiness to sit for Step 1 or Step 2. This includes but is not limited to engaging in formalized programming designed to prepare students to sit for Step 1 or Step 2 and communicating with the Learning Specialists regarding progress.

Remediation of Courses or Clerkships (See [School of Medicine Course or Clerkship Remediation Policy](#))

Students are expected to complete all course and clerkship requirements, including pre-clinical electives, within the time frame specified by individual course or clerkship and as determined by the course, elective or clerkship director.

If a student has attempted all requirements of a pre-clerkship course, elective or clerkship and does not meet the standard of 75.0% final grade set for achieving a grade of Pass, then the course, clerkship or elective must be remediated. After a Fail, a student is responsible for remediation of the entire course content, which may require repeating the entire course. A fail in a clerkship always requires repeating the entire clerkship. After an In Progress or Incomplete, remediation of the deficiency, or deficiencies, that resulted in the In Progress or Incomplete must be undertaken.

Students are expected to complete all course and clerkship requirements, including pre-clinical electives, within the time frame specified by individual course or clerkship and as determined by the course, elective or clerkship director.

Remediation Procedure:

To meet SLU SOM graduation requirements, students must successfully complete the prescribed courses of study of the first through the fourth year (see below).

For pre-clerkship courses, at the end of the academic year in which the IP or F occurred, the student will undertake a period of independent study before attempting the remedial assessment activity determined by the course director, a learning specialist and the Associate Dean of Pre-Clerkship Curriculum and approved by the SPC. The period of independent study must be a minimum of 2 weeks for remediation of a portion of a course. For remediation of a failing grade, the entire course may be repeated or a comparable remediation plan may be developed with the course directors, learning specialist and the

Associate Dean of Pre-Clerkship Curriculum that covers all course content. For the latter, students must have a duration of time to review and study comparable to the full-length course. No remediation plan should have a duration of time that is more than one week less in duration of the actual course, except for longitudinal courses (e.g. Healthcare Ethics, Clinical Interviewing, Clinical Diagnosis). Therefore, a 5-week course may be converted to a 4-week remediation if this is agreed upon by the course directors, learning specialist and Associate Dean of Pre-Clerkship Curriculum. For longitudinal courses, remediation time will be determined by an assessment of overall required activity, classroom time and estimated study time for the regular course. The remediation should be comparable to this and no less than one-week from this total. Remediation must consist of an activity commensurate with standard course assessments; most often this consists of one or more exams.

Students must complete both Year 3 and Year 4 of the curriculum by the end of three and one-half years (June 30th) after completion of Year 2 (completion of Step #1 dedicated study period). This requires a 100% course completion rate of all core clerkships, career exploration, and year 4 requirements. A student receiving an IP for the clinical grade or subject exam will be required to repeat or remediate the component that is deficient, as determined by collaboration between the clerkship director and Associate Dean of Clinical Curriculum. Should the deficiency be a non-passing score on an NBME subject exam, the student is required to use the next available career exploration block as a study period to spend 2 weeks remediating this deficiency, if career exploration is two weeks in length. The student will then retake the exam at the end of the 2-week study period. If the student has completed all career exploration electives at the time of the NBME exam failure, or career exploration is only one-week in length, he/she will remediate the NBME exam immediately following the completion of his/her last clerkship by taking a 2-week study period and repeating the exam at the end of the 2 weeks. Should the student fail the NBME exam a second time, he/she will receive a grade of F and need to repeat the entire clerkship.

For students who receive an IP in the clinical component of the clerkship grade, a remediation that includes clinical evaluations and/or clinical assessments (OSCEs) will be determined by the clerkship director with the Associate Dean for the Clinical Curriculum and approved by the Student Progress Committee. Clinical remediation should approximate 50% of the clerkship time to ensure adequate assessment of the student. For 8-week clerkships, this would be 4 weeks, for 6-week clerkships, this would be 3 weeks, and for 4-week clerkships, this would be 2 weeks.

A Year 3 or Year 4 student receiving an F in either the clinical grade or the subject exam grade will be required to repeat the entirety of a clerkship or course. A failed elective course requires the student to make-up any credits that are needed to graduate.

Any student with multiple IPs or Fs will appear before the SPC (See Student Academic Probation Policy). However, two non-passing grades in the same clerkship will be considered only as one grade in reference to the Academic Probation Policy. Therefore, a student with a non-passing clinical grade and a non-passing NBME score in the same clerkship will not be on probation unless he/she receives another non-passing grade in a separate clerkship.

The course/clerkship director(s) for each course shall clearly identify the course remediation curriculum

in the course syllabus. This includes, but is not limited to, a minimum timeline for remediation, possible required activities, and assessment procedures for the successful completion of the remediation.

Remediation Protocol:

The following steps will be undertaken in order:

- Course/clerkship director(s) shall notify the Office of Curricular Affairs and the Office of Student Affairs of any student who falls below the 75.0% final grade threshold upon pre-clerkship course completion or does not meet passing standards for a clerkship or elective.
- After a grade of F or IP has been issued, the student must meet in person with the course or clerkship director(s) to review the student's performance. The course director(s), learning specialist, Associate Dean of the Pre-Clerkship Curriculum or Associate Dean of the Clinical Curriculum will recommend a remediation plan to the SPC within 2 weeks of the end of the course or clerkship (when the grade is submitted) who will review the plan. Remediation plans for students with a grade of F will be forwarded by the appropriate Dean to the SPC within 2 weeks of the end of the course. Remediation plans for students with a grade of IP will be communicated by email to the student by the course director and/or Associate Dean with 2 weeks of the end of the reporting of the grade.
- The SPC will meet in person with any student receiving a grade of F (or student meeting criteria for academic probation) to review the plan and will approve a remediation plan for the student. Within 72 hours of the meeting, the Chair of the SPC will verbally communicate the remediation plan to the student. In addition, a written letter outlining the remediation plan will be sent to the student by email. The SPC will follow student progress until remediation is complete.
- Students remediating a course or clerkship must spend at least the recommended minimum time in study before attempting a remediation exam (see procedures above). The student must schedule the exam with the course director in conjunction with the Office of Curricular Affairs.
- The course director(s) and/or the Office of Curricular Affairs must notify the student and the Office of Student Affairs of the outcome of the remediation attempt. If a student does not successfully remediate the course, that student will receive a grade of Fail and will be referred to the SPC, which will direct any further action.
- Grade changes will be submitted to Academic Records by the Office of Curricular Affairs.

Remediation of a pre-clerkship course cannot begin until the end of the current year of coursework. Thus, remediation may occur at the end of Year 1, or at the end of Year 2 before dedicated study time for Step #1

Academic Probation (See School of [Medicine Academic Probation Policy](#))

Academic Watch - students meeting the criteria below will be placed on academic watch and monitored by the Dean's Pre-Progress Committee. The Pre- Progress Committee may require students on academic watch to meet with the learning specialist, associate or assistant dean of student affairs, or be discussed during the SPC meeting.

Academic Watch – identifies students at risk of non-passing course grades who may benefit from additional oversight, monitoring, and services. Students meeting the criteria below will be placed on academic watch and monitored by the Dean’s Pre-Progress Committee. The Pre- Progress Committee may suggest students on academic watch to meet with the learning specialist, associate or assistant dean of student affairs, or be discussed during the SPC meeting. Academic watch is not a sanction and not considered an adverse academic status for the purposes of financial aid, is not reported in a students' permanent record and is not used for promotion consideration.

Students will remain on Academic Watch for the entire phase for which they meet criteria. (I.e. if a student is placed on academic watch due to exam performance in the first semester of medical school they will remain on academic watch throughout the entire pre- clerkship phase. If they do not meet criteria for escalation to higher statuses during that phase, they will be removed from academic watch at the start of the clerkship year, phase 2, or post clerkship year, phase 3.

Successful remediation of academic warning or probation*
Scores in the bottom 10% of final grades, with a grade below 80%, in two or more courses in an academic phase.
Three or more non-passing exam scores in a single academic year
Scores below the 10 th national percentile on two or more NBME clerkship subject exams
Delay of USMLE Step 1 beyond four weeks of dedicated Step 1 study period. Delay of USMLE Step 2 beyond four weeks of dedicated Step 2 study period.
Failure to submit Residency applications by AAMC MSPE release date of Year 4, unless there is a plan for a fifth year or alternative career plans that do not involve the Match

***Students who have previously met criteria for academic warning or probation will remain on Academic Watch for the entire enrollment at Saint Louis University School of Medicine.

Academic Warning – identifies students who have had academic difficulty, in the form of a non-passing grade, and are at risk for developing a pattern of academic deficiencies and may benefit from additional oversight, monitoring and support. Students meeting the criteria below will be considered for academic warning and placed on the agenda at the next SPC meeting for discussion, vote on academic warning, and potentially the approval of a remediation plan. The Dean’s Pre-Progress Committee and/or the SPC may require students eligible for Academic Warning to meet with the SPC. Students will have the designation Academic Warning changed to the status of Academic Watch after successful remediation and approval by the SPC. They will remain on Academic Watch until graduation from SLU SOM. Academic Warning is an internal designation only and will not be reported on the MSPE or used for promotion consideration.

One In Progress course grade during an academic phase: pre-clerkship semester 1, 2, or 3; clerkship year, or the post-clerkship (Clerkship clinical and NBME grades considered as a single grade for purposes of this policy).
Two or more Incomplete grade during an academic phase: pre-clerkship, clerkship, or the post- clerkship (Clerkship clinical and NBME grades considered as a single grade for purposes of the policy).
Delay of USMLE Step #1 beyond the first day of the clerkship orientation.
Delay of USMLE Step 2 beyond ten weeks from the end of the clerkship year (6 weeks from the end of the 4-week Step 2 dedicated study period).

Academic Probation – identifies students who have a pattern of academic difficulty or failing grades who need additional oversight and support to maintain academic progress. Students meeting the criteria below will be considered for academic probation and *required* to attend the next SPC meeting where they will have their potential adverse status and potential remediation plan reviewed and voted on by the committee. Students will have the opportunity to discuss/explain their academic difficulty to provide context, additional relevant information, and answer any questions from the SPC BEFORE the SPC reviews and votes on their adverse status. In general, any student with a *pattern* (two or more) academic deficiencies over a phase of the curriculum (with the exception of incompletes), or a student who fails a course/clerkship, or licensing exam will meet the minimum criteria for Academic Probation. The Student Progress Committee is the only body at SLU SOM that can place a student on *Academic Probation* (The Professionalism Honor Board may place students on *Professionalism Probation*)

One Fail course grade during a phase of the curriculum; pre-clerkship, clerkship year, or the post-clerkship (Clerkship clinical and NBME grades considered a single grade for purposes of the policy).
Two or more In Progress grades over two consecutive semesters of the pre-clerkship phase. (Two or more In Progress grades over semesters 1 and 2, or two or more In-Progress grades over semesters 2 and 3). Two or more In Progress grades during a clinical phase (Phase 2 or 3) of the curriculum; clerkship year or the post-clerkship/pre-internship (Clerkship clinical and NBME grades considered as a single grade for purposes of the policy)
Delay of USMLE Step 1 beyond 12 weeks from the first day of clerkships.
Delay of USMLE Step 2 beyond twelve weeks from the end of the clerkship year (8 weeks after the end of the 4-week dedicated Step 2 study period). Failure of USMLE Step 1 or USMLE Step 2 Failure to adhere to the remediation plan for Academic Warning

Students on Academic Probation are NOT considered to be in good academic standing and may NOT participate in extracurricular activities, research, dual degree programs or away rotations until successful remediation of all academic deficiencies.

Students on Academic Probation are NOT considered to be making satisfactory academic progress and may be placed on financial aid warning if they remain on probation at the end of the academic term. See Satisfactory Academic Progress Policy for further details.

In the pre-clerkship, non-passing grades that have been remediated will also count towards a designation of academic probation within two consecutive semesters. For instance, a student who has an In- Progress grade in Semester 2, remediates this over the summer, and then has another In- Progress grade in Semester 3, will meet criteria for academic probation.

A student receiving a grade of In Progress or Fail in a second clerkship will stop progress immediately, and may not resume until remediation is completed. If the grade is posted halfway or more into the subsequent clerkship, a student may receive credit for the time already devoted to the subsequent clerkship once remediation is completed. For example, a student who earns a second In Progress or Fail grade, from the previous clerkship, four weeks into his/her internal medicine clerkship may be given four weeks of credit for internal medicine and may then need to complete the rest of the clerkship after successful remediation. Should the time between removal from a clerkship part way through and completion of that clerkship be a year or greater, it is at the discretion of the SPC to require the student to complete the entirety of the clerkship and void the previous time devoted to it.

Should a student who has received a second non-passing grade appeal his or her grade, the student will continue on with their current clerkship. Should the appeal be denied and the non- passing grade upheld, the student will immediately be pulled from their current clerkship and begin remediation of both non- passing clerkships.

The Student Progress Committee may mandate requirements for a student within the remediation plan created to set the student up for academic success. These additional requirements may include ongoing meetings with the learning specialists, tutoring involvement in group learning options, or other outcomes as determined by the SPC. Failure to comply with academic progress plans may be considered a professionalism concerns.

Students who successfully remediate courses and have the designation of Academic Probation removed will remain on Academic Watch until graduation from SLU SOM.

Appeal of Probation Restrictions: Students may appeal the restrictions of academic probation in writing to the SPC utilizing the appeal of extracurricular restrictions form obtained from the Office of Student Affairs. The SPC will review the appeal and render a decision at the next scheduled SPC meeting. All decisions regarding probation restrictions after appeal by the SPC are final. This appeal does not remove the status of academic probation.

Appeal of Probation - The student may appeal the designation of academic probation in writing to the Senior Associate Dean of Undergraduate Medical Education, or designee within five workdays (M-F) of receipt of the Student Progress Committee's decision. The Senior Associate Dean of Undergraduate Medical Education, or designee will review the student's appeal and render a decision within 15 work days (M-F). All decisions regarding probation after appeal by the Senior Associate Dean or designee are final.

The grounds for appeal may only be one or more of the following:

- There was a material deviation from the procedures set forth in this Policy that would significantly impact the outcome of the case or may have resulted in a different finding.
- New or relevant information, not available at the time of the investigation or determination of responsibility, is provided to the Student Progress Committee that would significantly impact the outcome of the case.

Dissatisfaction with the outcome of the investigation, and failure of a party or witness to attend or participate in the investigation of hearing process, are not grounds for appeal.

Academic Dismissal - students meeting the criteria below will be considered for dismissal (See Dismissal & Appeal Policy). The Student Progress Committee may recommend repeating an appropriate segment of the curriculum in lieu of dismissal. Students considered for dismissal will have demonstrated a sustained pattern of academic deficiencies despite intervention and opportunities to address and correct academic deficiencies. The Student Progress Committee is the only body at SLU SOM that can dismiss a student for academic violations.

Three or more combined In Progress or Fail course grades during a phase of the curriculum -- two consecutive semesters of the pre-clerkship phase, clerkship year, or post-clerkship (Clerkship clinical and NBME grades considered as a single grade for purposes of this policy).
Two or more Fail course grades during two consecutive semesters of Phase 1 (pre-clerkship phase), Phase 2 (clerkship year), or Phase 3 (the post-clerkship/pre- internship timeframe). (Clerkship clinical and NBME grades considered as a single grade for purposes of the policy).
Grade of IP or Fail in <i>any</i> course previously taken
Three failed attempts at USMLE Step #1. Three failed attempts at USMLE Step #2.
Students who receive three or more grades of Fail during their time at SLU SOM
Failure to pass USMLE Step #1 within 52 weeks of completion of the Year 2 dedicated Step #1 study period*

*Students who must remediate coursework and delay the start of their dedicated Step 1 study period will be required to pass USMLE Step 1 52 weeks after completion of their 4-week dedicated Step 1 study period, which may end anywhere from 2-4 weeks after their classmates

students completing non-medical related coursework, such as additional degree or research programs will not have the non-medical coursework counted towards the 6-year timeframe.

In the pre-clerkship, non-passing courses that have been remediated will count towards criteria of dismissal within 2 consecutive semesters. For instance, a student who has an In Progress grade in Semester 2, remediates this over the summer, and then has two In Progress grades in Semester 3 will have three non-passing grades in two consecutive semesters, and will meet criteria for dismissal.

Remediation of an entire academic segment: The Student Progress Committee may recommend repeating an entire segment of the curriculum in lieu of dismissal for any student based on the criteria below*

- Pre-clerkship phase: As long as a student remains on track to complete the curriculum in 6 years, a student may repeat two semesters (one and two OR two and three) of the pre-clerkship phase, but NOT all three semesters.
- If this is offered to a student who meets criteria for dismissal because of non-passing grades in semesters 1 and 2, the student should repeat semesters 1 and 2 in its entirety. If this is offered to a student who meets criteria for dismissal because of non-passing grades in semesters 2 and 3, the student should repeat semesters 2 and 3 in its entirety.
- If this is offered to a student who meets criteria for dismissal because of non-passing grades in semester 3, the student should repeat semesters 2 and 3 in its entirety.
- As long as the student remains on track to complete the curriculum in 6 years, a student may repeat the second phase (clerkship year) or third phase (post-clerkship/pre-internship curriculum) as a remediation, but NOT both.
- In the clerkship phase, if a student has non-passing grades in three clerkships (either NBME shelf or clinical grades), they will be required to repeat all three clerkships in their entirety.
- A student may NOT repeat the entirety of any course or clerkship for a third time.

Extending the time to complete graduation requirements

- As long as the student remains on track to complete the curriculum in 6 years, students who fail to complete graduation requirements on schedule may appeal to the SPC to extend the final year to complete graduation requirements.

***Please refer to Tuition Policy, but students will be expected to pay full tuition for any year that requires remediation and any time required to extend the curriculum. However, they may appeal for a tuition waiver via the Tuition Policy.

Appeal of Dismissal - (See the Appeal and Dismissal Policy) A student may appeal academic dismissal by submitting an appeal, in writing, to the Senior Associate Dean for Undergraduate Medical Education and the Dean of the School of Medicine. This appeal must be submitted within **5 workdays** from the date of the Notice of dismissal from the SPC or PHB no later than 5:00 PM on the fifth day. The grounds for appeal may be only one or more of the following:

- There was a material deviation from the procedures set forth in this Policy that would significantly impact the outcome of the case or may have resulted in a different finding; and/or
- New or relevant information, not available at the time of the investigation or determination of responsibility, has arisen that would significantly impact the outcome of the case.

Of importance to note, this new information must be new and not available at the time of the decision-making body's decision. Failure to disclose information that was available at the time of or prior to the decision made by the decision-making body does not constitute new information.

Dissatisfaction with the outcome of the investigation, and failure of a party or witness to attend or participate in the investigation or hearing process, are not grounds for appeal.

The Dean, or designee, must then review the student's case within 15 work-days (M-F) and render a decision. All decisions made by the Dean, or designee, are final.

Conflict of Interest

Faculty members must recuse themselves from any voting consideration that involves their course or clerkship, including specific situations or remediation plans. Further, if a faculty member directly evaluated or provided healthcare to a student referred to the SPC, they must recuse themselves from any votes pertaining to that student. If the COI involves the chair, an acting chair should assume the role of chair. If both the chair and the acting chair have a COI, they must appoint a representative from the Student Progress Committee without a COI to manage the activity of the Student Progress Committee related to the matter with which a COI exists. Any COI should be resolved by the individual with the COI.

Situations not addressed by the current policy

Any student issues for which the policy does not apply regarding dismissal, academic probation, and remediation will be determined by the SPC with counsel from the Deans staff

Withdrawal from the School of Medicine

A student may choose to withdraw from the SLU SOM medical degree program by requesting withdrawal in writing

to the Dean or his/her agent, EXCEPT in the case where a student has been reviewed and voted to dismiss by the Student Progress Committee (SPC), at which time a student may no longer withdraw (see the AAMC Group on Student Affairs Handbook pertaining to Withdrawals).

Dismissal & Appeals (See [School of Medicine Dismissal And Appeal Policy](#))

The Saint Louis University School of Medicine (SLUSOM) has an obligation to society, faculty, students, and alumni to graduate competent and professional physicians. The Office of Curricular Affairs and the Office of Student Affairs, in collaboration with course and clerkship directors, are responsible for identifying students who do not meet the expected level of competence and provide them an opportunity, when appropriate, for remediation. Should a student fail to remediate or persist in falling below expectations, the student will be recommended for dismissal.

The recommendation for dismissal is not made lightly, and the gravity of such a recommendation should be considered. Students are granted an opportunity to appeal directly to the Dean. This policy addresses how an appeal should be submitted and responded to.

This policy works in tandem with the Academic Probation Policy, Satisfactory Academic Progress Policy and Professionalism Probation Policy. It seeks to address student appeals procedurally when a student is recommended for dismissal.

Dismissal Process:

- Per the Academic Probation Policy and Professionalism Probation Policy, the dismissal of a student will be made by one or both decision making bodies, the Student Progress Committee, or the Professionalism Honor Board, both of which evaluate a student's academic or professionalism struggles and determine, ultimately, that dismissal from the School of Medicine is warranted.
- The Chair of the Student Progress Committee ("Committee") or the Professionalism Honor Board ("Board") will, in accordance with policy, inform the student in writing and the Senior Associate Dean of Undergraduate Medical Education that it has voted to dismiss the student from the School of Medicine pending the final review of the Senior Associate Dean. This will be provided in writing via email or by mail (if needed) within 48 hours of the Committee or Board's decision to dismiss. Additional time may be warranted due to extenuating circumstances and/or communication with the Office of General Counsel or Office of Professional Oversight. A student who is dismissed will receive a dated written notice from the decision-making body (the "Notice"). The Notice will include an explanation and the rationale for the dismissal. The Notice will then include the process of review by the Senior Associate Dean and the process to appeal to the Dean of the School of Medicine, if a student so chooses. A student, at this point, may not withdraw in lieu of dismissal (reference GSA Handbook).
- Once the dismissal Notice is sent to the Senior Associate Dean of Undergraduate Medical Education, it will be reviewed to ensure that the policy and procedures set forth in the referenced policies were followed. If the Senior Associate Dean has a conflict of interest, he or she will appoint a designee

from within the dean's staff to tend to the dismissal. Within five workdays from the date of the Notice, the Senior Associate Dean will make a final determination regarding the dismissal and will notify the student. Should the Senior Associate Dean find that policies or procedures were not followed, the dismissal may be overturned or returned to the respective committee to correct policy or procedural violations. The student can appeal, within 5 days of the Notice of dismissal from the SPC or PHB, to the Dean of the School of Medicine as outlined below. This means that should a student wish to appeal, they should prepare and file the appeal within 5 days of receiving the Notice from the decision body. They should not wait until the review of the Senior Associate Dean is completed.

Appeal Process:

- If a student chooses to appeal the decision of the Student Progress Committee or the Professionalism Honor Board, they must submit their appeal, in writing, to the Senior Associate Dean for Undergraduate Medical Education and the Dean of the School of Medicine. This appeal must be submitted within 5 workdays from the date of the Notice of dismissal from the SPC or PHB no later than 5:00 PM on the fifth day. The grounds for appeal may be only one or more of the following.
- There was a material deviation from the procedures set forth in this Policy that would significantly impact the outcome of the case or may have resulted in a different finding; and/or
- New or relevant information, not available at the time of the investigation or determination of responsibility, has arisen that would significantly impact the outcome of the case.
- Of importance to note, this new information must be new and not available at the time of the decision-making body's decision. Failure to disclose information that was available at the time of or prior to the decision made by the decision-making body does not constitute new information.
- The Dean will then move forward with the appeal in the manner he/she sees fit. Possible outcomes from the Dean may include:
- The Dean considers the dismissal and the appeal submitted by the student and ultimately chooses to uphold the dismissal by the SPC or PHB. The student is dismissed.
- The Dean considers the dismissal and the appeal submitted by the student and ultimately identifies a material deviation from the procedures set forth in the Policy. The student is not dismissed and the matter is remanded back to the decision-making body to reevaluate an academic or professionalism concern. This may still result in another vote for dismissal by the decision-making body and the dismissal process would then restart in its entirety.
- The Dean considers the recommendation of dismissal and the appeal submitted by the student and determines there is new or relevant information not previously available. The Dean may:
- Remand the matter back to the decision-making body to reconsider the new information. This may still result in a recommendation for dismissal by the decision-making body, which would restart the dismissal process in its entirety.
- Determine an appropriate outcome that is not dismissal and remand the matter back to the decision-making body to reevaluate an academic or professionalism concern.

- Students may appeal a single dismissal Notice once and only once. However, should a student appeal dismissal and it is remanded back to the SPC or the PHB and a new dismissal Notice is created, even if based on the same concerns that led to the original dismissal Notice, the student may appeal the new dismissal Notice on the grounds outlined above. Again, a student may only appeal a single dismissal Notice once and only once. **All decisions made by the Dean, or designee, are final.**

Final Determination:

- The Dean, or the Dean's designee, will review and respond to the student's appeal within 15 business days and render a decision.
- If the Dean chooses to uphold a dismissal for an academic or professionalism concern, the Dean will send a letter to the student (copying the appropriate Committee Chair, the Office of Student Affairs, the Senior Associate Dean, and Academic Records), which will constitute the final decision and outcome of the matter.
- If the matter has been remanded back to the decision-making body for reevaluation due to information deemed to be relevant and accurate in an appeal, then the decision-making body will reconvene and reevaluate an outcome that may include remediation, or may result in a new dismissal Notice. This may require an Emergency session of the Student Progress Committee or Professionalism Honor Board to deliberate.

Graduation Requirements

To Graduate from SLU SOM with an MD degree students must meet the following requirements:

- Passing grades in all required courses and required electives in Year 1
- Passing grades in all required courses and clerkships in Year 2
- Passing score on USMLE Step #1
- Passing grades in all required courses, clerkships, and electives in Year 3 and Year 4
- Passing Score on USMLE Step #2

PROFESSIONAL PROGRESS

Code of Conduct (See [Medical Student Code of Ethical Conduct](#))

Consistent always with the Mission and Strategic Plan, commitment to academic freedom and freedom of expression, and other policies of the University and the School, medical students are expected to:

1. Follow the University's standards of ethical and professional behavior.
2. Provide full cooperation with the University's compliance efforts and the School's Office of Professional Oversight.
3. Treat all staff, students, trainees, volunteers, patients and their families, research subjects and their families, faculty, and health care professionals with respect, civility and collegiality and without bias based on color, age, sex, race, ethnicity, national origin, religion, disability, military/veteran status, sexual orientation, or gender identity.
4. When in the learning environment provide timely feedback, as well as constructive suggestions and opportunities for improvement when needed.
5. Resolve conflicts in a non-threatening, constructive and private manner.
6. Teach, conduct research, and care for patients with competence, honesty and high ethical standards, embracing *cura personalis* (care of the person) in patient-centered interactions.
7. Support a learning culture that seeks continuous improvement to ensure accountability for individual and organizational behaviors and outcomes consistent with the Just Culture framework adopted by the School of Medicine. A key component to the framework is maintaining a professional culture of equity and justice through professional development and reduction of risk.
8. Understand and follow the University and the School policies and procedures applicable to their work.
9. Report suspected fraud, waste, abuse, and violations of laws, regulations, or policies and procedures of the University or of the School, including this Code, to the appropriate office of the University, and to not retaliate against those who do.
10. Promptly address violations of federal, state, local and international laws and regulations, and institutional policies and cooperate with investigations and audits as called upon.
11. Respect the personal, confidential, sensitive or legally protected information of all individuals (students, employees, alumni, donors, patients, research subjects, research sponsors, contractors, and others) of Saint Louis University and educational, research and clinical affiliates. Careful treatment of such information includes observing applicable laws, policies

and procedures for obtaining, securing, maintaining, handling, divulging and destroying information, as well as limiting its use to the purpose for which access was granted.

12. Maintain all certifications required for their positions, participate in education and training as necessary to maintain professional competence, and be fit for duty during work time, including on-call responsibilities.
13. Use facilities, equipment, supplies and resources, including telecommunications and information technology resources, of the University and the School responsibly and for legitimate business consistent with policy and all legal requirements, including tax-exempt status.
14. Record, allocate, and document patient encounters, time, effort, and other information in a way that is accurate, clear, complete and timely.
15. Protect the University and the School's name and intellectual property from improper use.
16. Observe regulations, standards, policies and adhere to sound practices relating to matters of health and safety, including laboratory and workplace safety, the handling and disposal of hazardous materials, and the operation of facilities, vehicles and equipment of the University.
17. Engage in appropriate and responsible use of social media.
18. Represent the medical profession in a professional and ethical manner while in public.
19. Attend to personal physical, intellectual, mental, and spiritual development in the interest of best serving others.
20. Engage in appropriate and responsible use of artificial intelligence as set forth by clinical partners and the SLUSOM.
21. Maintain the highest level of honesty and truthfulness pertaining to patient care and academic integrity.

Medical students must **refrain** from:

- Behavior that is disruptive or disrespectful of others and unprofessional interpersonal behavior that interferes with the working and learning environment (for example shouting, personal attacks or insults, condescending or abusive language, throwing objects or other displays of temper).
- Providing care contingent upon personal business or relationships with patients, students, research subjects, or their families.
- Unwanted physical contact with others or threats of such contact.
- Sexual harassment or harassment based on color, age, sex, race, ethnicity, national origin, religion,

disability, military/veteran status, sexual orientation, or gender identity.

- Students should not pursue romantic relationships with individuals in active or potentially future supervisory roles during medical school education at SLU SOM, including residents, fellows, and faculty. Faculty, fellows, and residents are discouraged from pursuing romantic relationships with trainees
- If a student becomes the supervisor of a member of her/his immediate family or is being supervised by a member of her/his immediate family s/he is expected to promptly disclose that fact to her/his course/clerkship director (or to the Senior Associate Dean for Undergraduate Medical Education in the case of a course/clerkship director) and to make an appropriate transfer of supervisory authority.
- Accepting personal gifts without disclosure when the gift is directly or indirectly related to activity performed in one's capacity as a school of medicine student.
- Discrimination in violation of policies of the University based on color, age, sex, race, ethnicity, national origin, religion, disability, military/veteran status, sexual orientation, or gender identity
- Requesting that individuals they supervise perform duties beyond the scope of their professional responsibilities.
- Misappropriating property of the University or of the School or excessive use of University or School resources for personal business.
- Discriminate against anyone who, in good faith, reports or participates in the investigation of an actual or suspected violation of University policy, including this Code.
- Maintain the level of honesty and truthfulness expected of a medical student by refraining from the following:
 - Plagiarism
 - Using unauthorized assistance of technical aids including AI systems or other resources not approved by the instructor
 - Misrepresenting of work done by AI as one's own or by falsifying research data
 - Utilizing AI to impersonate any individual
 - Disseminating or misappropriating confidential curricular material in ways unapproved of by OCA

Professionalism Probation (See [School of Medicine Professionalism Probation Policy](#))

The Mission of Saint Louis University School of Medicine (SLU SOM) is the pursuit of excellence in education, research, clinical care, and community engagement through professional development, collaboration and social justice. In support of its Mission, SLU SOM embraces integrated activities, internally and externally, in basic and clinical research; the provision of patient-centered, compassionate, culturally competent health care; and engagement with the community through public service. Grounded in an understanding of the scientific method and an appreciation for personal commitment and service to others, these diverse educational experiences prepare individuals for careers and leadership roles in medicine and the medical sciences. SLU SOM has an obligation to society, faculty, students, and alumni to graduate competent and professional physicians. Furthermore, the Accreditation Council for Graduate Medical Education (ACGME) (<https://www.acgme.org/Portals/0/MilestonesGuidebook.pdf>) lists six core competencies that guide education and evaluation, including the core competency of professionalism.

The Office of Curricular Affairs (OCA) and the Office of Student Affairs (OSA), in collaboration with course and clerkship directors, are responsible for identifying students who do not meet the expected level of competence regarding professionalism and provide them an opportunity, when appropriate, for remediation. Should a student fail to remediate, persist in falling below professional expectations, or commit an egregious professionalism lapse (e.g., major violation of the Ethical Code of Conduct) the student may be dismissed by the Professionalism Honor Board.

The Office of Curricular Affairs (OCA) and the Office of Student Affairs (OSA), in collaboration with course and clerkship directors, are responsible for identifying students who do not meet the expected level of competence regarding professionalism and provide them an opportunity, when appropriate, for remediation. Should a student fail to remediate, persist in falling below professional expectations, or commit an egregious professionalism lapse (e.g., major violation of the Ethical Code of Conduct) the student may be dismissed by the Professionalism Honor Board.

Show integrity and accountability to patients, society, and the profession of medicine.

Demonstrate respect for patient privacy, confidentiality, autonomy, shared decision-making, and informed consent.

This policy applies to all currently enrolled SLU SOM Students, including students on leaves of absence.

Procedures

- The Professionalism Honor Board (PHB) will be constituted by the terms of the Professionalism Honor Board Charter.
- The charge of the Board is to represent the interests of the institution, the profession of medicine, and the students in reviewing student conduct that may fall below the accepted professional standards for

the practice of medicine. This Board is responsible for determining the need for administrative action, up to and including dismissal, based on the school policies and conduct of the student.

- Referral: Upon a referral to the Professionalism Honor Board, a designee from the OSA, in coordination with OCA and the Office of Professional Oversight (OPO) (as needed), will conduct the initial investigation and gather and present information related to the violation(s) to the Professionalism Honor Board. Administrative Work: Minutes, meeting schedules and other administrative duties will be managed by staff within the OCA. Remediation plan follow-up will be tracked by the OSA.
- Letter to Student: Following a meeting of and determination by the Professionalism Honor Board, a letter outlining expectations, remediation program (if applicable), and sanctions (if applicable) will be sent to the student. The letter will be maintained in the student's file.
- Progress: The Professionalism Honor Board will monitor student progress until remediation and/or sanctions are complete.
- Conflict of Interest: Professionalism Honor Board members will be excluded from reviewing cases of students with whom they otherwise have a conflict of interest (COI), which includes (not limited to) having directly evaluated or provided healthcare to the student referred to the PHB. If the COI involves the Chair, the Co-Chair should assume the role of Chair. If both the Chair and Co-Chair have a COI, they must appoint a representative from the Professionalism Honor Board without a COI to manage the activity of the Professionalism Honor Board related to the matter with which a COI exists. Any COI should be resolved by the individual with the COI and the Professionalism Honor Board.

Rules of Decorum:

- Chair: The Chair will preside over the meeting and is responsible for adhering to policy and procedure, moderating discussion, and addressing COI. The Chair is also responsible for excusing or dismissing individuals attending the meeting should they become unruly or directly inhibit the function of the Professionalism Honor Board. In the absence of the Chair, the Co-Chair will assume the role of the Chair.
- Members (students and faculty): The members of the Professionalism Honor Board are responsible for adhering to policy and procedure, reviewing materials prior to discussion, questioning students, deliberation of the issue at hand and voting to determine the need for an administrative action or remedial procedures.
- Ex officio members: Ex officio members are to provide material support to voting members, clarify process and procedure, and assist the Chair with application of policies. Ex officio members may suggest questions the Professionalism Honor Board may want to ask students, but will not directly ask questions of the student or provide commentary while the student appears in front of the Professionalism Honor Board. Ex officio members may provide material support during deliberation *after* the Professionalism Honor Board has met with the student but will not be present for the final

vote of the Board regarding the status of a student, unless permitted by the Chair.

- Students called before the Professionalism Honor Board: Students may bring one advisor selected from the faculty or the OPO. Students may not bring an attorney or outside counsel. The advisor cannot speak on behalf of the student and will attend only in support of the student.

Confidentiality:

All members are expected to maintain strict confidentiality regarding the discussions of the Professionalism Honor Board.

Professionalism Protocol Procedure

Student Withdrawal – At any point in this process, a student may choose to withdraw from SLU SOM prior to an administrative decision of dismissal by the Professionalism Honor Board, of a student, provided the withdrawal is made in writing and delivered to the Dean or his/her agent. Once a Notice of Dismissal by the Professionalism Honor Board is submitted to the Senior Associate Dean for final review, the student will no longer be eligible to withdraw from SLU SOM.

Minor Violations – Below is a non-exclusive list of Minor Violations that will be denoted in a student file.

Minor Violations
Failure to complete or comply with all required vaccine deadlines (e.g., influenza, etc...)
Failure to complete required paperwork or trainings by assigned deadlines
Failure to respond/reply to communication from staff, faculty, or deans
Unprofessional communication (e.g., unprofessional tone, raising of voice, name-calling)
Tardiness to exams or required sessions
Failure to attend a required session
Failure to communicate regarding absence/illness
Failure to fulfill assigned roles

Failure to demonstrate respect for other team members, classmates, staff, or faculty
Failure to take action and improve in response to feedback
Failure to communicate in a manner that is respectful of and sensitive to another person's (including patient's) age, orientation, culture and beliefs
Failure to follow hospital or clinic-specific policies, including dress codes
Social Media posts that are deemed in violation of the Ethical Code of Conduct after review by the Office of Student Affairs

Professionalism Watch - Below is a non-exclusive list that will result in a student's automatic placement on Professionalism Watch by the OSA, in consultation with the OCA:

Professionalism Watch
Pattern of minor violations (two or more instances on separate occasions) within a single academic year
Identified as a negative outlier based upon 3 or more peer evaluations in a single academic year
Failure to comply with requirements of the Student Progress Committee
Successful remediation of all deficiencies and completion of all sanctions during Professionalism Warning to the satisfaction of the Professionalism Honor Board

The OSA will identify and monitor any student placed on Professionalism Watch and review progress regularly. Any student placed on Professionalism Watch will:

- Meet with either the Associate or Assistant Dean of Student Affairs. The record and details of the meeting will be documented by the individual in Student Affairs conducting the meeting.
- Develop a detailed professionalism progress plan with the Associate or Assistant Dean of Student Affairs that has clear goals/objectives, timelines and communication plans if deemed necessary.
- Stay in regular communication with the OSA.

If after a year of being on Professionalism Watch, a student does not progress to Professional Warning or Professionalism Probation, the student may be removed from the Professionalism Watch list at the discretion of the OSA.

Students who successfully remediate a Professionalism Warning or Professionalism Probation designation will remain on Professionalism Watch until graduation from SLU SOM.

Professionalism Warning - Below is a non-exclusive list of examples that will result in a referral to the Professionalism Honor Board for consideration of Professionalism Warning:

Example Violations – Professionalism Warning
A continued pattern (two or more) of Minor Violations <i>after</i> developing an action plan with OSA
Failure to maintain patient confidentiality
Violation of the Ethical Code of Conduct
A student who has been reviewed by the Professionalism Honor Board that does not qualify for Professionalism Probation or Dismissal but requires continued follow-up and review by the board
A second designation of Professionalism Watch after the previous remediation of a designation of Professionalism Watch
A student who successfully remediated all deficiencies and completed all sanctions during Professionalism Probation to the satisfaction of the Professionalism Honor Board

Any student who meets any of the criteria listed above will be required to attend the next Professionalism Honor Board meeting where the Professionalism Honor Board will determine whether the student meets the criteria for Professionalism Warning. The Professionalism Honor Board is the only body at SLU SOM that can place a student on Professionalism Warning. The PHB will also determine the need for an approved plan for remediation, evaluate the need for sanctions, and consider whether the student meets the grounds for Professionalism Probation or Dismissal.

Students who successfully remediate a Professionalism Warning designation will remain on Professionalism Watch until graduation from SLU SOM.

Students who successfully remediate a Professionalism Probation designation and are designated as

Professionalism Warning will be re-evaluated by the Professionalism Honor Board for duration of Professionalism Warning and/or additional requirements to move to Professionalism Watch.

Professionalism Probation – Below is a non-exclusive list of examples that will result in a student’s automatic placement on Professionalism Probation:

Example Violations – Professionalism Probation
Failure to comply with documented requirements of the Professionalism Honor Board while on Professionalism Warning
Continued pattern of unprofessional behavior while on Professionalism Warning, as identified by dean’s staff
Any action with the intent to harm others, the University or SLU SOM
Egregious violations of the Code of Ethical Conduct that are confirmed by the Professionalism Honor Board but do not result in Dismissal
A second designation of Professionalism Warning after previous remediation of a designation of Professionalism Warning

Any student who has been found to meet criteria for consideration of Professionalism Probation will be required to attend the next Professionalism Honor Board meeting where the Professionalism Honor Board will determine whether they should be placed on Professionalism Probation. In response to the referral, the Professionalism Honor Board may also determine the need for an approved plan for remediation, evaluate the need for sanctions, or may dismiss the student.

Students on Professionalism Probation may not participate in extracurricular activities, research, dual degree programs and away rotations.

Students placed on Professionalism Probation will remain on Professionalism Probation until graduation unless determined otherwise by the Professionalism Honor Board.

Appeal of Probation Restrictions: Students may appeal the restrictions of professionalism probation in writing to the PHB utilizing the appeal of extracurricular restrictions form obtained from the Office of Student Affairs. The PHB will review the appeal and render a decision at the next scheduled PHB meeting. This appeal does not remove the status of professionalism probation.

Students placed on Professionalism Probation will remain on Professionalism Probation at the discretion

of the Professionalism Honor Board, even up until graduation, until it is determined by the Professionalism Honor Board that the student has adequately remediated the probation.

Students may have the Professionalism Probation designation removed and changed to Professionalism Warning after successful remediation and completions/removal of sanctions to the satisfaction of the Professionalism Honor Board.

Students on Professionalism Probation are not eligible to graduate until the requirements of remediation, set by the Professionalism Honor Board, are met, and the Professionalism Honor Board removes the designation of probation.

Appeal of Probation: The student may appeal Probation to the Senior Associate Dean of Undergraduate Medical Education or designee. The student will have 5 business days after receipt of the Professionalism Honor Board's recommendation of probation to submit a written appeal. The Senior Associate Dean, or designee, will review the student's appeal within 15 business days and render a decision. All decisions regarding probation made by the Senior Associate Dean, or designee, are final.

The grounds for appeal may only be one or more of the following:

- There was a material deviation from the procedures set forth in this Policy that would significantly impact the outcome of the case or may have resulted in a different finding.
- New or relevant information, not available at the time of the investigation or determination of responsibility, is provided to the Professionalism Honor Board that would significantly impact the outcome of the case

Dissatisfaction with the outcome of the investigation, and failure of a party or witness to attend or participate in the investigation or hearing process, are not grounds for appeal.

Dismissal – Below is a non-exclusive list of examples that will result in the Professionalism Honor Board's evaluation of a recommendation of dismissal:

Dismissal
Egregious violations of the Ethical Code of Conduct
Continued pattern of unprofessional behavior while on Professionalism Probation
Any action with the intent to harm others, the University, or SLU SOM that the Professionalism Honor Board does not feel can be remediated.

Failure to comply with remediation or sanctions from the Professionalism Honor Board while on Professionalism Probation
Placement on Professionalism Probation for a second time
Placement on Professionalism Warning for a third time

The Professionalism Honor Board is the only body at SLU SOM that can dismiss a student for professionalism violations.

Dismissal: If the Professionalism Honor Board votes to dismiss a student from the School of Medicine, the Board will submit a Notice of dismissal to the student and the Senior Associate Dean for Undergraduate Medical Education. See the Dismissal and Appeal Policy for further details on the process for Dismissal and Appeal.

Appeal of Dismissal: The student may appeal Dismissal to the Dean, or the Dean's designee. The student will have 5 business days after receipt of the Notice to dismiss to submit a written appeal to the Dean and Senior Associate Dean of Undergraduate Medical Education. All decisions regarding dismissal made by the Dean, or designee, are final.

The grounds for appeal may only be one or more of the following:

- There was a material deviation from the procedures set forth in this Policy that would significantly impact the outcome of the case or may have resulted in a different finding.
- New or relevant information, not available at the time of the investigation or determination of responsibility, is provided to the Professionalism Honor Board that would significantly impact the outcome of the case.

Dissatisfaction with the outcome of the investigation, and failure of a party or witness to attend or participate in the investigation or hearing process, are not grounds for appeal. Please refer to the Dismissal and Appeal policy for additional guidelines around the appeal process.

The student may appeal Dismissal one time and the decision of the Dean is final.

The student is restricted from participating in course/clerkship work and other school related activities until the Dean renders a decision on the appeal.

The student is restricted from participating in course/clerkship work and other school related activities until the Dean renders a decision on the appeal.

Professional Etiquette

1. **Attendance** - “80% of success is showing up.” Your level of engagement in medical school will correlate with your success in medical school.
2. **Participation** – Once you have shown up, you are expected to be present and engage in the activity. Medicine is a “team sport.” You learn more when you actively participate in your education.
3. Organize yourself - Time Management/Online Calendars/Online Folders
 - Medical school is intense. Investing the time to plan/manage your time will help you navigate the intensity more successfully. Familiarize yourself with Outlook (provided by the school) or some other online calendaring system that synchronizes to your personal device.
 - (1) Add the OASIS calendar to your phone as a subscribed calendar.
 - (2) Be intentional: keep a to-do list. Drawing up a to-do list might not seem like a groundbreaking technique, but it's one of the most powerful ways to become more productive.
 - (3) Be prioritized: rank your tasks.
 - (4) Be focused: manage distractions.
 - (5) Be structured: time block your work, play, downtime.
 - (6) Be self-aware: track your time.
4. Completion of Evaluations
 - Another part and parcel of professional life, particularly throughout your formation, but also later in your career, is the timely and honest completion of Evaluations on courses, faculty, fellow learners, etc. Consider the following when evaluating:
 - (1) Describe what you have observed. Do not interpret
 - (2) Balance the positive and the negative
 - (3) Be specific
 - (4) Do not make it personal
 - (5) Be timely
 - (6) Be constructive
5. Email Communication with Faculty and Deans
 - One of the difficulties of being part of such a large institution at this time in history is the inherent struggle of “information overload.” Nonetheless, your @health.slu.edu email address is the official way that the school of medicine communicates with you during your training. You are responsible for maintaining that account and responding to messages in a timely fashion, while you are in the MD program (even if you take a leave of absence or pursue an additional degree somewhere else). You will have similar responsibilities towards your “work” email for the rest of

your career.

- Expect most people to respond to their email within 3 business days (Monday-Friday). Weekends & Holidays are not business days. If someone has not responded to your email in a timely fashion, then politely e-prompting them is probably helping to get your concern to “the top of the Inbox.”
- The handbook is revised each year to try to answer the most common questions that prompt emails. Be sure to check the Student Handbook before emailing deans or deans staff, as many common questions are answered here.

- (1) When possible, avoid writing emails late at night or at any time when you may be tired, stressed, and not at your best, especially if you are writing about an emotionally charged topic. It may be helpful to draft an email and revisit in several hours when you have had additional time to reflect on the topic and response prior to sending.
- (2) Keep in mind that body language, emphasis, tempo, and tone are all lost in an email. It is not designed to transmit sensitive and nuanced conversations. If you find yourself writing a LONG, charged email, it is preferred to set up an appointment to talk over your concern, face to face, rather than send the email.

6. Respect for others who differ

- Inevitably, you will encounter people who differ from you in cultural, religious, political or intellectual spheres. The very nature of education is to expose you to those who differ and learn from their unique experiences and perspectives. You do not have to adopt or support what they espouse to respect them as a human being.
- In the proper genre of a debate, marshaling and parsing out opposing arguments is part of the educational process. A dismissive attitude also prevents you from learning more about complex issues and from developing the team skills necessary to create innovative solutions to the most challenging problems we face in our culture and society. Demonstrating respect towards others who differ from you is essential to being an effective physician and student at SLU SOM.

Exam Conduct (See [School of Medicine Exam Conduct Policy](#))

Student preparation and timeliness for exams are components of coursework that promote welfare of the student body by minimizing disruptions and distractions during exams, support individual student growth in preparation for teamwork during the clerkship years, and facilitate efficient administration of exams. Exam administration requires communication and coordination to ensure that students can meet the required expectations for preparation and timeliness. Clear expectations regarding exam conduct are essential to maintain consistency across all years of medical school, foster an optimal test-taking environment and promote equitable outcomes.

This policy is designed to provide guidance and outline expectations for students and administrators regarding timeliness and conduct of exams during pre-clerkship courses and clerkships.

It was developed in recognition of the importance of professional formation (preparedness and timeliness for teamwork during the clinical years), and of respect for fellow students and administrators. It is further designed to reduce the burden of incident reports that must be filed with the NBME. The policy applies to all students and to administrative personnel in the Office of Curricular Affairs (OCA).

This policy applies to all students including those receiving accommodations, and all pre-clerkship modular and longitudinal courses, practice board exams, and clerkship exams.

Some courses have laboratory exams (lab exams) or clinical skills exams (OSCEs) that are conducted differently than usual written exams. For these exams, procedures specific to the exam are stipulated in the course syllabus. The expectations related to on time arrival, academic integrity, and absence processes as described below apply as well.

Procedures

- OCA staff will schedule exam dates and times and post/update these in Oasis. Staff will email students with information about downloading exams or updating NBME credentials at least one week in advance of the examination, when possible.
- Students are expected to download ExamSoft exams or complete pre-certification for NBME exams as appropriate before the day of the exam. Students who did not download their exam or complete pre-certification in advance will be directed to seats in the back row and will have their names recorded as a professionalism lapse.
- Before students take their seats in the testing room, OCA staff will provide students with a laminated writing surface and marker to use for making notes and/or calculations during the testing session. Students must return these to OCA staff at the end of the testing session. **Students should not write on anything (e.g., skin, clothing, tissue) other than the laminated writing surface, or copy anything onto the laminated sheet or other surface before the start of the exam.** Failure to comply may result in a finding that the student engaged in irregular behavior. OCA reserves the right to terminate a student's exam if the student engages in any activity that

may compromise the validity, integrity or security of the USMLE, including possessing or using prohibited items.

- The school observes NBME rules for all examinations. Thus, students may not have any objects or loose items with them when taking an exam. Personal belongings are stored in an area away from where the student is taking the exam, and is inaccessible to the student during the exam. The only thing permitted is the laminated writing surface and writing implement provided by OCA. Students may not wear hats. Coats must be worn or put away with personal items. Coats may not hang over the back of a chair or be placed on the table. Students may not have drinking bottles, food, writing instruments, paper, cell phones, smart devices, cameras, or any other electronic equipment besides the test-taking computer.
- Students should plan on taking the exam without breaks or interruptions, unless these are scheduled for longer exams such as a CBSE. Outside of scheduled breaks, a student may leave the exam room only once for a bathroom break during the exam. Only one student at a time may leave the room, and with the permission of a proctor, and only once during an exam. If a student leaves the exam room a second time, their exam will be ended and their exam will be scored. Exceptions may be made for students with an approved (OSA and OCA) accommodations request.
- Proctors will respond to students who have technical issues (such as computer problems) or who arrive late in ways that minimize the distraction for other students. If a problem can be resolved speedily and without distraction for others, proctors will address the issue at the student's seat, or address the problem at the front or back and let the student return to their seat. If it is a protracted problem that may become a distraction for others, proctors may move a student to a different seat elsewhere in the room or to a separate room that minimizes disruptions or impacts on others.
- Late arrival protocol:
 - (1) OCA staff will record the names of any student arriving late.
 - (2) A student may be admitted to the testing room up to 30 minutes after the exam has started. Students arriving >30 min late will need approval to take the exam from the Associate Dean of Pre-clerkship Curriculum, Associate Dean of the Clinical Curriculum, Associate Dean of Student Affairs, or a designee.
 - (3) Late arrival has consequences: Tardiness counts as a minor professionalism violation lapse.
 - (4) The proctor will provide the current start-up code to the tardy students. A tardy student may be given the full amount of testing time provided the exam will be completed during normal work hours and the testing room is available.
 - (5) Because ringing or vibrating phones represent a very significant distraction, any student who fails to silence their phone will have their name recorded as a minor professionalism violation.
 - (6) If a student experiences a computer issue during the exam, OCA staff should be notified immediately. Once the problem is resolved, or a paper exam is issued, the student will

restart the exam at the point that it was interrupted without loss of time.

- (7) Upon completion of the exam, students should quietly exit the lecture hall and refrain from congregating in the lobby outside the lecture hall. The outer lobby may be used as an alternative gathering place (the guard station in the LRC or the student lounge in the EU). Students should not remain in the lecture hall and talk to peers or open their computers or phones.
- (8) Emergencies do occasionally occur. A non-functional computer may be replaced one-time with a library computer. Students unavoidably detained may take the exam in a different room with an OCA proctor once approval has been obtained from the Associate Dean of Pre-clerkship Curriculum, Associate Dean of Clinical Curriculum, or a dean from the Office of Student Affairs (OSA).
- (9) Unplanned absences from an exam necessitate clear and timely communication. The specific communication is determined by the type of unplanned absence:
 - (i) If a student has an unplanned absence due to illness and is unable to take an exam, they must file an unplanned absence request on the Office of Student Affairs (OSA) Canvas page. If excused by OSA, the student will work with the Offices of Student and Curricular Affairs (OCA) to identify a make-up date. Make-up dates should occur at the earliest opportunity for the student and OCA to reduce further delays in the curriculum.
 - (ii) If a student has a second unplanned absence due to illness and is unable to take an exam, in addition to the steps in #1, they will be expected to meet with an Assistant or Associate Dean in OSA to discuss the circumstances that led to the absences. They will be permitted to reschedule the exam with OCA as outlined above. Depending on the circumstances, they may be requested to provide documentation from a treating provider.
 - (iii) If a student has a third unplanned absence due to illness and is unable to take an exam, they will be expected to provide documentation from a treating provider. They will receive an incomplete for the exam and course at that time. The student will proceed to the next course/clerkship with a plan for completion of the exam/course at a later date that minimizes conflict with required courses/clerkships. For example, an M1 Phase 1 student may take the make-up exam during the summer between M1 and M2 year; an M2 Phase 1 student may take the exam after completion of all courses of Phase I and delay the start of the dedicated study period for Step 1; a Phase 2 student may take the exam in lieu of career exploration or at the completion of Phase 2.
 - (iv) Any additional unplanned absences that results in an inability to take an exam on schedule will result in an incomplete for the exam and course and the student will need to attend the next Student Progress Committee for review. The student will continue with coursework as scheduled until the next Student Progress Committee meeting. The Student Progress Committee will review the student's performance

and coursework to determine the need for remediation or additional support.

(v) If a student becomes acutely ill during an exam they must notify a proctor, who will escort them from the exam room and contact OSA.

(vi) Absences will be tracked and accumulate across each given phase.

Death or significant illness of an immediate family member, or a significant personal or family emergency: Students must communicate this to OSA, who will notify the Associate Dean of Pre-clerkship Curriculum (or designee) or the clerkship director of the student's absence from the exam.

Sanctions

Egregious violations of exam code conduct or repeated minor failures to comply with the Exam Conduct Policy (accrual of 3 or more minor professionalism violations as defined above) are viewed as serious breaches of professional responsibility and will result in a referral to the Assistant or Associate Dean of Student Affairs. Students may be placed on Professionalism Watch, or referred to the Professionalism Honor Board, as described in the Professionalism Probation Policy.

[Absences \(See School of Medicine Pre-Clinical Absence Policy & School of Medicine Clinical Absence Policy - M3 and M4\)](#)

Pre-Clinical Absences (Phase 1)

Student absences are a component of pre-clinical coursework that requires communication and coordination to ensure that students meet the required expectations for course completion. Clear expectations regarding absences are essential to maintain consistency across the pre-clinical years and to maintain ease of accommodation for reasonable requests.

This policy is designed to provide guidance and outline expectations for students, course directors, elective directors, and administrators regarding absences during pre-clerkship courses.

Attendance and satisfactory completion of required activities are essential components of the curriculum. Absences must be approved through the processes set out in this policy. Unexcused absences and non-adherence to attendance requirement and policies are concerning matters, and are viewed as serious breaches of expected professional behavior.

Required attendance

Students are expected to be present and on time for all scheduled examinations, clinical assignments, and required academic activities. Attendance is required for:

- Clinical sessions and assignments, inclusive of standardized patient sessions;
- Active learning sessions (such as TBL, PI, Sim);
- Small group sessions, Learning Community Faculty sessions;
- Any lecture, panel, or workshop identified as "required" or "mandatory" by the course director.

Student responsibilities and obligations regarding attendance

It is a primary responsibility of the pre-clerkship student to:

- show up to class on time, ready to engage in learning, and to attend all required sessions;
- demonstrate adherence to attendance requirements by completing attendance quizzes or other attendance monitoring requirements;
- when an absence occurs, to communicate with the course director to seek out make-up assignments for missed learning and to complete these in a timely manner;
- to submit requests for approved absences using the process established by the offices of student affairs and curricular affairs in a timely fashion.

Excused absences

Excused absences from a required course activity may be professional, planned or unplanned.

Planned absences are those that are anticipated in advance of the course, such as time off to attend important family or personal events. The reason for the planned personal absence must be disclosed to the Office of Student Affairs. Planned absence requests that involve singular life events of family or close friends, such as weddings or graduations, may be granted. However, further documentation of the event may be required for verification. Planned absence requests for vacation during required events will be declined. Students must take vacation during designated breaks during the pre-clerkship curriculum.

Pre-clerkship students cannot exceed a maximum of 4 days of non-medical planned absences during the M1 year, and a maximum of 2 days of non-medical planned absences during the M2 semester of the pre-clerkship. Any request beyond these limits will automatically be declined. Additionally, any planned absence must not exceed 50% of a pre-clerkship course. As per the leave of absence policy, any absence that exceeds 50% of a pre-clerkship course that is 3 weeks or longer will result in the student automatically being placed on a leave of absence.

Planned absences must be requested at least four (4) weeks before the beginning of the course, or four (4) weeks before the absence from a longitudinal course. Approval is at the discretion of the Office of Student Affairs and students may be required to make up the excused time. Students must communicate with the course director where required sessions will be missed to determine the nature of make-up work. Planned absences will not be granted for NBME exams; students must make arrangements to ensure they are present for all NBME exams.

Professional absences are absences that are to make presentations or attend academic conferences to help further your career. The reason for the professional absence must be disclosed to the Office of Student Affairs. Professional absences must be requested at least four (4) weeks before the beginning of the course, or four (4) weeks before the absence from a longitudinal course. Approval is at the discretion of the Assistant or Associate Dean of Student Affairs and students may be required to make up the excused time. Students must communicate with the course director where required sessions will be missed to determine the nature of make-up work. Professional absences may be requested for an NBME exam, when a student is presenting scholarly work within 24 hours of the scheduled NBME exam and notifies the Assistant Dean of Student Affairs at least 4 weeks in advance of the start of the course.

Unplanned absences are primarily for serious circumstances such as personal illness/acute medical problem, death or significant illness in an immediate family member, or a significant personal or family emergency. Unplanned absences from required activities necessitate clear and timely communication. The specific communication is determined by the type of unplanned absence:

- **Personal illness/acute medical problem:** If a student anticipates missing, or misses, a scheduled examination, clinical assignment or a required academic activity during a course for a personal illness/acute medical problem, the student must at the earliest feasible opportunity fill out the

Unplanned Absence Form in order to communicate this to the Assistant Dean of Student Affairs. It is not expected that students do this while receiving emergency treatment; rather that communication happens at the earliest feasible time once students are stable or well enough to do so. A note from a physician may be required to document the significance (and ongoing treatment) of the medical issue. The physician's note should be included with the form, or delivered to the Office of Student Affairs, who will notify the course director and the Office of Curricular Affairs of the student's ongoing absence from course activities. We recognize that a doctor's visit may not be necessary in the case of all illnesses; please communicate with Student Affairs if this is more of an acute issue, versus something more ongoing. Illness that may affect student performance during a required course activity or exam must be communicated to the Office of Student Affairs so that appropriate curricular adjustments or modifications can be made in a timely manner.

- Death or significant illness of an immediate family member, or a significant personal or family emergency: students must communicate this to the Office of Student Affairs using the process for unplanned absence requests. The Assistant Dean of Student Affairs will notify the Associate Dean of Pre-clerkship Curriculum and the course director of the student's absence from course activities.
- Any absence that results in missing an exam must be coordinated with the Office of Curricular Affairs to arrange for an appropriate make-up date for the exam.

Process for requesting approved absences

Step 1: Student requests absence

Students must submit a request for an approved absence via the Planned or Unplanned Absence forms located in Canvas. To navigate to these forms:

- Go to Canvas (SOM) under MySLU Tools
- Click on the Office of Student Affairs tile
- On the left navigational panel, scroll down to and click on "Absences – Planned and Unplanned"
- If this is a planned absence for the future, in line with this policy, please fill out the Planned Absence form.
- If this is an unplanned absence, in line with this policy, please fill out the Unplanned Absence form.

Step 2: The Office of Student Affairs reviews the request.

The Office of Student Affairs will approve or deny the request based on the discretion of the Office of Student Affairs and the stipulations within this policy. A notification is sent to the student by email, and the Office of Curricular Affairs are also included in this notification.

Step 3: Student informs course director.

The student forwards their absence notification to the relevant course director within 3 working days of the absence approval. This is so that the course director is aware of the absence, and to facilitate

communication between the student and course director around make-up work, so that the student can catch up on missed learning. Failure to send the notification to the course director may cause the attendance to be reclassified as an unexcused absence.

Step 4: Student completes make up work.

Students should catch up on missed learning through make up work assignments. It is the responsibility of the student to request and complete the make-up work, and this should be coordinated with the course director. For some required sessions, such as TBLs or PIs, there is standard make-up work that will appear in the absence approval communication from Student Affairs. Course directors may assign additional make up work to students depending on the type of session missed or may make use of the standard make up work notification. Make up work is not monitored through the office of Curricular Affairs or Student Affairs; it is a matter between course director and student. The course director should notify the Offices of Student Affairs and Curricular Affairs of any student not completing assigned make up work.

Monitoring of attendance

Process for monitoring attendance

The Office of Curricular Affairs (OCA) works with course directors to monitor attendance for required sessions. Appropriate tools are used, depending on the session. For instance, for required lectures or other large-group session, attendance may be monitored by attendance quiz, sign-up sheet, completion of quizzes, or engagement with quiz questions on Polleverywhere or Canvas. For small group and clinical sessions attendance may be monitored by faculty or staff taking attendance, or by use of attendance quiz. OCA staff works with course directors and together with the Associate Dean for Pre-clerkship to determine the appropriate method for monitoring attendance for sessions.

After each required session, OCA curriculum coordinators review attendance data, and note students who have not completed attendance requirements. The curriculum coordinators inform the Office of Student Affairs and the Associate Dean for Pre-clerkship. This is also collected in a datasheet used to keep track of unexcused absences.

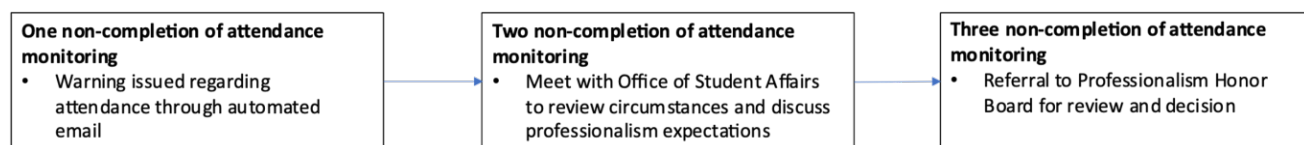
When an unapproved student absence is detected

If a student is noted to be absent from class without an approved absence, the student will receive an automated notification.

For a first unexcused absence/non-completion of attendance monitoring, the notification will inform the student that they have not completed attendance requirements and are warned that attendance of required activities and completion of attendance monitoring requirements are mandatory, and future non-compliance could result in consequences to the student. The notification will also state that if this notification is in error, or if the student has circumstances that should be considered for an excused absence, the student is to contact the Assistant Dean for Student Affairs. If there are circumstances that would warrant an excused absence such as emergency or illness, Student Affairs will assist the student to complete the process to request an excused absence.

For a second unexcused absence/non-completion of attendance monitoring, the notification will direct the student to meet with the Assistant Dean for Student Affairs to review circumstances and discuss professionalism expectations.

For a third unexcused absence/non-completion of attendance monitoring, the student will be referred to the Professionalism Honor Board for review and a decision. The automated notification will state that the student will be referred to the Professionalism Honor Board. Again, the notification will indicate that the student should reach out to the Assistant Dean for Student Affairs if this was an error or if some circumstances exist that this should be considered an excused absence.



Note: If absences are only discovered after the second or third absence because a student evaded detection, the consequences of second or third (or further) absences are applied as appropriate. Students do not get “free” absences because they managed to evade detection.

If a student is in class, but cannot complete attendance monitoring requirements

It is the responsibility of the student to demonstrate that they were in class, and to demonstrate adherence to attendance requirements.

Individual circumstances: There may be times when students have unique circumstances that make it impossible for them to complete a specified attendance monitoring requirement. For instance, the student forgot their device at home and cannot access the attendance monitoring system, or the student is late to class and cannot complete the attendance quiz. In such circumstances, the student must speak with the relevant OCA curriculum coordinator (M1 or M2) and/or the course director or teaching faculty to demonstrate that they are present in class, and to explain the situation. The student will be marked present by OCA staff after consulting with course faculty to verify the student’s attendance. If tardiness is the reason for non-completion of attendance requirements, the student is marked present but tardy. (A second instance of tardiness detected in this fashion requires that the student meet with the Assistant Dean of Student Affairs. The Office of Student Affairs reviews circumstances surrounding tardiness. Repeated tardiness may be considered part of a pattern of unprofessional behavior, which may lead to a referral to the Professionalism Honor Board). If a student does not speak with course faculty and OCA curriculum coordinators during or directly after the session to verify their attendance, they will be counted as having an unexcused absence. Fellow students cannot verify a student’s attendance in these circumstances; a student must present themselves to OCA staff and/or course faculty.

Circumstances affecting the whole class: There may be rare occasions when attendance monitoring systems fail. For instance, there is an internet outage and students cannot access the attendance quiz, or faculty arrive too late to administer the attendance quiz. If no attendance can be taken due to technical failure, all students in the affected class will be counted as being present for the session. No unexcused absences will be logged for the specific session. OCA staff will work with course faculty to communicate with students in real time, and will inform the Assistant Dean of Student Affairs and the Associate Dean

of Pre-clerkship of the issue.

Elective courses

In-person Electives: Requests for an absence must be submitted to and approved by the elective director whenever possible prior to the start of the elective. The student will be required to make up this time and complete the expected work/activity by the end of the scheduled time frame to receive full credit.

Online Electives: The attendance policy does not apply to these electives. Students are expected to complete the requirements outlined by the elective director in the given timeframe.

SLU School of Medicine Holidays

If an observed SLU University Holiday falls during a course, the M1 and M2 students are expected to have the day off. For Religious Accommodations regarding planned absences, see the Religious Accommodations Policy.

Sanctions

Student absence from a required session without approval through the Office of Student Affairs absence process will be treated as a violation of expected professional behavior.

Unexcused absences and non-completion of attendance monitoring requirements.

Unexcused absences or non-completion of attendance monitoring are violations of professional behavior. Three or more unexcused absences and/or non-completion of attendance monitoring is considered a continued pattern of unprofessional behavior and a serious breach of professionalism standards.

For the first instance of unexcused absence or non-completion of attendance monitoring, a student will receive a warning and reminder of the expectations regarding attendance and attendance monitoring. For a second instance, a student will meet with the Assistant Dean or Associate Dean for Student Affairs to review circumstances and for discussion of professionalism expectations. For a third instance, a student will be referred to the Professionalism Honor Board (PHB) for review and a decision.

The PHB determines sanctions, remediation, and the student's professionalism status in accordance with the situation and the Professionalism Probation Policy. Sanctions may include professionalism warning, professionalism probation, a grade of fail for courses in which unexcused absences occurred, a repeat of the year, or dismissal.

More than three unexcused absences or non-completion of attendance monitoring requirements within a specific course is inconsistent with completing course requirements in a satisfactory manner. Therefore, a grade of Fail for professionalism reasons will automatically be assigned for any course in which a student has more than three unexcused absences or non-completion of attendance monitoring.

Note: Absences are cumulative across courses in the pre-clerkship, and do not reset when a course ends. If absences are only discovered after the second or third absence, the consequences of second or third (or

further) absences are applied as appropriate. Students do not get “free” absences because they managed to evade detection.

Tardiness for required sessions.

Repeated instances of tardiness for required sessions are seen as a pattern of unprofessional behavior. Students demonstrating patterns of unprofessional behavior will be referred to the PHB. The PHB will consider appropriate sanctions and remediation as set out in the Professionalism Probation policy for patterns of unprofessional behavior.

Falsifying attendance requirements or evading detection of unexcused absences.

Falsifying attendance requirements, misrepresenting attendance or tardiness in any way, or attempting to evade attendance monitoring to obscure unexcused absences are intentionally deceptive acts and represent egregious breaches of professional behavior and the ethical code of conduct for medical students. Such students will be referred to the PHB for review and a decision. The PHB will consider appropriate sanctions and remediation as set out in the Professionalism Probation policy for egregious or significant breaches of professional behavior.

Similarly, assisting another student to falsify their attendance is also a deceptive act that is considered a serious breach of professionalism. Such students will be referred to the PHB for review and a decision. The PHB will consider appropriate sanctions and remediation as set out in the Professionalism Probation policy for egregious or significant breaches of professional behavior.

Responsibilities

The Assistant Dean of Student Affairs with the Associate Dean of Pre-Clerkship Curriculum, Associate Dean of Student Affairs, and the Senior Associate Dean of Undergraduate Medical Education are responsible for the consistent application of this policy.

Medical students are expected to attend all required activities, be on time, and complete attendance monitoring requirements. Students must be proactive and communicate all planned or professional absences at least four (4) weeks in advance of the beginning of the course or four (4) weeks in advance of the event for longitudinal courses. When medical or personal emergencies occur leading to unplanned absences, students must request an approved absence as soon as is feasible and is allowed by circumstances. Students are also responsible for seeking out make-up work to make up for missed learning.

Course directors are responsible for referring students to the absence form as indicated in this policy, and for working with students to create make-up work for missed curricular activities.

The Associate Dean of Student Affairs is responsible for tracking student absences over the course of the year.

The Associate Dean of Pre-clerkship Curriculum and OCA staff/curriculum coordinators are responsible for adjustments in schedules and exam dates affected by approved absences.

Definitions

- Excused Absences - either planned absences or unplanned absences that have been properly communicated to a dean of Student Affairs.
- Unexcused Absences - absences that do not fit the definition of planned or unplanned or any absences that have not been properly communicated to a dean of Student Affairs.
- Planned absences are those that are anticipated in advance of the course, such as time off to attend important family or personal events.
- Professional Absences are absences that are to make presentations or attend academic conferences to help further your career.
- Unplanned absences are primarily for serious circumstances such as personal illness/acute medical problem, death or significant illness in an immediate family member, or a significant personal or family emergency.

Clinical Absence Policy (Phase 2 & 3)

Student absences are a component of clinical rotations that requires a significant amount of communication and coordination to ensure that students meet the required expectations for clinical experiences. Clear expectations regarding absences are essential to maintain consistency across the clinical years and to maintain ease of accommodation for reasonable requests.

This policy includes clerkships, required clinical rotations (i.e. Acting-internships), and clinical electives.

Core Clerkship Curriculum

Planned Absences

Planned personal absences must be requested to the clerkship coordinator and the Office of Student Affairs at least 4 weeks in advance of the start of the clerkship. Approval is at the discretion of the Office of Student Affairs in coordination with the clerkship directors. Students will be required to make up the excused time. The makeup time could consist of additional clinical time (possibly including weekends) or additional nonclinical requirements such as assigned readings or completion of online modules/cases; the additional requirements will be determined by the clerkship director and communicated in advance to the student.

The reason for the planned personal absence must be disclosed to the clerkship director and the Office of Student Affairs. Planned absence requests that involve singular life events of family or close friends, such as weddings or graduations, may be granted. However, further documentation of the event may be required for verification. Planned absence requests for vacation during core clerkships will be declined. Students must take vacation during designated weeks during the core clerkship curriculum and unscheduled time during the post-clerkship curriculum.

Whenever possible, planned personal absences for non-emergent health care should be scheduled at times that do not conflict with required clinical or classroom activities. If unavoidable, planned personal absences for non-emergent healthcare will be accommodated by the clerkship. The clerkship director should be notified 4 weeks before the beginning of the clerkship. If the appointment is made after 4

weeks before the beginning of the clerkship, the student should notify the clerkship director as soon as possible.

Planned personal absences cannot be requested for National Board of Medical Examiners (NBME) clerkship subject examination times.

Core clerkship students cannot exceed a maximum of 5 days of planned absences, for non-medical reasons, during the clerkship year. Any request beyond 5 days will automatically be declined.

Additionally, any planned absence must not exceed 10% of a clerkship block (i.e. for blocks shorter than 8 weeks, a student would not be able to utilize all 5 days in the same block).

Professional absences must be requested to the clerkship director and Office of Student Affairs at least 4 weeks in advance of the start of the clerkship, or as soon as they are notified of the acceptance.

Professional absences during the clerkship phase are generally for presenting scholarly work at a conference. Attendance at a conference or professional gathering may be granted with four week's notice prior to the start of the clerkship during which the absence will occur. Approval is at the discretion of the Office of Student Affairs, who will coordinate with the clerkship director. Required make-up time and assignments are at the discretion of the clerkship director as long as the total absence remains 10% or less of the clerkship. Any professional absences in excess of 10% of clerkship time will require make-up time to bring the student to the 10% threshold or less. If the absence results in missing a critical educational activity, the clerkship director may require the absence to be made up. Professional absences may only be requested for an NBME exam when a student is presenting scholarly work within 24 hours of the scheduled NBME exam and notifies the clerkship director at least 4 weeks in advance of the start of the clerkship.

Unplanned Absences

- Personal illness/acute medical problem: students must communicate this to the Office of Student Affairs, the clerkship director, the clerkship coordinator, and the senior resident and attending (if applicable) as soon as possible. Communicating solely with the resident is not adequate communication with the attending. The attending must be contacted directly. If a student misses greater than or equal to three days during a clerkship for a personal illness/acute medical problem, the student may be required to document the significance (and ongoing treatment) of the medical issue. The clinician's note should be provided to Student Affairs for review.
- Death or significant illness in an immediate family member, or a significant personal or family emergency: students must communicate this to the Office of Student Affairs, who will notify the clerkship director and coordinator of the student's absence from clinical activities. Further follow-up will be determined between the clerkship director and the Office of Student Affairs.

Make-up time for unplanned absences is generally not mandatory unless the student misses "critical educational activities" during their absence (such as an OSCE or other significant learning opportunities; "critical educational activity" is defined individually by each clerkship) OR if the student misses in excess of 10% of the clerkship. If a student misses in excess of 10% of clerkship days they will be required to remediate time up to the point of having missed less than 10% of clerkship days.

Students who miss in excess of 25% of clerkship days will be required to meet with the clerkship director and the Deans of Student Affairs and Curricular Affairs to determine an individualized learning plan, and will receive a grade of Incomplete pending completion of clerkship experiences.

Any absence, other than a planned personal absence above, that results in the missing of a NBME subject exam will need to be coordinated with Curricular Affairs to arrange for an appropriate make-up date for the exam.

The Office of Student Affairs tracks all excused absences across the clerkships.

Students should not exceed SLU SOM policy for work hours when completing make-up clinical experiences. If they choose, students may make-up clinical time during a study day for the NBME subject exam, if available.

One or more unexcused absences are adequate reasons for a clerkship director to consider a non-passing grade of In-Progress or Fail for the student. Failure to comply with the Absence Policy is viewed as a serious breach of professional responsibility and may result in a referral to the Associate Dean of Student Affairs and/or a grade of In-Progress or Fail for the course and/or referral to the Professionalism Honor Board.

Post-Clerkship/Pre-Internship Curriculum

Planned and unplanned absences, excluding residency interviews outlined below, during required anchor rotations, such as emergency medicine, ambulatory medicine, and acting internships, and post-clerkship elective rotations should be approached like core clerkships described above.

The reason for the planned personal absence must be disclosed to the course director and the Office of Student Affairs. Planned absence requests that involve singular life events of family or close friends, such as weddings or graduations, may be granted. However, further documentation of the event may be required for verification. Planned absence requests for vacation during anchor rotations, emergency medicine, ambulatory medicine, acting internships, and post-clerkship elective rotations will be declined. Vacation should only take place during the unscheduled time of the post-clerkship curriculum.

Whenever possible, planned personal absences for non-emergent health care should be scheduled at times that do not conflict with required clinical or classroom activities. If unavoidable, planned personal absences for non-emergent healthcare will be accommodated by the course. The course director should be notified 4 weeks before the beginning of the course. If the appointment is made after 4 weeks before the beginning of the course, the student should notify the clerkship director and the Office of Student Affairs as soon as possible.

Students are strongly encouraged to avoid scheduling electives during months that they anticipate significant numbers of interviews. Rather, they should use discretionary time or schedule electives that are online or electives that do not necessitate a significant physical presence in St. Louis.

Residency Interviews and Second Look Visits

The allowance for time away from clinical rotations to interview for residency positions varies between year 4 electives and acting internships.

Direct Patient Care Electives. Students may receive up to three days off from clinical electives for interviewing and residency program visits during a four-week rotation or one day in a two-week rotation (in addition to the expected one day off in seven average for the experience). These requests need to be submitted and approved by the course director whenever possible prior to the start of the rotation. The student may be required to make up this time on weekends (at the discretion of the course director and available clinical experiences in the elective, or with a comparable educational experience) or after the end of the original elective timeframe. At times, students who receive interview opportunities that require immediate travel may request and be granted time away from the elective if a later interview date is not possible. Approval is at the discretion of the elective director.

Non-Direct Patient Care Electives. For electives with attendance expectations, students may miss one day in a two-week rotation. These requests need to be submitted and approved by the course director whenever possible prior to the start of the rotation. The student may be required to make up this time on weekends (at the discretion of the course director). At times, students who receive interview opportunities that require immediate travel may request and be granted time away from the elective if a later interview date is not possible. Approval is at the discretion of the elective director.

Online Electives - the attendance policy does not apply to these electives. Students are expected to complete the requirements outlined by the course director in the given timeframe.

Research Electives - absences during a research elective should be discussed with the primary investigator/faculty advisor and be approved by him/her. Otherwise, students are required to complete the expected academic product (i.e. manuscript, etc) by the end of the scheduled time frame to receive full credit.

Acting internships. The interview season will likely be a hybrid experience with some residency programs offering in-person and others offering virtual interview experiences. Acting internships are explicitly meant to prepare a student for the experience of their intern year and the professional responsibilities that come with that experience. As such, in general, students should NOT plan to attend residency interviews while on an acting internship; these courses can be identified by their course codes (all acting internships are 500-level courses). If a student receives an interview invitation shortly before the beginning of an acting internship and believes that s/he must attend the interview, s/he may work with the Office of Student Affairs and the acting internship director to review the specifics of the acting internship and interview for possible accommodation. If accommodation is detrimental to the acting internship experience, the Office of Curricular Affairs can assist with rescheduling the acting internship to another one later in the year. Any student found to have attended an interview while on an acting internship without approval by the Office of Student Affairs will be referred to the Associate Dean for Student Affairs as a potential violation of the Ethical Code of Conduct for Students.

Ambulatory Internal Medicine and Emergency Medicine Clerkships. Students may receive up to three days off for interviewing during Ambulatory Medicine. These requests need to be submitted and approved by the course director whenever possible prior to the start of the rotation. The student may be

required to make up this time at the discretion of the course director. Any time in excess of three days must be made-up in coordination with the clerkship directors.

During clerkships, required clinical rotations (i.e. Acting-internships), and clinical electives the following chart serves as a guide for what absences will need to be made up. This table serves as a guide. **Course directors and OSA reserve the right to deviate from this chart when appropriate given a student's individual circumstances.**

Absence type	Length	Required to make up?	Notes
Planned Personal	Max of 5 working days during phase (Clerkship and post-clerkship)	Yes	Cannot exceed 10% of a single block.
Unplanned	Any	Yes, if 10% or more of the block is missed. -OR- Miss "critical educational activity" -OR- Miss shelf exam	Make-up work will be needed to bring student under 10% missed.
Religious	Any	Yes, if 10% or more of the block is missed. -OR- Miss "critical educational activity" -OR- Miss shelf exam	
Professional	Any	Yes, if 10% or more of block is missed. -OR- Miss "critical educational activity" -OR- Miss shelf exam	
Residency Travel (PCEs, Ambulatory, EM, NDPEs)	3 days during 4-week rotation and 1 day during 2-week rotation	At the discretion of the course director.	All requests are submitted to the course director only. This is the only absence type that you do not need to submit to OSA.
Residency Travel (Acting Internship)	Contact OSA for instructions.		

*note: The maximum amount of time a clerkship can be missed is 10%, regardless of reason. For example, a student who uses two planned absences and one unplanned absence during a four-week rotation has now missed more than 10% of the rotation total and will need to make up at least one day.

SLU School of Medicine Holidays

If an observed SLU University Holiday falls during clinical rotations, the M3 student is expected to have the day observed off. The M4 student is expected to fulfill his or her clinical responsibilities.

(The holiday procedure was voted and approved by the Clinical Subcommittee on December 6, 2017).

Responsibilities

The Associate Dean of Clinical Curriculum with the Senior Associate Dean of Undergraduate Medical Education are responsible for the consistent application of this policy by clerkship and clinical course directors.

Clerkship coordinators are responsible for communicating all student absences to the Office of Student Affairs at the end of every clerkship block.

The Associate Dean of Student Affairs is responsible for ensuring student absences are tracked over the course of the year.

Medical students are expected to be proactive and communicate all planned or professional absences at least 4 weeks in advance of the beginning of the rotation.

Religious Accommodations

- The mission of the Saint Louis University School of Medicine (SLU SOM) is the pursuit of excellence in education, research, clinical care and community engagement through professional development, collaboration and social justice. The SLU SOM must demonstrate that all graduates have met the required academic and professional standards for their medical degree.
- The students, faculty and staff of SLU SOM represent major religions from across the world. The University may provide a reasonable accommodation based on a person's sincerely held religious beliefs. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship on the curriculum or prevent a student from meeting required academic and professional standards. Alternative experiences or requirements may need to be completed to meet the required standards missed.
- Students who identify conflicts between required curricular experiences and their sincerely held religious belief may be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be unable to complete the requirements by submitting a Planned Absence Request Form to the Office of Student Affairs at least four weeks prior to the start of the course.
- The Office of Student Affairs will work with the Office of Curricular Affairs and the course director to determine if a reasonable accommodation is available. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without

penalty, unless it can be demonstrated that a makeup opportunity would constitute an undue hardship. The student must be given the opportunity to do appropriate make-up work that is intrinsically no more difficult than the original exam or assignment.

- Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. The course director may also appropriately respond if the student fails to satisfactorily complete any alternative assignment or examination.
- Students are encouraged to work with OCA, OSA, Campus Ministry, and their personal faith advisors to navigate personal and professional obligations and practices. Additionally, many faculty and staff may share religious beliefs and practices and are strong sources of support in navigating personal and professional obligations.
- It may be necessary for the University to request the student to provide documentation or other authority to support the need for an accommodation based on the student's religious practice or belief. The University may need to discuss the nature of the religious belief(s), practice(s) and accommodation with the religion's spiritual leader or religious scholars to address the request and to best identify an accommodation.
- A compiled list of observed holidays from many major religious can be found [here](#).

Social Media Guidelines

Each student is responsible for their postings on the Internet and in all varieties of social media. In all communications, students are expected to be courteous, respectful, and considerate of others. Inappropriate postings on the Internet or social media will be considered lapses in the standards of professionalism expected of Saint Louis University Students. Students responsible for such postings are subject to the Professionalism Policy in the same manner as for any other unprofessional behavior that occurs outside the academic setting. Students who do not follow these expectations may face disciplinary actions including dismissal from the School of Medicine.

Students within the School of Medicine are urged to consider the following before posting any comments, videos, pictures, or essays to the Internet or a social media site:

- There is no such thing as an "anonymous" post. Furthermore, any posts or comments submitted for others to read should be posted with full identification of the writer. Where your connection to Saint Louis University SOM is apparent, make it clear that you are speaking for yourself and not on behalf of Saint Louis University SOM. A disclaimer, such as, "The views expressed on this [blog; website] are my own and do not reflect the views of my University or the School of Medicine" are required.
- Internet activities may be permanently linked to the author, such that all future employment may be hampered by inappropriate behavior on the Internet.
- Making postings "private" does not preclude others copying and pasting comments on public websites. "Private" postings that become public are still subject to sanctions described in the Professionalism Policy.
- Do not share information in a way that may violate any laws or regulations (i.e. HIPAA). Disclosing

information about patients without written permission of the patient and the School of Medicine, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.

- For Saint Louis University's protection as well as your own, it is critical that you show proper respect for the laws governing intellectual property, copyright and fair use of copyrighted material owned by others, including Saint Louis University's own copyrights and brands. Curricular materials developed by Saint Louis University faculty and staff or faculty/staff of other medical schools or educational institutions should not be distributed or redistributed. When in doubt, students should seek guidance regarding appropriate use of such materials.
- Do not share confidential or proprietary information that may compromise the institution's research efforts, business practices or security.
- Please be sure to adhere to hospital and clinic policy before taking photos, video, or audio. Our educational and clinical environments have policies surrounding photo, video, and audio.

Dress Code Guidelines

Dress is a form of expression, which to a certain extent conveys how we see ourselves in the world. There are times with a different standard of dress is required. The form of dress shows respect for the people with whom we are interacting, their perspective of the world, and the role we play in it. Appropriate dress is expected of students as they engage with patients and clinical colleagues.

Dress in routine morning lecture or in small group activity with no patient or standardized patient interaction in the first phase is casual. Students should be comfortable, yet tasteful, dress in layers (temperatures fluctuate in the buildings), and ensure they are properly attired if in lab spaces like the gross anatomy lab. Please exercise your best judgment but students should be mindful that they remain in a professional academic environment and revealing or provocative clothing that may be worn in more informal settings is strongly discouraged.

In any environment where patients are present, students are required to wear a clean, short white coat with an ID badge identifying themselves as medical students.

Clinical Attire Guidelines (required to be followed for all settings where real or standardized patients are present, including but not limited to Clerkships, clinical skills labs, small group patient interviews):

- Beards are acceptable when neatly trimmed. If N95 use is needed, beards may only be allowed if an expression of religious practices.
- No hats (with the exception of religious or cultural head coverings).
- A minimum of jewelry should be worn.
- Button-down shirts should not be opened below the second button. No T-shirts or sweatshirts. No bare midriff. Dress shirts should be wrinkle-free and tucked in. Shirts and blouses without buttons should have a modest neckline being mindful of patient and student positioning.
- No jeans, cut-offs, or shorts.

- Shoes must be closed toes. Clogs are acceptable, sandals are not. Shoes must be clean.
- Clean sneakers are acceptable only when wearing scrubs.
- Skirts must be a conservative length (at or just above the knee, or longer).
- Sheer garments, halter/tank tops and items designed to be worn as undergarments are unacceptable.
- Cuts and abrasions should be covered with tegaderm (dressing) or similar water impervious material.
- Universal Precautions should be followed with protective glasses and masks in any situation where exposure to body fluids is possible.

Vaccination & Exemption Guidelines

Documentation of vaccination is required on matriculation to medical school. This is coordinated through both the Office of Admissions as well as the Office of Student Affairs (OSA). An annual influenza vaccination is required for all students.

Vaccine exemptions can be made on the basis of either a medical condition (which requires documentation from a medical provider regarding the necessity of the exemption) or a religious reason. These exemptions are coordinated through OSA, and all protected health information is kept private and secure. Please contact the OSA if you have any questions or concerns regarding vaccines or exemptions. This includes COVID vaccination, where clinical site requirements periodically change. Vaccination requirements are tracked through CastleBranch for the classes of 2026, 2027, and 2028 and through Student Health for the class of 2029.

Marijuana Use Guidelines

In 2018, the State of Missouri legalized the medical use of marijuana (19 CSR 30-95). In November 2022, the State of Missouri passed a ballot initiative to amend the State Constitution to legalize the purchase, possession, consumption, use, delivery, manufacture and sale of marijuana for personal use for adults over the age of 21. However, the possession or use of marijuana remains an offense under the Controlled Substances Act, a federal law. Saint Louis University is obligated to comply with all federal laws and regulations. In order to remain in compliance, Saint Louis University will not permit the possession or use of marijuana on- campus, or at University-sponsored events, regardless of age, and will not permit the possession or use of marijuana at educational or other activities sponsored, conducted or authorized by Saint Louis University or its Student Organizations, whether on or off campus, in any on-campus housing, or in any other University buildings or other property. Any Student who uses or possesses marijuana on-campus, regardless of age, may be referred to the Professionalism Honor Board. The Department of Public Safety (DPS) will confiscate and dispose of any marijuana found on campus belonging to Students under the age of 21. The Department of Public Safety will confiscate marijuana found on campus belonging to Students over the age of 21 for a period of no longer than 48 hours. Students over the age of 21 may request to retrieve their marijuana from DPS during this time period insofar as they secure an off-campus location to store their marijuana.

Saint Louis University prohibits the use, possession, manufacture, sale, cultivation, purchase with the intent to distribute, distribution of marijuana and other drugs, and storage of marijuana and other drugs by students, faculty, staff, and visitors on all of Saint Louis University's campuses and properties and at all

University-sponsored events.

Clinical partners including SSM Health, and our VA affiliation prohibit the use of marijuana use by employees and students rotating through their rotations. All students must have a documented negative urine drug screen to begin clinical experiences. If a student has a positive urine drug screen not otherwise cleared by a treating provider, they will not be able to begin their clinical rotations until a negative drug screen is documented. This may lead to delays in beginning their clinical rotations. Any delay beyond 45 days would require the student to be placed on a leave of absence until they are able to complete the requirement. Students who have additional positive urine drug screens, or are unable to comply with the testing requirements are not maintaining their professional responsibilities and they may be referred to the Professionalism Honor Board for review and discussion for remediation.

Saint Louis University students have access to the [University Counseling Center](#) and the [Student Health Center](#). The University Counseling Center also offers a Collegiate Recovery Community (CRC) and Sober@SLU to provide recovering students and their allies a safe and welcoming network.

Inclement Weather Policy

The Saint Louis University School of Medicine will follow the lead of the main University regarding when the school is “closed” due to inclement weather. These messages typically come in the form of an email from the University Provost, President, or via a Campus Safety Alert. Alert preferences can be adjusted through MySLU Banner. Per the University’s [Inclement Weather Policy](#), a closure can manifest in three ways:

- **Snow schedule:** classes and activities before 10 a.m. are canceled.
- **Cancellation of classes:** scheduled classes are suspended, but all other University activities continue.
- **Closure of the University:** the situation in which all University activities are suspended and all offices are closed. Only emergency essential employees identified by their respective vice presidents need to report to work.

Here is the impact of these on you depending on where you’re at in the curriculum.

Pre-Clerkship Students (M1s and M2s during Fall Semester)

In the case the University issues any of the aforementioned inclement weather alerts, your in- person classes will not take place in-person. These classes may be cancelled or rescheduled, however they may also be moved to an online format using Zoom or Panopto. This will be communicated to you with as much notice as possible via email and Canvas.

In the event of inclement weather affecting an exam, most likely the exam will be rescheduled for a future date due to the difficult nature of moving an exam to a virtual format. The date of these exams, if moved, will be communicated to you with as much notice as possible.

In the case that a required event or course is not able to be moved to a virtual format, the course director will work with the Associate Dean of the Pre-Clerkship Curriculum to find a time to hold the session. This may require that students watch a recording of the session on their own time. The Dean’s staff will work to minimize the effect of inclement weather on the pre- clerkship curriculum and utilize virtual options wherever possible.

Clinical Students (M3s and M4s)

In the case the University closes due to inclement weather, clinical students are excused from having to report for a clinical shift on the day or evening of the inclement weather closure.

Considering that clinical students work during shifts that cover all 24 hours of the day, you'll need to pay close attention to the messaging around when a closure occurs. Often, although not guaranteed, Dean's staff will send a separate message which may provide further clarification for the various shifts clinical students may work.

Additionally, clerkship directors and coordinators will likely communicate directly with students rotating on their services.

Clinical students are a part of the care team for patients. We know that often after a storm, the roadways may still be less than ideal for travel, but that the University will re-open. In these cases, you are expected to return to your normally scheduled clinical work, which may mean you need to provide yourself extra time to address getting to your clinical site. Being prepared for these scenarios is part of properly planning to be a physician. This may mean you need to dig your car out of snow, plan for alternative travel accommodations, and/or give yourself significantly more time to travel to your clinical site. In cases where the University is open, but students are unable to safely travel to their clinical site due to residual weather or lack of planning, that will be recorded as an unplanned absence, which at the very least will need to be made up and may result in an unexcused absence. Communication with your clerkship directors and the Office of Student Affairs is important to help navigate these unexpected and unanticipated situations.

There may be a case in which a student is already at their clinical site working when an inclement weather alert is issued by the University. Students should remain professional members of their teams, finish out rounds, and communicate to their attending/resident team that the University is closed, and students need to be excused. Students may choose to remain for the remainder of their shift at their own discretion and ability to travel safely.

Students on a career exploration, or working in an offsite clinic should communicate the University closure to those attendings/preceptors so they are aware of why you will not be coming in.

STUDENT LIFE

[Leaves of Absence \(LOA\)](#) (See [School of Medicine Student Leave of Absence Policy](#))

- **Academic Leave** - A voluntary leave to pursue research, an externship, a non-medical degree-granting program outside the School of Medicine, or any other career advancing activity at another institution.
- **Medical Leave** - A leave to pursue medical care with supporting documentation from the student's healthcare provider.
- **Personal Leave** - A voluntary leave to pursue personal matters that fall outside the definitions of other types of leave, including but not limited to the birth or adoption of a child or to care for an immediate family member with a serious health condition.
- **Military Leave** - A voluntary or involuntary leave to meet military service requirements.
- **Administrative Leave** - A school-mandated leave to address one or more academic, professionalism, or technical deficiencies.

Any student considering taking a LOA should discuss with an assistant or associate dean in the Office of Student Affairs as soon as possible. You will also need to meet with the registrar to complete all necessary paperwork.

During the leave period, a student on a leave of absence is expected to comply with any stipulations, conditions, or instructions outlined in the leave of absence approval letter and to stay in regular communication with the dean's staff. While on leave, the student will retain the graduation requirements of the Catalog of their year of admission, their SLU email account, access to mySLU.slu.edu and access to the libraries. While on leave, a student does not have enrollment status for purposes of health insurance or federal loan deferment, is not eligible to reside on campus, attend classes or participate in extracurricular campus activities.

Students on Academic Leave for a dual-degree program with another academic department at Saint Louis University may be eligible to retain malpractice insurance for extra-curricular clinical work within the SLU Hospital. This request should be made to the Office of Student Affairs separately from the LOA request. Students on Academic Leave enrolled elsewhere are ineligible to receive malpractice insurance from SLU.

In addition, while on any form of leave, a student is expected to not only follow and also to respond to official email communication (via the username@health.slu.edu account) of the class to which they are scheduled to re-enter. Particularly in the clinical years, curricular planning for students can begin several months prior to the student's arrival on the wards.

- Students on LOA may not serve on SLU SOM committees, interest groups, or the medical student government while on leave

- Students on LOA may not take courses, clerkships, or electives at SLU SOM or another academic institution for credit towards their medical degree at SLU SOM.
- Students on LOA may not take USMLE Step 1 or USMLE Step 2
- Students on LOA are not eligible to receive financial aid or other benefits of enrollment through the medical school (e.g. loan deferments, medical insurance)
- Students who fail to follow the LOA requirements of the leave plan will be referred to the Student Progress Committee for consideration of dismissal.
- Failure to complete the requisite paperwork to return to active status in the MD program once the LOA has expired will be considered as a Withdraw from the SOM and the student will need to reapply for admission.
- Students on LOA due to academic difficulty may be at risk of losing their University scholarships.

Parental Leave Policy

Students who have completed the entirety of their Pre-Clerkship phase academic curricula will qualify for six (6) weeks of parental leave for either the birth or adoption of a child. Students in the pre-clerkship years will refer to the Absence and Leave of Absence Policy due to the more limited flexibility of the pre-clerkship curriculum.

See the [Parental Leave Policy](#) for additional procedures around using and requesting Parental Leave.

Research at SLUSOM

Joint Degree Programs (MD/PhD, MA, MS, etc.)

Saint Louis University (SLU) offers M.D./Ph.D. training to promote academic excellence in clinical medicine and disease-based scientific research. Faculty mentors train M.D./Ph.D. students to become physician-scientists with the credentials to succeed in academic medicine and related careers.

Our program was started in 1986 with the aim to train the next generation of physician- scientists, academic faculty, and health policy leaders. Our program is designed to provide an outstanding education and students have the opportunity to develop excellent clinical skills and experience rigorous scientific training in a world class, highly collaborative environment.

As coordinated by the M.D./Ph.D. Program Steering Committee, applicants are selected based on their past transcripts and demonstrated ability in scholarly research. In turn, graduates of this program reflect the best features of our innovative M.D. curricula and our exceptional Ph.D. training environments. Throughout their tenure at SLU, the M.D./Ph.D. trainees are continuously evaluated to assure that they develop into self-motivated intellectual leaders and compassionate problem-solving diagnosticians, as well as being creative scientists capable of sustained research productivity.

The program is available to all interested applicants to the School of Medicine.

Candidates for on-site interviews are selected from a national applicant pool based on their undergraduate credentials (including science/math GPA and MCAT), and a demonstrated ability to participate in publishable, bench-level research. Interviewees come to St. Louis to meet with current students and

potential mentors, the Dean of Admissions of the Medical School, and the M.D./Ph.D. Admissions Committee, which attends and evaluates a brief research seminar given by each visiting applicant. Successful applicants receive full tuition support and competitive stipends throughout their M.D. and Ph.D. training, contingent on continued academic excellence and acceptable progress toward their research objectives. Most trainees are chosen in the early spring in order to begin research rotations by early June before commencing their Year 1 M.D. studies in late July. Other qualified individuals may apply after beginning their M.D. training.

In addition to completing the specific courses and research requirements for both degrees, trainees participate in M.D./Ph.D. colloquia to enhance critical thinking, scientific writing, career selection, research presentations and public speaking skills. By midwinter of M.D. Year 2, trainees select a Ph.D. mentor in whose department they will complete their Ph.D. research. The Steering Committee has specific grant writing and research presentation requirements for trainees during their Ph.D. years, and at least one Steering Committee member serves on each dissertation committee. Completion of all Ph.D. candidacy requirements and oral defense of the doctoral dissertation are followed by a transitional clerkship that facilitates reentry into Years 3 and 4 of the M.D. training. As this clinical training is being pursued, each student receives individualized career guidance from physician-scientists at SLU, to assure that appropriate academic residency/fellowship programs are achieved. Trainees in this program normally should complete all requirements for both degrees within 7-9 years, including the coursework, clerkships, laboratories, and national licensure exams through USMLE Step 2.

Our vibrant faculty includes extremely accomplished national leaders with a passion for teaching in a diverse setting. The program grants both the M.D. and Ph.D. degrees to students meeting the requirements of the medical school, the graduate program, and the M.D./Ph.D. curriculum. It will typically take seven to nine years to complete.

We maintain an open-door policy for applicants and current students. We welcome questions about applications, the program, students, Saint Louis University, St. Louis city and the surrounding area.

Contact Us		
Saint Louis University School of Medicine M.D./Ph.D. Program	Jane McHowat PhD Program Director	Nicole Clark Program Assistant
1402 S. Grand Blvd. St. Louis, MO 63104	jane.mchowat@health.slu.edu	nicole.clark@health.slu.edu 314-977-9877

Research and Scholarly Opportunities

There are many opportunities for medical students to pursue research and scholarship at SLU SOM. Research and scholarly activities are available in both basic science and clinical science departments, and students may choose to pursue several types of activities during medical school. Medical students do research or scholarship in collaboration with a faculty mentor or advisor and, in many cases, collaborate with other members of a team (e.g., faculty, graduate students, medical students, etc.)

Research may be prospective or retrospective, done in laboratory or healthcare settings, or use existing regional or national data sources. Scholarly activities include a broad range of projects, such as case reports, reviews, education initiatives, quality improvement or quality assurance projects, etc. Medical students may create or lead a project with a faculty mentor/advisor or may join ongoing projects. Research and scholarly activities are not a requirement for medical school, but these activities are encouraged for those interested in them.

Dr. Malmstrom (theodore.malmstrom@health.slu.edu) is the Director of Student Research, and Ms. Richard (ashley.richard@health.slu.edu) is the Student Research Coordinator. Dr. Morrison (lynda.morrison@health.slu.edu) is the Assistant Dean for Preclinical Curriculum. Each is available for virtual or in-person meetings to answer questions, provide guidance, and/or refer students to relevant resources or personnel regarding research and scholarly activities. Information about Student Research (e.g., announcements, calendar of internal conferences, various internal and external opportunities, Summer Research Fellowship, etc.) is regularly updated and available on the Student Research Canvas site.

There are several ways that SLU SOM students can be involved in research, including:

- Extracurricular research
- Summer research between years 1 and 2 at SLU or other institutions
- Specialty-Designed (SD & SDE) and Career Exploration (CE-MD305) Electives
- Pre-clerkship phase: M1 spring and M2 fall SDs
- Clerkship phase: CE-MD305
- Post-clerkship phase: SDEs

Students interested in doing research throughout and/or beyond medical school may choose to seek a Research Distinction, which the SOM awards in the fall or spring of M4 for medical students who have engaged in significant research experience(s) during medical school. Information and requirements for the research distinction are available on the SOM Canvas Distinctions site.

Starting in July 2025 (i.e., the Class of 2029 and beyond), all medical students will complete the required course RMED-100, Introduction to Student Research. Medical students who plan to engage in research (i.e., extracurricular research) during their time in medical school must complete the asynchronous modules "Preparation for Research" available on the Student Research Canvas. These modules include Module 1 (Overview of Student Research) and a choice of Module 2 (2A Clinical Research, 2B Basic Science, and/or 2C Medical Education) depending on the student's interests. After completion of the asynchronous modules, students will complete the Student Research Intake Form, which will be used to communicate with potential faculty research mentors.

The Director of Student Research, Student Research Coordinator, and Assistant Dean for Pre-Clinical Curriculum have a database of faculty research mentors across various departments (clinical and basic science) and Centers at SLU SOM. For assistance in identifying a potential research mentor, please contact Dr. Malmstrom, Ms. Richard, or Dr. Morrison respectively.

Students who engage in research are required to complete a Mentor-Mentee Agreement. The Agreement outlines general expectations of the medical student and the mentor on the project, respective responsibilities, and more. The Agreement is submitted electronically and can be found on the Student

Research Canvas site. For questions on the Agreement, please contact Dr. Malmstrom or Ms. Richard.

Research Travel Funding

The Office of Student Affairs (OSA) offers funding up to \$750 per student for medical student research presentations at local, regional, and national conferences. The available funding is limited and, as such, is not guaranteed and must be pre-approved prior to your conference travel to be considered for reimbursement. Submitting a reimbursement request after the conference is not permitted.

Some general guidelines and eligibility:

- Funding is for a research presentation (oral or poster) you will present at a conference. The funds are not to be used for travel to simply attend a conference or meeting; you must be the main presenter of the research.
- Multiple authors (medical students) may not receive funding for the same project. Funding receiving cannot be split with other students.
- Funding should only be in addition to other funding received from an academic department and/or PI support. Prior to submitting a request for funding to OSA you should ask your PI/research advisor if the respective SOM department or a PI grant (or other source) can provide financial support to assist you with covering some or all the costs to register, attend, and present at the research conference.
- Receipts are required for reimbursement, which will be processed and disbursed after the conference.
- You may request funding more than once during your time in medical school. The total amount allowed is \$750 per student. Most commonly, students use their total amount allowed for one conference (considering all expenses), but this is not always the case. If you do not use the \$750 limit at one time, you are eligible to submit further reimbursement requests for the remainder of your funds.
- Once you receive an abstract acceptance and plan to attend the conference, you must submit a planned absence request and be approved through OSA.

To request research travel funding, please complete the form list on the Student Research Canvas site. The student will be notified once their request has been accepted by an OSA dean and can make necessary travel arrangements. Students are responsible for reading and following the instructions listed on Canvas for booking arrangements and submitting receipts following their return for proper reimbursement. For any questions regarding student research travel funding, please contact Ms. Richard (ashley.richard@health.slu.edu).

Career Advising

Medical school aims to educate students to move on to residency programs to continue their journey into a career in medicine. There are many different specialties that a student can pursue further residency training in (the National Residency Matching Program, or NRMP, lists data for 22 unique residency specialties, not including further

subspecialty fellowship training). How does a student determine which specialty to pursue? How does a student know where to find information on given specialties, including data to guide a successful residency Match? The majority of medical students begin medical school with a specialty (or specialties) of interest in mind; however, published studies of student specialty interest suggest that most students change their minds (if not multiple times) during their time in medical school. Providing specialty data, access to specialty advisors, and a wide variety of clinical experiences/exposures is paramount to helping guide a student along their pathway to a successful residency Match.

First, a brief word on timeline and process for residency applications. The deadline for residency applications is in late September of the fourth year. That means a student has to have decided on a specialty and shaped their residency application towards that specialty by the summer leading into their final year of medical school. Most specialty applications are completed through the Electronic Residency Application Service (ERAS), which is a platform with a common application agnostic to specialty chosen; an orthopedics application is completed in the same platform as a pediatrics application. Once the application submission deadline is passed (typically late September), residency programs can access the ERAS applications, and interview season commences in October, running through mid-late January.

The National Residency Matching Program (The NRMP Match) is the program in which students will register, rank programs that they interviewed at, and receive their residency training match results. The NRMP Match, for the majority of residency programs, uses an algorithm to place students with a residency program, following a rank list submitted by the student as well as a rank list of applicants interviewed submitted by each program. Rank lists are typically due in February, and Match Day, the day where all students receive an envelope from the NRMP telling them where they matched, occurs usually during the third week of March.

How are students supported in their career decision journey? The career support program has many parts, including AAMC Careers in Medicine website access and live workshops, faculty mentors, specialty advisors, participation in interest groups, specialty-specific information, and clinical exposure to different specialties.

- **Faculty Mentors.** Each student is assigned a faculty mentor (who is a practicing physician with an MD or DO degree) as part of their Learning Community on matriculation to medical school. This faculty mentor will remain in place throughout the duration of the student's time in medical school, following that student's progress longitudinally. It is expected that all students meet with their faculty mentor at a minimum of twice a year. The mentor is not meant to provide specialty-specific advice, but rather serves as a resource as students navigate the career decision process. The faculty mentor is also a great person to review a CV, personal statement, etc.
- **Primary Specialty Advisors.** Specialty advisors have been identified in each department and are meant to provide specialty-specific advice on a career within that specialty and help students navigate the residency application process specific to that specialty. Students can certainly connect with specialty advisors in different departments early in medical school, although the role of a specialty advisor becomes more important during the clinical years of medical school when a student starts to narrow down their specialties of interest.
- **Interest Groups.** Interest groups are a great way for a student to explore a specialty of interest early on in medical school. There are interest groups (IG) for the majority of specialties, and each IG has a

faculty advisor. IG's are coordinated jointly by Medical Student Government (MSG) and the Office of Student Affairs (OSA), and begin with an Interest Group Fair early in the fall where first year students can connect with different IG's. Student IG's are great avenues for students to connect with specialty faculty, and even start to build clinical or research experiences within those specialties.

- **AAMC Careers in Medicine Program.** First and second year students are provided formal workshops on the AAMC "Careers in Medicine" (CiM) database, which includes a treasure trove of information on all specialties. The CiM platform also has career exploration tools that students can complete to help them narrow their focuses of interest. Later during the third year of medical school, the OSA has formal sessions as part of a longitudinal third-year curriculum to start to introduce students to information on ERAS and the Match and NRMP data to help students gauge what they need to do to apply to a given specialty.
- **Specialty Advising Session.** OSA hosts a "Specialty Advising Session" around the midpoint of third year, where faculty (and often residents) from each specialty are organized and available to provide direction (and contacts) to students as they think through different career options. Senior students attend this to provide near-peer advising as well.
- **Student Affairs Guidance.** Beginning with fourth-year convocation, students are prepared to complete their ERAS applications. All students meet individually with one of the Deans of Student Affairs to assemble their Medical Student Performance Evaluation (MSPE, aka "Dean's letter," which is part of the ERAS application), during which their complete application and residency plan is reviewed with advice for success provided.
- **Mock Interview for Residency.** As interview season approaches, the OSA hosts an interview preparation session (in-person or by Zoom) to help students prepare for their residency interviews. Additionally, all students complete a mock interview with Learning Community faculty, with specific feedback provided. Once students return from interview season, the OSA hosts a rank list session to discuss the details of the NRMP and how to strategize putting together their residency rank list.
- **Clinical Exposure.** Nothing surpasses clinical exposure to different specialties for helping decide your interest. There has been a curricular shift to provide students with earlier clinical experiences, both through elective experiences during the first and second years, as well as earlier start of the clerkship year with resultant increased time for fourth year clinical electives prior to residency applications being submitted. This allows students to explore many more specialties of interest beyond just the required seven "core clerkships" that are completed during the third year.

This early clinical exposure with multiple specialties able to be explored, combined with a structured longitudinal program to provide students information on various specialties coupled with career mentors (Learning Community faculty) and specialty advisors, organized through the OSA with intentionally-placed sessions on career preparation that includes guidance for ERAS and the NRMP, helps ensure students are able to make the best decision they can regarding their career options and be successful in the Match, moving on to residency training.

Medical Student Government

The Medical Student Government of the Saint Louis University School of Medicine shall serve as representatives for

the student body to the faculty, administration, and fellow students of Saint Louis University School of Medicine. They will represent the concerns of the student body while cultivating an environment conducive to academic excellence, student health and wellness, and service to the community. They operate per a Constitution and associated by-laws as well as continued adherence to the School of Medicine's Policies and Procedures Handbook.

The MSG is made up the Executive Council including President, Vice President, Treasurer, Secretary, Service Committee Chair, Curriculum Committee Chair, Social Committee Chair, Finance Committee Chair, Diversity Chair, and AAMC Organization of Student Representatives Rep, University SGA Representatives, Learning Community Leads and Election Commissioner.

Each Class has a council made up of Co-Presidents, Treasurer, Curriculum Reps, Communications Director, Social and Fundraising Committee and AAMC OSR Rep. Elections are held in the fall of the M1 year and Spring of M2 year and elected officers serve for the M1, M2 and M3, M4 years, respectively.

Student Organizations

Student organizations are administered jointly by Medical Student Government (MSG) and the Office of Student Affairs (OSA). Organizations range from specialty-specific interest groups (i.e., Pediatrics Interest Group, Emergency Medicine Interest Group, etc.), service-related organizations, identity-related organizations (i.e., Latino Medical Student Association), and other "interest-related" groups (i.e., Wilderness Medicine Interest Group). Each group has a faculty advisor and a student lead(s); student lead(s) are generally second-year students. Organization budgets are monitored by the Finance Chair of MSG in conjunction with the OSA, with funds from student fees going to support student organizations. Early in the academic year there is an "Interest Group Fair" where each IG has a table with representatives, and first-year students can learn about the different opportunities to become involved.

Alpha Omega Alpha

This National Medical Honor Society membership is open to students, residents, faculty and alumni. In electing students, we are attempting to predict their future role as leaders in Medicine, based on the core AΩA values of academic achievement, leadership, professionalism, teaching, service and research. Those who are elected as members are charged to live the Society motto: Be Worthy to Serve the Suffering.

SLU SOM students who are in the top 30% of their graduating class based on clerkship grades with no major professionalism issues are eligible. Those eligible will be ranked based on leadership, scholarship, service, and physicianship to determine the final 20% of the graduating class elected to AOA.

More information can be found here: <https://www.alphaomegaalpha.org/>

Gold Humanism Honor Society

The Gold Humanism Honor Society (GHHS) is a national honorific bestowed on senior medical students in recognition of a humanistic approach to patient care. This prestigious recognition is coordinated by the national Arnold P. Gold Foundation and is unique in that election is based on peer nominations, not nominations by faculty. At the end of the third year, rising fourth-year students are polled to submit peer nominations of their classmates that they believe to be exemplars of humanistic patient care, and who will serve as role models, mentors, and leaders in medicine. GHHS students demonstrate excellence in clinical care, leadership, compassion, and dedication to service. In short, students elected into GHHS are those you would want taking care of your own family.

As a national organization, the Arnold P. Gold Foundation champions humanism in healthcare, which they define as compassionate, collaborative, and scientifically excellent care. This Gold standard of care embraces all and targets barriers to such care. They empower experts, learners, and leaders to together create systems and cultures that support humanistic care for all. For further information: <https://www.gold-foundation.org/>

The Office of Student Affairs (OSA) oversees distribution and collection of peer-nominations at the end of the third year. A maximum of 15% of a class can be selected for induction into GHHS. Students elected into GHHS are notified during the summer of their fourth year and are formally inducted into GHHS as part of the White Coat Ceremony, where they traditionally lead the incoming class in the recitation of the Hippocratic Oath. Periodic activities are organized and run by GHHS members, under the guidance of OSA, throughout the year to promote humanism in medicine. There is a place to designate election into GHHS on the Electronic Residency Application Service (ERAS) application, so residency directors can identify students who are part of GHHS (GHHS and Alpha Omega Alpha are the only two honorific organizations that have their own designation in the ERAS applications).

Photography and Audio and Video Recording Opt-Out Policy

The School of Medicine uses photographs, names and audio and video recordings of employees and students for general use in publications, public relations, promotions, publicity and advertising. Any student who does NOT want to be photographed, named or recorded must contact the School of Medicine Office of Student Affairs (Room C100) and submit a written request to opt-out. Unless a written request to opt-out has been made to the Office of Student Affairs, a student's image and/or likeness may at any time be captured by still photography or videography. The School of Medicine reserves the right to use any such image, photograph, video or the like for any school related purpose including, but not limited to, promoting, publicizing and/or advertising on behalf of the School of Medicine in print and online, including official School of Medicine social media channels. Individuals who wish to opt-out are also responsible for removing themselves from areas in which photography and/or recording is taking place or notifying the camera operator of their opt-out status. Failure to do so may result in that individual's inclusion in a photograph or recording and will be treated as consent for the School of Medicine to utilize that photograph or recording accordingly. Images and videos taken in public spaces and/or at public events do not require authorization for publication. A student's presence in or around School of Medicine facilities and/or properties, as well as at off campus, school sponsored events, constitutes the student's consent to the capture and/or use of their image and/or voice by the School of Medicine and waives any claims or rights, whether in law or in equity.

Student Lounges/Wellbeing Spaces

Student lounge space can be found throughout the Caroline Building and the Education Union. The SLU SOM wellness lounge has been remodeled and updated and can be found on the 2nd floor of Caroline C207-G. This space includes a kitchenette, television, videogames, and Bluetooth stereo. There is also a recreation room on the ground floor of the Caroline building with exercise equipment.

Students can access additional lounge space in the basement of the Caroline building, study lounges on the second floor of Caroline, and within the Education Union lobby.

The School of Medicine has two physical fitness spaces in the basement of the Caroline building. They are accessible through badge access. Students must complete a liability waiver prior to being granted access to the space. The gym space has cardio equipment, resistance equipment as well as floor mats for body and resistance exercise. The studio space is equipped with floor mats, a Bluetooth speaker, wall mirrors and is outfitted for class-based exercise and strengthening programming.

The Medical Center Library wellness room is now available after a remodel. To utilize the space, it is first come first serve. A student must request a key from the front desk to reserve the space for up to four hours. No pre-reservations available.

Educational Facilities and Hospital/Clinical Sites

Saint Louis University School of Medicine

Pre-Clinical			Clinical		
Schwitalla Hall	Map		SSM SLU Hospital	Website	Map
Caroline Building	Map		SSM St Mary's	Website	Map
Learning Resources Center	Map		SSM Cardinal Glennon	Website	Map
Educational Union	Map		VAMC – John Cochran	Website	Map
Clinical Skills Center	Map		VAMC – Jefferson Barracks	Website	Map
Simulation Center	Map		Mercy Hospital	Website	Map
Parking Map			St Luke's Hospital	Website	Map
			SSM DePaul Hospital	Website	Map

OFFICE OF PROFESSIONAL OVERSIGHT

At the core of its mission, the Office of Professional Oversight is responsible for providing all stakeholders (students, trainees, faculty and staff) a safe and confidential environment to seek assistance and support, file a grievance, or report acts of unprofessional behavior or concerns. In addition, the Office of Professional Oversight also serves as the Ombuds for Saint Louis University School of Medicine.

The Office of Professional Oversight can assist all members of the School of Medicine community with issues related to conflict resolution, interpersonal communication, academic, professional, or personal concerns. The goal is to provide each of these services in an environment that is built upon trust, confidentiality and neutrality. Each visitor to the Office of Professional Oversight has the right to experience a respectful and welcoming environment that will help address their concerns, identify strategies and goals towards problem resolution, offer assistance with coaching, skill development and mediation, along with providing resources and referrals as necessary.

Location, Staffing and Personnel Contact:

The Office of Professional Oversight is located in the SLUCare Academic Pavilion (SAP), Suite #3500. The office is staffed with both a Director and an Assistant Director.

Office of Professional Oversight	
Director: Lisa Israel, MEd SAP, Suite #3523	Assistant Director: Kelly Herbolich SAP, Suite #3525
Phone: 314-977-5399 Lisa.Israel@health.slu.edu	Phone: 314-977-5388 kelly.herbolich@health.slu.edu

Office Email: opo@health.slu.edu

Office Website and Reporting Portal: <https://www.slu.edu/medicine/professional-oversight>

To schedule an appointment, please contact Ms. Kelly Herbolich or email the Office of Professional Oversight at opo@health.slu.edu. In addition, walk-ins are always welcome!

Mistreatment

For all students involved in the SLUSOM Learning Environment, Mistreatment is defined as the following: Verbal or emotional behavior that shows disrespect for medical students and unreasonably interferes with their learning process. Examples of mistreatment include but are not limited to:

- Insults or unjustifiably harsh language in speaking to or about a person
- Public belittling or humiliation
- Requiring performance of personal services (e.g.: shopping, babysitting)
- Intentional neglect or lack of communication (e.g.: neglect during a rotation of students with interests in a different field of medicine)
- Disregard for student safety

- Denigrating comments about a student's field of choice or another student, staff, or faculty member
- Assigning tasks for punishment rather than for objective evaluation of performance
- Exclusion of a student from any usual and reasonable expected educational opportunity for any reason other than as a reasonable response to that student's performance or merit
- Other behaviors which are contrary to the spirit of learning and/or violate the trust between the teacher and learner; any behavior that fails to uphold the University's mission, values, objectives, and responsibilities; behavior that fails to model good citizenship

may involve the Office of Equal Opportunity and Title IX. This kind of mistreatment may include, but is not limited to the following:

- **Abusive Behavior:** any act that intimidates, coerces, threatens, or significantly disrupts the health, safety or well-being of any person
- **Harassment:** any unwelcome, unsolicited, and offensive conduct that injures, degrades, shows hostility, or disrupts from the formation of an inclusive environment directed toward a person or group of people because of sex, gender, gender identity and expression, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, pregnancy, genetic information, or any other protected classification
- **Hazing:** any act which has the ability to endanger the mental or physical health or safety of a Student, or fosters an environment for such acts, or which has the potential to humiliate a Student, for the purpose of initiation, admission, affiliation, or as a condition for continued membership in a group or organization
- **Indecent Conduct:** sexually explicit, graphic, abusive, degrading, intimidating, or offensive jokes, comments, remarks, gestures, and acts
- **Stalking:** When a person engages in a course of conduct or repeatedly commits acts toward another individual under circumstances that would cause a reasonable person to fear for their or others' safety, or to suffer substantial emotional distress. A course of conduct means two or more acts, including, but not limited to acts in which the stalker directly, or indirectly, or through third parties, by any action, method, device or means follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Stalking includes, but is not limited to, the concept of cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, online dating sites, cell phones, texts, or other similar devices or forms of contact are used.
 - Examples of stalking may include, but are not limited to:
 - Unwelcome and repeated visual or physical proximity to a person
 - Repeated oral or written threats
 - Unwelcome/unsolicited written communication, including letters, cards, emails, instant messages, and messages on on-line bulletin boards
 - Unwelcome/unsolicited communications about a person, their family, friends, or co-workers
 - Sending/posting unwelcome and/or unsolicited messages with another's username
 - Implicitly threatening physical conduct or any combination of these behaviors directed toward an individual person
- **Threatening Behaviors:** an expression of intention to cause physical or mental harm to any person

Any act of retaliation is prohibited. This may include, but is not limited to the following:

- Any adverse action or attempts including harassment, threats, intimidation, or coercion that would discourage a reasonable person from reporting mistreatment or participating in the investigation or reporting process.
- Retaliation also refers to any acts, threats, or attempts to seek retribution against a reporting party, the accused party, or any individual or group of individuals involved in the investigation, and/or determination of responsibility for mistreatment under this Policy. Retaliation can be committed by any individual or group of individuals, not just a reporting party or accused party.
- Any act occurring online or via social media or cellular communication that is not directly related to patient care. Any communication that includes threatening, demeaning, harassing, indecent or otherwise communication not in line with the values of Saint Louis University will not be tolerated.

Learning Environment Grievance Process

Any member of the Saint Louis University/SSM Community can file a confidential report with the OPO by accessing the Reporting Portal on the OPO Website. All reports are confidential, and the process is followed consistently regardless of who is submitting a report. <https://www.slu.edu/medicine/professional-oversight/index.php>

When the Office of Professional Oversight (OPO) receives a report of unprofessionalism and/or mistreatment that impacts the learning environment, the Director will contact the reporting party (if identified), request additional information if necessary, and outline the steps associated with investigating the report. If the reporting party wishes to remain anonymous, that will be granted and both the Director and the reporter will identify a way to move forward with the report and honor the request for confidentiality.

Once the meeting occurs with the individual that filed the report, the Director of the OPO will reach out to the individual that was reported and hold a brief meeting to address the issue that was reported. If this is a first-time offense, the meeting is deemed “a cup of coffee meeting.” If an individual has a history with the OPO, various outcomes could be possible.

To support members of the School of Medicine community, remediation resources and intervention options have been identified and are available for use at any level of professionalism-related issues. Options may include but are not limited to:

- Formal letter of apology to the impacted individual
- One-on-one coaching with the Office of Professional Oversight (typically 3 visits)
- Effective Communication Workshop through the UHP Behavioral Health Program (typically 4 visits)
- Javelin Learning Solutions (online coaching for healthcare professionals)
- CMA Global Inc (in-person coaching and remediation programs)
- Fitness for duty evaluation (employees only) and/or counseling
- Missouri Physician Health Program
- Saint Louis University Department of Human Resources
- Suspension of faculty duties, limited responsibilities, suspension of pay, non-renewal of contract and

termination

- Suspension of duties, limited responsibilities, suspension of pay, non-renewal of contract and termination as outlined in the Resident and Fellow Code of Professional Conduct and Operation of Residency and Fellows Programs policies.

All outcomes are **RECOMMENDED** by the OPO but are **ISSUED** by the Chair of the Academic Department.

Once this initial investigation is concluded, the Director of the OPO, or designee, will contact the reported party and engage in a manner consistent with the level of concern as outlined below.

The Director of the OPO, or designee, will also follow up in a timely manner with the reporting party to close the report.

If a report is filed within the OPO that does not impact the learning environment, the report will be forwarded to the appropriate office (e.g. Human Resources, SLUCare Patient Safety and Quality, or the Office of Equal Opportunity and Title IX).

While confidentiality remains a priority throughout the process, it should be noted that for any level of concern or step in the process, reports may be forwarded as necessary to individual Associate Deans within the School of Medicine (Faculty Affairs, Graduate Medical Education and Student Affairs), the School of Medicine Dean, Human Resources, or the Director, Office of Equal Opportunity and Title IX. If deemed appropriate, and in following accreditation requirements, reports and remediation interventions at all levels may be shared with supervisors, program directors and clerkship directors. Information from a report is shared only on a need-to-know basis and the reporting party (if identified) will be notified if this occurs.

OFFICE OF IGNATIAN MISSION IN MEDICINE

The Office of Ignatian Mission in Medicine collaborates with departments and individuals across the Saint Louis University School of Medicine to promote inclusion throughout the medical school community. Programs, events, and initiatives are designed to raise awareness, inspire action, support equitable employment and cultivate diversity and inclusion. Our focus areas include:

- Strengthen diversity recruitment and retention efforts
- Develop and promote internal talent
- Creation and support mentoring programs
- Offers diversity education and training opportunities
- Increase collaboration between Saint Louis University School of Medicine and the St. Louis community
- Fostering the Jesuit tradition

Please visit our [website](#) for more information on our staff, scholarship opportunities, and the other ways our office can be of service.

FINANCIAL SERVICES

Mary Walley, Financial Aid Coordinator, at mary.walley@slu.edu or 314-977-9845.

Jacob Harlan, Assistant Director, Student Financial Services, at jacob.harlan@slu.edu

Tuition Refund Policy

The SLU SOM Tuition refund policy for students who enroll and then withdraw is the following: Withdraw prior to the end of the second week of the semester = 100% refund of tuition charged Withdraw prior to the end of the third week of the semester = 90% refund of tuition charged

Withdraw prior to the end of the fourth week of the semester = 80% refund of tuition charged Withdraw prior to the end of the fifth week of the semester = 70% refund of tuition charged

Withdraw after the end of the fifth week of the semester = No tuition will be refunded.

The University and School of Medicine do not refund student fees.

Once the semester has officially commenced, students are responsible for 100% of the fees assessed to the student. All fees are non-refundable.

Students charged for more than 4 years of tuition due to academic delays may appeal to the Tuition Appeals Committee. Rationale for the appeal must be provided (see process below). The decision of the Tuition Appeals Committee is final.

Any tuition-related issue in which the outcome includes a tuition refund of any amount that does not fit the above descriptions, may be appealed to the Tuition Appeals Committee for consideration.

To obtain information about appealing for tuition refund or how a leave of absence may affect your financial aid, please set up an appointment with Student Financial Services. The Refund Policy is posted on the SLU SOM Financial Aid website, <https://www.slu.edu/medicine/about/student-resources/financial-aid/tuition-policies.php>

HEALTH INSURANCE /STUDENT HEALTH/EMPLOYEE HEALTH

Health Insurance

Saint Louis University requires full-time, on campus students to maintain health insurance coverage throughout the academic year. Health insurance coverage and access to medical care promotes student health and well-being that are essential to academic and personal success. As well, coverage provides protection against unexpected injury and illness and the resultant medical care costs. Access to preventive, primary and tertiary medical care ensures the health and safety of individual students and the campus community.

SLU provides coverage under its sponsored student health plan - University Health Plan (UHP) through Aetna. All full-time, on campus students will be assessed a fee for coverage and automatically enrolled in the UHP. Students may waive the UHP coverage and its related charges by submitting a waiver request with proof of other coverage. Please see their website for more specific information about enrollment: <https://www.slu.edu/life-at-slu/student-health/university-health-plan.php>

Disability Insurance

Saint Louis University provides disability insurance through Guardian Insurance for all students actively enrolled in the School of Medicine throughout your medical training. Students receive information regarding the policy each Fall upon renewal. Students can review the policy or booklet in the Office of Student Affairs.

Healthcare Services

Saint Louis University students have access to a number of medical services including internal medicine, gynecology, orthopedics, psychiatry, sports medicine, and more. Please see their website for additional information: <https://www.slu.edu/life-at-slu/student-health/services.php>

Mental Health Resources

At Saint Louis University School of Medicine, we believe in *cura personalis*, the sanctity of human life, dignity and respect of all people, devotion to social justice, humility, the multifaceted nature of wellness, and well-balanced healthy relationships.

Our wellness program addresses these values by fostering a culture of self-care and wellness for students throughout their medical education. We support wellness across multiple domains including academic, professional, mental, physical, and social/interpersonal. We seek to accomplish this via student wellness organizations, student driven wellness event planning, assessment of student body mental health, and provision of health-related resources.

We assess student well-being twice per year via a confidential survey. This information is used to aid students in receiving appropriate mental health resources.

Examples of services are listed below:

Institute	Phone
University Counseling Center	314-977-5464
Student Health Center 3518 Laclede Ave, St. Louis, MO 63103	314-977-2323
<u>University Health Plan Behavioral Health Program</u> Schwitalla Hall M-201	314-977-1066
<u>Saint Louis Behavioral Medicine Institute</u> 1129 Macklind Ave. St Louis, MO	314-534-0200 New Patient Intake: 314-289-9411 (not affiliated with SLU)

Other Resources

- Campus Ministry 314-977-8071
- Department of Public Safety 314-977-3000
- Psychological Services Center 314-977-2278
- Saint Louis University Center for Counseling and Family Therapy 314-977-2505
- Office of Equal Opportunity and Title IX 314-977-2425
- University Counseling Center 314-977-8255

The campus wide resources can be located at:

<https://www.slu.edu/life-at-slu/campus-recreation-wellness/health-wellness.php>

Peer Reporting

If you are concerned about a peer, you can complete a form using the link below: [Peer Concern Reporting](#)

Bloodborne Pathogens/Environmental Exposure/Needlestick Policy

In the case that a student experiences a bloodborne pathogen exposure (needlestick, puncture wound, body substance exposure), or other injury they should take the following steps.

- Students who sustain an injury or exposure should report to their clinical leader, the director/manager of the clinical site, and supervising SLU faculty, to notify them of exposure/injury/needle stick as soon as possible. School of Medicine MD-seeking students should ensure the Office of Student Affairs is notified by completing the online form through Office of Student Affairs Canvas page.
- The Non-Employee Injury Form should be completed within 48 hours of the incident and emailed to riskmgmt@slu.edu
 - <https://www.slu.edu/facilities/risk-management-insurance/nonemployeeinjuryform.pdf>
- Students should first follow the protocol of the clinical location for initial laboratory workup, source testing, treatment, and/or imaging.
- If clinical site does not have an affiliated Emergency Department (ED) or Employee Health, student should go through SSM-Saint Louis University Hospital (SLUH) ED. If clinical site is out of state or not within reasonable distance to SLUH, student should go to nearest ED and follow their protocol for bloodborne pathogen or environmental exposure and/or traumatic injury workup including but not limited to imaging recommendations.
- Nonclinical/research students should report to SLUH ED. If clinical research is being done in a different state or beyond a reasonable distance from SLUH, students should proceed to nearest ED and guidelines followed according to their protocol for bloodborne pathogen or environmental exposure and/or traumatic injury work up including but not limited to imaging recommendations.
- If a traumatic injury or exposure occurs and assistance is not sought immediately following injury, the student can come to Student Health Center (SHC) for workup if not in immediate urgent distress. Student will be assessed by a Registered Nurse (RN) to first determine emergent need and the RN will make recommendations based on this assessment (ED vs SHC).
- All follow-up laboratory work and imaging can be managed through SHC and recommendations from the initial evaluating site will be followed if available. If not, standard protocol will be followed.
- Students and source patients must obtain their own transportation to the testing/ treatment site if emergency transportation is not necessary. Students may utilize the Department of Public Safety (DPS) for transportation if the incident occurred on Saint Louis University campus and treatment is sought at SLUH or SHC.
- Any student medical expenses incurred related to the incident will be the responsibility of the student and/or the student's health insurance plan. Expense assistance may be available at the discretion of the individual department or school.

- All visiting students are required to maintain active health insurance coverage to fund all health needs related to bloodborne pathogen or environmental hazard exposure, and any student medical expenses incurred related to the incident will be the responsibility of the student and/or the student's health insurance plan.

Upon completing these steps, you should then immediately fill out a Bloodborne Pathogen Exposure form on Canvas. Follow these steps to do so:

- Log into MySLU, navigate to the "Tools" section, and click on "Canvas".
- Once in Canvas, click on the Office of Student Affairs Course on your Dashboard.
- On the left side, navigate to and click on the "Bloodborne Pathogen" page.
- On this page, there will be a form for you to fill out, in its entirety. Upon completion of this form, you may receive outreach from the Office of Student Affairs. You may also follow up with the Office of Student Affairs if you have any additional questions.

You should follow any treatment requirements or recommendations from Employee Health and/or the Emergency Room. If these requirements affect your course or clinical schedule, work with the Office of Student Affairs for reasonable, temporary accommodations.

Students who are infected with any other potentially transmissible disease will not be excluded from participating in patient-care activities or restricted in their access to patient-care services or facilities because of their health status, unless medically-based judgments in individual cases establish that exclusion or restriction is appropriate for the welfare of patients, the welfare of other members of the patient-care community, or the welfare of the individual. The associate dean of student affairs, in conjunction with Student Health Services, will counsel the student if a diagnosis does interfere with their ability to continue in the program. Students may seek accommodations via the Accommodations process if necessary to maintain their educational pursuits.

STUDENT SAFETY

Security, Parking and Transportation

The Saint Louis University Department of Public Safety (DPS) is a private, security department charged with the safety of all University students, faculty, staff and visitors. DPS works closely with the St. Louis Metropolitan Police Department to ensure the safety of our community while also supporting the community around Saint Louis University. As an urban institution, DPS works tirelessly to best represent SLU to the St. Louis community. DPS helps with safety escorts, jumping your vehicle if your battery dies, helping with car lockouts, offering safety classes and raining, and is a go-between with the St. Louis Metropolitan Police Department. So helpful numbers are below:

In an emergency (while on campus): 314-977-3000

In an emergency (off campus): Call 911

Safety escorts and rides: 314-977-7433

Anti-Discrimination Policy

From the School of Medicine Diversity, Equity and Inclusion Policy:

It is the policy of the Saint Louis University School of Medicine to unite expertise, experience, and innovation to inform and guide the advancement of diversity, equity, and inclusion throughout its tri-part mission of teaching, research, and clinical care. Saint Louis University School of Medicine recognizes the important role diversity plays in healthcare and is committed to fostering an environment that promotes a more inclusive and equitable community. In this context, we are mindful of all aspects of human differences, and we prohibit discrimination based on socioeconomic status, race, language, national origin, sex, gender identity, sexual orientation, religion, geography, disability, and age or any basis protected by federal law.

UNIVERSITY WIDE POLICY LINKS

- [Title IX](#)
- [Pregnancy and Pregnancy Related Conditions for Students Policy](#)
- [Non-Retaliation](#)
- [HIPAA Privacy Training](#)
- [Interim Civil Discourse, Speech and Expression](#)
- [Emergency Management at SLU](#)
- [University Student Handbook](#)