# TABLE OF CONTENTS

## INTRODUCTION TO THE SCHOOL OF MEDICINE

- Administrative Structure 4
- The Committee on Curriculum and Educational Policy (CEP) 4
- The Committee on Promotions and Honors (P&H) 4
- Who’s Who in the School of Medicine 6

## STARTING OUT IN THE SCHOOL OF MEDICINE

- Registration, Fee Payment and Financial Aid 12
- Medical Student Work Related Injuries and Occupational Exposures 21

## THE MEDICAL EDUCATION PROGRAM

- Educational Objectives 26
- Degree Requirements 27
- The MD Curriculum 28
- Requirement to Pass the Specialty-Specific NBME Shelf Exams 41
- Curriculum Modifications 51
- Medical Scientist Training Program (MD/PhD) 55
- MD/MBA Program 55
- Program in Medical Education for the Latino Community (PRIME-LC) 56

## STUDENT AFFAIRS

- The Office of Student Affairs 58
- Grading Policy 59
- Definitions, Policies, and Procedures Pertaining to Student Academic Standing 62
- The Committee on Promotions and Honors 64
- Student Conduct and Discipline 64
- The UCI School of Medicine Honor Code 65
- Technical Standards 76
- Guidelines Applying to Students with Disabilities 79
- Academic Grievance Procedures 81
- Standards of Conduct in the Teacher/Learner Relationship 81
- Policy on Sexual Harassment 84
- Policy on Substance Abuse 86
- Amendment of Rules 86
- Student Records and Rights of Privacy 86

## STUDENT SERVICES

- School of Medicine 94
- Learning Skills Services 95
- Student Life Outside the Classroom 96
- Student Services Through Main Campus 98
- Office of Equal Opportunity and Diversity (OEOD) 98
- Ombudsman 98

## INDEX 103
INTRODUCTION
TO
THE SCHOOL OF MEDICINE
ADMINISTRATIVE STRUCTURE OF THE SCHOOL OF MEDICINE

UC Shared Governance Structure

The Regents of the University of California delegate authority for academic governance to the faculty via the Academic Senate. Each campus has its own division of the Academic Senate, which functions in some respects like a representative legislative body. Here at UCI, there is a separate sub-division of the Academic Senate within the School of Medicine. Its functions are coordinated by a faculty executive committee, which, in turn, has organized a number of standing committees. The two faculty senate committees that have the greatest relevance to medical students are the Committee on Curriculum and Educational Policy (CEP) and the Committee on Promotions and Honors (P&H).

The CEP is responsible for establishing broad policies relating to the structure and content of the curriculum and overseeing its conduct. These activities include establishing course requirements and monitoring the quality of instruction in the School of Medicine. Students who desire to obtain course waivers or modify their curriculum may require the approval of CEP. The Office of Student Affairs handles these requests.

P&H is responsible for monitoring student academic and professional performance. The committee approves all students for academic promotion and advancement. In addition, the committee reviews all issues pertaining to satisfactory academic progress and professional conduct. In this capacity, the committee makes decisions regarding academic disciplinary actions including academic probation and disqualification. The committee also makes recommendations to the faculty executive committee regarding formal review of students relating to matters of professional conduct. Students who desire to request a leave of absence or to decelerate their studies may require the approval of P&H. Again, the Office of Student Affairs handles these requests.

The routine administrative functions of the School of Medicine are conducted by the School of Medicine administrative unit or the "Dean's Office", which serves as a sort of executive branch, and the various academic units which are known as the Departments and Divisions. The Dean, Ralph Clayman, M.D., serves as the chief executive officer for the School of Medicine. Most administrative functions pertaining to medical students are housed within the Office of Educational Affairs.

The Office of Educational Affairs is overseen by Gerald Maguire M.D., the Senior Associate Dean for Educational Affairs. The Office of Educational Affairs, in turn, consists of several units including the Office of Admissions and Outreach (Associate Dean, Ellena Peterson, Ph.D.); the Office of Financial Aid (Director, Mr. Luis Medina); the Office of Curricular Affairs (Associate Deans Harry Haigler Ph.D. and Shahram Lotfipour, M.D.); the Office of Student Affairs (Associate Dean Michael Prislin, M.D.); the Office of Student Records and Registrar (Director, Ms. Barbara Lutz); UCIMC Student Services Office (Director, Ms. Loretta Garcia); the Student Training Center (Director, Sue Ahearn, R.N.); the Office of Informational Technology (Director, Mr. Armando Guana); the Office of Graduate Medical Education (Associate Dean, Russell Williams, M.D.). In addition to the individuals listed above, there are numerous staff members within each of these offices who are available to provide assistance to medical students. These individuals and their positions can be found in the "Who's Who in the School of Medicine" section of the student handbook and in your handouts.

Administrative responsibility for specific courses is, in most cases, delegated to the various academic departments and divisions. A specific faculty member is designated as the course or clerkship director by the sponsoring academic unit. This individual is responsible for the organization and day to day conduct of the course. This includes: the development of course goals and objectives; the assignment of instructional responsibilities to various faculty members; the creation and distribution of course related learning resources; the evaluation of student performance; and, the assignment of grades. The course or clerkship director is the first place that students should go when they have questions about the management of a specific course or clerkship. A list of course and clerkship directors can be found in your handout.

Modern medical education is an extremely complex process. It encompasses a vast body of knowledge and requires that students attain additional technical skill oriented competence. Further, the professional role of physician requires the acquisition of a unique set of attitudes and values. The very processes of education are in the midst of profound transformation. As a consequence, all the parties involved in medical education at UCI work in close
collaboration. This is manifest in the participation of the Office of Educational Affairs Associate Deans in the activities of CEP and P&H; meetings among the course directors and clerkship directors; and periodic joint meetings with these bodies and the CEP.

**SOM Academic Requirements**

To become eligible for the M.D. degree, each student must demonstrate mastery of the material presented in the courses and programs of the curriculum. This demonstration is made through examinations and/or faculty judgments in each course or program. Although UCI-SOM has an effective monitoring and intervention system, ultimately it is the student's responsibility to be aware of his/her academic performance and possible failure to complete course requirements (as established by each unit of the curriculum).

Requirements for graduation are listed below. All requirements must be completed in order to be recommended for graduation and to participate in the SOM Hooding Ceremony.

1. Achievement with a passing grade for all courses in the M.D. curriculum.
2. Successful passage of the United States Medical Licensing Exam (USMLE) Steps 1, 2CK, and 2CS administered by the National Board of Medical Examiners. Failure to pass Step 1 or 2 precludes graduation. No exceptions will be made.
3. Passage of the Clinical Practice Examination (CPX).

The Office of Student Affairs and the Committee on Promotions and Honors review, at the conclusion of each academic year, the quantitative progress of each student in course completion. Students who have completed the academic year in good standing are recommended by the Committee on Promotions and Honors to the School of Medicine Faculty Executive Committee for promotion to the next course year.

The normal minimum period of enrollment at the UCI School of Medicine is four years or 14 quarters. For customary academic progress, the student will complete satisfactorily:

The Committee on Promotions and Honors may give approval for an individual student to repeat a portion or all of a school year (subsequent to incomplete or unsatisfactory course work or an approved leave of absence). The maximum time for enrollment is six years or 23 quarters, excluding time spent on an approved leave of absence. The required number of unit hours to be completed at the end of each enrollment period will vary in these cases, according to what portion of the curriculum must be repeated. Students approved to repeat course work are meeting the school’s standards for satisfactory academic progress for purposes of financial aid eligibility.

It should also be noted that the specific curriculum requirements listed above are subject to periodic review and adjustments by the faculty of the School of Medicine.
WHO'S WHO IN THE SCHOOL OF MEDICINE

Dean’s Office Administration

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Program Representative
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Melanie Ley
Student Affairs Officer
Support staff to Dr. Prislin and Geraldine Codd; Honor Societies Banquet, Honors & Awards Night, and Commencement coordinator, student support services liaison, staff support for the Promotions & Honors Committee; assists in updating the SOM Handbook, UCI campus Dean’s Hours, entering student immunizations

Carroll Rudy
Receptionist
Student records, verifications, loan deferments, transcript orders, room reservations, student files, Lost and Found, Jury Duty excuse requests.

Student Support Services

Psychologist

Geraldine Codd
Learning Skills Specialist
Tutoring, Medical Scholars Program, USMLE preparation.

Financial Aid
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Director, Financial Aid

Cheryl Hardison
Financial Aid Counselor

Stacie

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Director, Clinical Skills Center
Administrative Nurse, Standardized patient trainer for Clinical Foundations, Clerkships, CPX, and OSCEs

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Assistant to course directors in Gross Anatomy, Medical Genetics, And Clinical Foundations III
Student Advisory Board, schedules clinical science advisor meetings

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Video production for teaching and research; all medical photography.

**Francisco Chanes**  
Principal Photographer  
Location and Studio Photography, Graphics and Poster Production

**Graduate Medical Education**  
**Russell Williams MD**  
Associate Dean, Graduate Medical Education

**Nancy Koehring**  
Director, Graduate Medical Education  
Residency MATCH coordinator, special projects

**Mary Elizarraras**  
Resident benefits, payroll and affiliate billing

**Bonnie Johnson**  
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**Ellena Peterson, Ph.D.**  
Associate Dean, Admissions and Outreach

**Gayle Pierce**  
Director, Admissions and Outreach

**Eileen Muñoz-Perez**  
Admissions and Outreach Staff

**Lynn Baumann**  
Admissions and Outreach Staff
Clerkship/Course Directors’ Job Description

The Clerkship/Course Director is responsible for all aspects of the planning and implementation of the clinical clerkship or basic science course. These include:

1. Supervising the administrative support person
2. Recruiting faculty for teaching
3. Training faculty and house staff in teaching skills and evaluation skills
4. Organizing the curriculum
5. Setting goals and objectives for the curriculum
6. Ensuring that the educational program supports those goals and objectives
7. Orienting students to the course/clerkship
8. Orienting faculty and house staff to the course/clerkship
9. Ensuring uniformity of grading process across all sites and over time
10. Defining grading policy
11. Calculating the grades, summarizing narratives and submitting them by established deadlines
12. Ensuring that the narrative section of the grade report accurately and fairly reflects each student’s performance
13. Attending the monthly meetings of the Council of Course Directors, Clinical Subcommittee if one is a clerkship director
14. Attending quarterly meetings with CEP if one is a course director
15. Serving as advisor to students
16. Staying abreast of national trends and policies in their area for the training of medical students
17. Understanding the appropriate educational policies of the School of Medicine
18. Appropriate referral of students for remedial help and notification of students with difficulties to the Associate Dean of Student Affairs
19. Integrating the educational objectives of the COM into the curricular agenda of their clerkship
20. Communicating resource needs to the Associate Dean for Curricular Affairs
21. Abiding by the overall policies of the University of California, the School of Medicine, and the Clinical Clerkship Directors

Clinical Foundations Faculty Core Advisors

When fully involved, each faculty advisor works with groups of 8–10 students from the first, second, third and fourth year classes, roughly 36 students in total. Students and advisors work together during the first two years in the context of the Clinical Foundations course sequence. They first meet with students in a purely advisory capacity toward the end of the second year as the advisors begin to provide scheduling and career advice for their students. In the third year, the advisors meet with students in groups and individual sessions to provide further career advice, to monitor progress in the third year and to advise students about fourth year schedules. In the fourth year, the advisors monitor the students’ schedule for progress and review any requested changes and assist with final career decisions and mentoring.

Educational Support Committee

The Educational Support Committee is an officially designated sub-committee of the faculty Committee on Promotions and Honors charged with monitoring student academic performance during years one and two, and developing remediation strategies for those students encountering academic difficulties. The Committee consists of the year one and two course directors or their designees, a basic science faculty chair, the Associate Dean for Student Affairs, the Learning Skills Specialist, the SOM Psychologist, the SOM Director of Student Affairs, and the SOM Student Affairs staff officer.

Council of Clerkship Directors

The council of clerkship directors consists of all of the year three and year four core clerkship directors. The group meets on an every other month basis to discuss issues of mutual concern. When warranted this group may discuss and develop remediation plans for students who are encountering academic difficulties on more than one clerkship.
STARTING OUT IN
THE SCHOOL OF MEDICINE
REGISTRATION, FEE PAYMENT AND FINANCIAL AID

Registration at UCI consists of two separate steps:

1. Enrollment in classes;
2. Payment of registration fees

Both steps must be completed to be officially registered for the quarter. Registration fees must be paid and units added by 3:30 p.m. on the fee deadline date to avoid late service charges. In most cases enrollment will be completed so any financial aid will be applied to ZOTBills before they are created.

Enrollment in classes during the first two years is automatically done by the SOM Registrar. During the clinical years, each student must meet with the scheduling program representative in the UCIMC Office of Student Affairs to determine his/her schedule. The schedule will be submitted to the SOM Registrar for enrollment. Each subsequent change to a student schedule will result in changes to a student’s enrollment. Each student must maintain 120 clock hours each quarter to be eligible for financial aid. During the clinical years, 120 clock hours is equivalent to three weeks.

For students with full financial aid, fee payments may occur automatically when the student is enrolled in a minimum of 120 clock hours. An e-mail notification of the ZOTBill will be sent to students several weeks before the fee payment deadline. A zero balance does not mean fees have been paid. Please check page 2 of the ZOTBill for your fee payment status. It will tell you whether the status is paid or unpaid. If the status shows as unpaid, contact the Office of Financial Aid immediately to determine if there is a hold on your records or you are not enrolled in enough clock hours.

For students with partial financial aid, fee payments will occur electronically after the balance of your fees have been paid to the Central Cashier’s Office and you are enrolled in the minimum 120 clock hours.

Registration payments must be received at the Cashier’s Office, 228 Administration Bldg on or before the due date – postmarked dates do not apply. Students must pay registration fees by the deadline or classes will be dropped and late service fees will apply. Late service charges may be waived only if the University is at fault for your late registration or if you have been incapacitated throughout the registration period due to illness or injury (documentation will be required.)

Students who have a valid student identification number and TELE PIN may view/update their personal information, class schedule, grades, and other important information via the World Wide Web at http://www.reg.uci.edu/studentaccess/. Use this site to update your address and phone number. Do not make adjustments to your class schedule. Your TELE PIN is a four-digit number each student uses as a password to access TELE. PIN numbers should be kept secret and if misplaced can only be released to the student in person with proper identification.

For more information on financial aid, please see the UCI School of Medicine Financial Aid web page located at http://www.fao.uci.edu/med/

Completion of Course Requirements and Determination of Satisfactory Academic Progress for Financial Aid Purposes

First year students

Instruction in the first year includes the following courses: Anatomy/Embryology; Clinical Foundations I; Histology; Immunology; Medical Biochemistry and Molecular Biology; Medical Genetics; Neuroscience; Epidemiology/Biostatistics and Physiology/Pathophysiology. Satisfactory academic progress during the first year is established by successful completion of these courses. This may necessitate utilizing a summer session between the first and second year of instruction to complete one or more courses.
Second year students

Instruction in the second year includes the following courses: Clinical Pathology; General and Systemic Pathology; Medical Microbiology, Medical Pharmacology, and Clinical Foundations II. Satisfactory academic progress during the second year is established by successful completion of these courses.

Exceptions to the standard curriculum: Failure to successfully complete one or more first year courses precludes advancement to the second year. Similarly, failure to successfully complete one or more second year courses precludes advancement to the third year. Students who are in either of these categories will be subject to review by the Committee on Promotions and Honors (P&H) – who may, at their discretion, a) have the student repeat one or more courses, b) repeat an entire year, c) initiate academic disqualification proceedings.

Repetition of one or more basic science courses may necessitate the establishment of a modified or extended curriculum. Repetition of the first or second year will necessitate the establishment of a modified or extended curriculum. Academic progress will be considered satisfactory in these circumstances if the completion of all first and second year course requirements occur within a period that does not exceed three years.

Third year students

The third year curriculum consists of the following core clerkships: Clinical Foundations III; Ambulatory Medicine; Family Medicine; Inpatient Medicine; Obstetrics and Gynecology; Pediatrics; Psychiatry; and Surgery. Satisfactory academic progress is defined by successful completion of the required core clerkships. Students may petition to defer up to eight weeks of core clerkship requirements to the fourth year.

Fourth year students

The fourth year is comprised of the following required core clerkships: Clinical Foundations IV; Emergency Medicine; Intensive Care Unit; Neurology; Radiology; Senior Sub-internship; and Substance Abuse. In addition, students are required to complete 20 weeks of electives as specified in the scheduling handbook.

Exceptions to the standard curriculum: Failure to successfully complete one or more third or fourth year course requirements will result in the initiation of an academic review by the Committee on Promotion and Honors. The Committee may require a) repetition of one or more courses (clerkships), b) repetition of the entire third or fourth year curriculum, c) initiation of academic disqualification proceedings. Should one or more courses or repeating a full year of course work result in extending the curriculum, the total duration of the extended third and fourth year course work may not exceed three years.

Unless enrolled in a dual degree program, under no circumstances should the combined first through fourth year course work exceed six years.

Leaves of Absence and Research Fellowships

A student may be granted a leave of absence for a variety of reasons. The period of leave for which the student has been approved may be excluded from the maximum time frame in which an individual student will be expected to complete the program.

The period of time for which a student is registered to pursue a full-time non-credit research fellowship shall be excluded from the maximum time frame in which an individual student will be expected to complete the program. (See policy on Leaves of Absence.)

Documentation of Academic Progress

The Office of Student Affairs and the Committee on Promotions and Honors review, at the conclusion of each academic year, the quantitative progress of each student in course completion. Students who have completed the academic year in good standing are recommended by the Committee on Promotions and Honors to the School of Medicine Faculty Executive Committee for promotion to the next course year.
The normal minimum period of enrollment at the UCI School of Medicine is four years or 14 quarters. For customary academic progress, the student will complete satisfactorily:

1. After three quarters – At least 75 unit hours of core courses.
2. After six quarters – The above plus at least 75 unit hours of core courses.
3. After 10 quarters – The above plus at least 212 unit hours of core courses, and will have passed the Clinical Practice Examination.
4. After 14 quarters – The above plus 151 unit hours and will have passed Step 1 and Step 2 of the USMLE.
5. Recommendation for graduation by the Committee on Promotions and Honors (students must complete all of the above requirements in order to be considered for graduation by P&H).

The Committee on Promotions and Honors may give approval for an individual student to repeat a portion or all of a school year (subsequent to incomplete or unsatisfactory course work or an approved leave of absence). The maximum time for enrollment is six years or 23 quarters, excluding time spent on an approved leave of absence. The required number of unit hours to be completed at the end of each enrollment period will vary in these cases, according to what portion of the curriculum must be repeated. Students approved to repeat course work are meeting the school’s standards for satisfactory academic progress for purposes of financial aid eligibility.

It should also be noted that the specific curriculum requirements listed above are subject to periodic review and adjustments by the faculty of the School of Medicine.

Policy on Satisfactory Academic Progress and Financial Aid

Federal law and regulations require that all students receiving financial assistance from Federal Title IV funds maintain satisfactory academic progress. The following policy presents the standards adopted by the University of California, Irvine School of Medicine. The policy applies to all students receiving financial aid.

Time Limits on Financial Aid Eligibility

A student may receive financial aid for a maximum of eight quarters of enrollment beyond the standard length of study as a full-time student to complete the program for which he/she is enrolled. Summer enrollment, if required, is considered part of the academic year for purposes of this measure.

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Doctor of Medicine</td>
<td>4 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Doctor of Medicine/Master of Business Admin</td>
<td>5 years</td>
<td>7 years</td>
</tr>
<tr>
<td>Doctor of Medicine/Doctor of Philosophy</td>
<td>8 years</td>
<td>10 years</td>
</tr>
</tbody>
</table>

A student following one of the extended curriculum plans must have it approved by the Committee on Promotions and Honors (P&H).

A student failing to meet this standard will be suspended from financial aid eligibility.

For more information on financial aid, please see the UCI School of Medicine Financial Aid web page located at http://www.fao.uci.edu/med/

Grade Requirements

The School of Medicine does not measure academic progress by means of a cumulative grade point average. The student is required to complete, with at least a passing grade, all the required courses in the curriculum in order to graduate. Financial Aid recipients must be in compliance with the minimum academic requirements at the conclusion of each academic year. The minimum requirements are as follows:

1. Effective June 1995, first and second year students must meet the academic requirements necessary to successfully pass course (s).
2. Effective June 1996, third year students must meet the academic performance necessary to successfully pass course (s). Prior to June 1996, students must meet the minimum 2.0 GPA requirement.

3. Effective June 1997, ALL students must meet the academic performance requirements necessary to pass course(s).

Remedial Courses

Required remedial courses in which a student is enrolled will count towards the clock hour requirement of the financial aid policy on satisfactory academic progress.

Incomplete Courses

Clock hours for a grade of incomplete (I) will be counted towards satisfactory academic progress for the quarter during which the student took the course. If the student fails to meet the requirements for removing the "I" and the "I" becomes an "F", the clock hours for that course will be retroactively deleted from the student's satisfactory academic record.

Courses in Progress

Clock hours for courses in progress (designated by an "IP" on the student's record) will be counted toward satisfactory academic progress during the first quarter of a course requiring more than one quarter for completion. Should the student fail to receive a passing grade, after the course has been completed, the clock hours for that course will be retroactively deleted from the student's satisfactory academic record.

Reinstatement of Financial Aid

After termination of financial aid, a student will be considered for financial aid only when one of the following conditions has been met:

1. Sufficient clock hours have been completed and/or academic performance requirements to successfully pass course(s) have been satisfied.
2. It is established through the financial aid appeals process that the student encountered some type of extenuating circumstances during the period in question that hindered his/her academic performance (i.e., prolonged hospitalization, death in the family, etc.)

Appeal Procedure

A student wishing to appeal must submit a letter to the Office of Financial Aid stating his/her reasons for failing to meet the clock hours and/or requirements to successfully pass course(s). The assistance of the Associate Dean of Student Affairs may be sought in the preparation of appeals. A student may also be required to submit a degree check, course plan, or letter from the Associate Dean of Student Affairs. All relevant materials will be presented to the Committee on Promotions and Honors. If the Committee, after consideration of the appeal, determines that the student's appeal should be approved, its decision will be forwarded to the Director of Financial Aid and the student's aid will be reinstated. In the event the student appeal is denied by the Committee, the student will be given the right to a personal interview with the Committee. The Committee will forward the final decision to the Director of Financial Aid for implementation.

Each appeal will be considered on its own merit. Individual cases will not be considered as precedent.

Enforcement

The Office of Educational Affairs shall have primary responsibility for enforcing this policy. The Office of the Registrar and other offices that maintain student information relevant to enforcement shall provide information, when requested by the Associate Dean of Student Affairs.
Fee Payment

Beginning with matriculation in quarter one of the first year, students must be continuously enrolled and must pay University fees through the quarter of their graduation. The only exception is during a period when a student is on an approved leave of absence. Students should plan to register and pay their fees before the published deadline each quarter in order to avoid the payment of late fees and to ensure proper enrollment. It is the responsibility of each student to pay fees on time each quarter even when taking courses away in the senior year. Students will be pulled from their courses or clinical rotations (even courses away) and no credit will be given if fee payment is not completed in a timely manner.

Financial Aid

The cost of higher education (particularly in graduate and professional programs) is rising each year. To help UCI students meet these expenses, financial aid is available; students are encouraged to apply.

Scholarships are awarded to students showing a high level of academic performance and do not require repayment. Some are based on financial need, others on special merits, skills or abilities. Grants are awarded on the basis of need and also do not require repayment; gift aid sources include federal and University of California student aid programs. Loans allow students to defer paying for their education until after graduation. The federal government and University of California offer student loans. Emergency loans are available to students who experience unanticipated, short-term financial problems.

To help students meet their financial obligations, UCI has inaugurated the PACE plan, which allows students to pay quarterly fees in three monthly installments instead of a lump sum, without interest.

The basic qualifications for financial aid require the following:

1. U. S. citizenship (or eligible non-citizenship status);
2. with Selective Service (if required);
3. and making satisfactory academic progress toward a degree (a minimum of 120 clock hours of passing courses);
4. not owe a refund on a Federal grant or be in default on a Federal education loan;
5. financial need.

The first step for students seeking financial aid is completion of the Free Application for Federal Student Aid (FAFSA) or renewal application, which determines eligibility for specific programs. All students interviewing at the School of Medicine receive a financial aid packet, which contains important information regarding the application process.

All students are encouraged to apply before deadlines to obtain the best available funding; do not wait until you have been admitted.

For more information on financial aid, please see the UCI School of Medicine Financial Aid web page located at http://www.fao.uci.edu/med/

HEALTH SERVICES AND HEALTH CLEARANCES

Graduate Student Health Insurance Plan (GSHIP)

GSHIP is a mandatory health insurance plan that was voted in by the graduate student body. Every year, a committee is formed by the graduate student council (AGS), and chaired by the Internal Vice President of AGS, to evaluate the Medical, Dental and Vision coverage and negotiate the following year’s contracts. Every year the GSHIP committee completes their task by presenting the Chancellor with our recommendations for the following year’s plan. A separate committee, the GSHIP advisory board (GSHIP GAB), is similarly formed every year by AGS to give GSHIP participants direct involvement in the quality of the health care we individually receive,
including such things as patient satisfaction, complaint and grievance resolution, and outreach. We greatly encourage graduate students to get involved with our two health insurance committees. Early in fall quarter, AGS will be having an open call for new members of our GSHIP committee and GSHIP GAB. To be eligible, students must be covered by the GSHIP plan (a “GSHIP participant”). If a student is interested in being included in the selection process, email us at gship@ags.uci.edu. Students can also look for updates on the selection process at the web page http://www.gship.uci.edu/, or ask the AGS representative.

Medical Plan

GSHIP participants access the Student Health Center (SHC) for Primary Medical care and to obtain referrals for Specialty care. The SHC is located at the corner of Pereira and East Peltason Drives. The SHC is open from 7:30 a.m. to 5:30 p.m. Monday – Friday (8:00 a.m. to 5:00 p.m. during the Summer. Subject to change without notice). The SHC is closed on weekends and all UC Irvine holidays. The SHC is a comprehensive outpatient clinic staffed with licensed primary care physicians, dentists, optometrists, nurse certified in college health, mental health professionals, a certified Physician Assistant, registered Nurse Practitioners, and a registered Dietitian. Medical specialists from various disciplines including Dermatology, Orthopedics/Sports Medicine, Gynecology, Internal Medicine, Ears/Nose/Throat, Psychiatry, Behavioral Medicine and Counseling Services are also provided on-site by appointment. SHC offers basic radiology and clinical laboratory services, insurance consultation, plus an on-site pharmacy to make this a comprehensive and convenient service to students.

There are three (3) ways to make an appointment:
- Online at www.shs.uci.edu
- By telephone at (949) 824-5304
- In person at the SHC Front Office

Insurance Office – Students who have general insurance questions, referrals, claim issues, and eligibility questions can come to the Insurance Office or call: (949) 824-2388, (949) 824-9415, (949) 824-7093, or (949) 824-4042.

Pharmacy - All GSHIP participants will be able to fill prescriptions at EITHER the SHC Pharmacy OR any Unitedhealthcare Network Pharmacy. If a student decides to fill his/her prescription off campus, go to www.pacificare.com to find a participating Unitedhealthcare Network Pharmacy near you, or just ask the pharmacist at the local supermarket pharmacy or drug store.

Mental Health - Students do not need a referral from their primary care physician (PCP) to utilize mental health benefits. You may access any SHC mental provider, or any one in the outside community participating with the Unitedhealthcare network. Contact the SHC Insurance Office if you need assistance in finding a mental health provider or access United Health Care Student Resources (UHCSR) website at www.uhcsr.com.

Dental Plan

Your Dental Plan is with Western Dental. The students automatically assigned to the Western Dental facility in Costa Mesa. The toll free number for Western Dental is 1-800-672-6283. Use this number for any questions or information needed. This plan is separate from our Medical Plan, and thus, co-payments or fees cannot be applied towards the medical plan deductible.

Vision Plan

The Vision Plan is with the Student Health Center Eye Clinic. Please note that all services must be obtained at this location. To make an appointment, call (949) 824-3294 or (949) 824-5939. Detailed plan information can be obtained on the GSHIP web site, or by e-mailing the Eye Clinic at UCEye@aol.com. This plan is separate from the Medical Plan, and thus, co-payments or fees cannot be applied towards the medical plan deductible.

GSHIP Waiver Option

Students have an option to waive out of GSHIP if he/she has other healthcare coverage which 1) GSHIP determines meets UCI’s minimum standards, and 2) provides documentation stating that such coverage exists through a
different provider. Enrollment in GSHIP is automatic at the time fees are assessed. The exemption process must be completed prior to the fee payment deadline. **Do not pay your fees until the waiver has been issued.** Once enrolled in GSHIP, there are no refunds. In the event of accident or illness, if you are granted an exemption from GSHIP, all medical bills will be your responsibility. For the purposes of a GSHIP exemption, comparable coverage information and instructions can be found on their web site at [http://www.gship.uci.edu](http://www.gship.uci.edu).

**Insurance Resources for the Uninsured**

<table>
<thead>
<tr>
<th>Premiums</th>
<th>Program/Company</th>
<th>Phone Number &amp; Contact Information</th>
<th>Eligibility</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free or income based</td>
<td>Medi-Cal</td>
<td>877-597-4777</td>
<td>California residency or citizenship</td>
<td>State-Federal partnership health care options for individuals</td>
</tr>
<tr>
<td></td>
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<td><a href="http://dpss.co.la.ca.us">http://dpss.co.la.ca.us</a></td>
</tr>
<tr>
<td>$4 to $15 per child per month capped at $45 per family</td>
<td>Healthy Families</td>
<td>888-747-1222</td>
<td>Children 2 to age 19 who are not eligible for Medi-cal</td>
<td>State-Federal partnership health care options for children</td>
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<td><a href="http://www.healthyfamilies.ca.gov">www.healthyfamilies.ca.gov</a></td>
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<tr>
<td></td>
<td>MSI</td>
<td></td>
<td>21 - 64 years old</td>
<td>Orange County residents who have no other resource for medical care</td>
</tr>
<tr>
<td></td>
<td>CalOptima (Medical for Orange County Residents)</td>
<td>714-246-8600</td>
<td>California residency or citizenship</td>
<td>State-Federal partnership health care options for individuals</td>
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<td><a href="http://caloptima.org">http://caloptima.org</a></td>
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<tr>
<td></td>
<td>Assistance with health services and rehab, legal and financial counseling, child care and family planning</td>
<td>800-339-6993</td>
<td>Open to all residents</td>
<td>Directory to assistance from various public service programs</td>
</tr>
<tr>
<td></td>
<td>LA County Info Hot Line</td>
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<tr>
<td></td>
<td>UC Irvine Family Health Center</td>
<td>714-456-7002</td>
<td>Open to all residents</td>
<td>Low cost clinic, Specialty OB/GYN and Family Practice</td>
</tr>
<tr>
<td>See website</td>
<td>UC Irvine Alumni Association</td>
<td>949-824-2586</td>
<td><a href="http://www.alumni.uci.edu">www.alumni.uci.edu</a></td>
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<tr>
<td>See website</td>
<td>California Major Risk Insurance Medical Plan</td>
<td>916-324-4695</td>
<td>See on-line information and guidelines Insurance for the uninsurable by other plans</td>
<td><a href="http://www.mrmib.ca.gov">www.mrmib.ca.gov</a></td>
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<tr>
<td></td>
<td>California Kids</td>
<td>818-461-1400</td>
<td></td>
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<tr>
<td></td>
<td>$4 to $12 per month per child, varies by county</td>
<td><a href="http://www.californiakids.org">www.californiakids.org</a></td>
<td>Medical services may require co-payments and may be limited</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td>Access for Mothers and Infants (AIM)</td>
<td>800-433-2611</td>
<td>Women not more than 30 weeks pregnant at date of application State-Federal partnership to provide health care options to low income pregnant women and infants</td>
<td><a href="http://www.aim.ca.gov">www.aim.ca.gov</a></td>
</tr>
<tr>
<td>Free</td>
<td>California Children's Services</td>
<td>800-288-4584</td>
<td>Program for children with certain medical conditions. Age 21 and under can apply Provide coverage for CCS covered conditions with CCS panel providers and facilities.</td>
<td></td>
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<tr>
<td></td>
<td>BLUE CROSS SHORT-TERM PPO PLANS (INDIVIDUAL &amp; FAMILY)</td>
<td>800-333-0912</td>
<td>California residency or citizenship Short term, temporary</td>
<td></td>
</tr>
</tbody>
</table>
Based on Age/Location | Health Net/Fquick Net Short-Term Coverage (Individual & Family) | 800-909-3447 | California residency or citizenship | Short term, temporary
---|---|---|---|---
See website or contact plan administrator | California Dental Plan | 877-4-DENTAL | Open to all residents | Dental HMO type

www.healthnet.com

www.caldental.net

THE STUDENT HEALTH CENTER
DOES NOT ENDORSE OR PROMOTE ANY INSURANCE COMPANIES OR ENTITIES.
WE PROVIDE THIS INFORMATION SOLELY AS A COURTESY TO YOU. THANK YOU

Health Clearance Requirements for Medical Students and School of Medicine Policies Pertaining to Medical Students with Chronic Blood-borne Viral Infections

Medical students like other healthcare workers are at increased risk of acquiring infections from patients, and may themselves also pose an increased risk for infectious disease transmission to patients. For that reason the School of Medicine adheres to a strict policy of documenting student immunization status, immunity to selected illnesses and/or disease free status for selected infectious diseases.

At the time of matriculation, students must provide evidence of complete and up-to-date immunization series for the following: DiphtheriaPertussisTetanus (DPT), 5 vaccinations, Tetanus-Diphtheria (td) in last 10 years, Polio, 4 vaccinations, Hepatitis B, 3 vaccinations, Measles, Mumps, Rubella (MMR, 2 vaccinations), and Varicella (Chicken Pox).

If students’ immunization status is not known, or if they have a positive medical history for having had Measles, Mumps, Rubella, Varicella, or Hepatitis B, they should provide evidence of immunity (Positive Antibody Titers or, in the case of Chicken Pox, a letter from the student’s doctor verifying the date of the childhood disease will suffice). In the case of Hepatitis B, if the titer is negative a Hepatitis B surface antigen must be obtained, and if the surface antigen is positive, a Hepatitis B e antigen must be obtained. All students who are Hepatitis B surface antigen positive, Hepatitis B e antigen positive must meet shortly thereafter with the Associate Dean for Student Affairs in order to receive counseling regarding potentially high risk patient care activities, and the career choice implications of their status. Students who are Hepatitis B surface antigen positive, Hepatitis B e antigen positive will be expected to modify their patient care related activities in accordance to the counseling they receive from the Associate Dean for Student Affairs. Failure of any such student to do so will be considered a violation of professional conduct and that student will be referred to the Committee on Promotions and Honors for disciplinary action that may potentially include dismissal from the School of Medicine.

All students are also required to obtain and provide documentation of a negative PPD tuberculosis skin test within three months of matriculation, and at annual intervals while they are enrolled in the School of Medicine. Students with a history of a positive PPD skin test must provide documentation of a chest x-ray result subsequent to their positive PPD and either that they received a BCG immunization prior to the positive PPD, or that they have been treated with a course of INH or other anti-tuberculosis therapy. Students who convert from a negative to a positive tuberculosis PPD skin test while enrolled in the school of medicine must obtain a chest x-ray and receive a course of INH treatment or other anti-tuberculosis therapy (unless medically contraindicated). Documentation to this effect...
must be presented to the Office of Student Affairs. In addition all students with a history of positive PPD skin tests must complete an annual respiratory symptoms questionnaire from the Office of Occupational Health in lieu of annual PPD testing. Finally any students with a history of a positive PPD test who have not received anti-tuberculosis therapy and have not had a BCG vaccination must meet with the Associate Dean of Student Affairs.

Although not required, there is a general consensus that all healthcare workers should be aware of their personal Human Immunodeficiency Virus (HIV) and Hepatitis C status and, similarly, all students are urged to do so. Although there are no restrictions to patient care activities beyond strict adherence to universal precautions, including double gloving for all invasive procedures, students who are HIV or Hepatitis C positive may wish to obtain additional counseling about their disease and its potential implications for their educational and professional career.

MEDICAL STUDENT WORK RELATED INJURIES AND OCCUPATIONAL EXPOSURES

Occupational Risk Training and Prevention

Participation in direct patient care activities, can pose risks to health care professionals, particularly in terms of exposure to infectious diseases. The School of Medicine requires that all medical students participate in annual safety training that facilitates students’ anticipation, recognition, and avoidance of potential occupational risks. The School of Medicine also provides practical training in safe practices so that students minimize risk in potentially hazardous situations such as the Anatomy lab and the operating room. This training involves the safe handling of sharp instruments, managing procedural activities in hazardous situations such as trauma cases in the emergency department and labor and delivery. A particular emphasis is placed strict adherence to universal precautions. Finally, the School of medicine requires that all students document completion of a full vaccination series, or immunity based on antibody titer to Hepatitis B (See health clearance requirements).

UCI SOM Policy and Procedures Following Occupational Exposure to Blood/Body Fluids

Students with Graduate and International Student Health Insurance (GSHIP)

If a student comes in contact with another person’s blood or body fluid (e.g., through a needle stick injury, contact with skin, or mucous membrane splash), take the following steps:

1. Immediately clean wound site with antiseptic soap. Flush area with water (gently expressing blood if it is a percutaneous injury).

2. Any student who has been exposed to blood or body fluid from a patient who is known to be or suspected to be HIV positive, must call or be seen immediately within one hour post-exposure to obtain the most effective early prophylaxis. See below for locations.

3. Any student who has been exposed to blood or body fluid from a patient and does not know the patient’s status but who is concerned regarding exposure must also call or be seen within one hour post-exposure to obtain the most effective early prophylaxis. See below for locations.

   ➢ At UCIMC, LBVAMC, LB Memorial, or Outside Rotation: Go directly to Employee Health or the Emergency Room for an initial, immediate evaluation and care post-exposure.

4. Document the date and time, patient’s name, identification number, and the unit and clinical site in which the exposure occurred. Keep this information in a secure place. In addition, immediately contact the nursing supervisor and provide the supervisor with this information. The nursing supervisor will request and obtain a source patient blood sample for Hepatitis B Surface Antigen, Hepatitis C, and consent for HIV testing if the patient’s status is not known. The nursing supervisor is authorized to release the results of the blood tests to the student. The student is responsible for contacting the supervisor to obtain this information.
5. Contact the GSHIP Insurance Coordinator at (949) 824-2388 within 24 hours so that insurance coverage will be authorized and post-exposure follow-up with the UCIMG can be arranged. If the exposure occurs while the UCI Medical Group (UCIMG) is closed, please leave a message and follow-up during normal office hours. Otherwise, the insurance provider is not obligated to cover the cost of the initial urgent or immediate evaluation and care post-exposure.

6. If ZDV is to be given, baseline CBC, platelet count, LFT’s, BUN, creatinine, CPK, UA, and a confidential pregnancy test (if appropriate) should be completed. ZDV will be given at 200mg three times a day for 14 days. Repeat blood screen will be obtained in two weeks. If a student is tolerating the initial ZDV regimen, he/she may take the medication for an additional 14 days. Depending on the risk assessment, additional medication may be recommended.

7. The student must follow-up at UCIMG through the “window period” as appropriate: six weeks, three months, six months, and 12 months. At that time, baseline blood tests including, but not limited to, the following will be authorized:

   - HBV chronic panel, HCV antibody, and HIV antibody and subsequently at six weeks, three months, six months and 12 months for post-needle stick injury counseling and follow-up. The lab at Student Health can perform a 10-minute HIV-1 antibody test on blood.

8. The student must contact UCIMG if any of the tests are positive and must provide them with the supporting documentation. Post-test counseling and appropriate intervention or follow-up will be provided by UCIMG. All students should contact the Center to arrange an appointment for an initial counseling session.

Students with a private health insurance program:

If a student comes in contact with another person’s blood or body fluid (e.g., through a needle stick injury, contact with skin, or mucous membrane splash), take the following steps:

1. Immediately clean wound site with antiseptic soap. Flush area with water (gently expressing blood if it is a percutaneous injury).

2. Any student who has been exposed to blood or body fluid from a patient who is known to be or suspected to be HIV positive, must call or be seen immediately within one hour post-exposure to obtain the most effective early prophylaxis. See below for locations.

3. Any student who has been exposed to blood or body fluid from a patient and does not know the patient’s status but who is concerned regarding exposure must also call or be seen within one-hour post-exposure to obtain the most effective early prophylaxis. See below for locations.

   - At UCIMC, LBVAMC, LB Memorial, or Outside Rotation: Go directly to Employee Health or the Emergency Room for an initial, immediate evaluation and care post-exposure.

4. Document the date and time, patient’s name, identification number, and the unit and clinical site in which the exposure occurred. Keep this information in a secure place. In addition, immediately contact the nursing supervisor and provide the supervisor with this information. The nursing supervisor will request and obtain a source patient blood sample for Hepatitis B Surface Antigen, Hepatitis C, and consent for HIV testing if the patient’s status is not known. The nursing supervisor is authorized to release the results of the blood tests to the student. The student is responsible for contacting the supervisor to obtain this information.

5. It is the student’s responsibility to be familiar with the insurance benefits, exclusions and limitations. Most insurance plans have provisions which include the need to report the injury to the insurance company within a brief period after the injury.
6. For those students who require follow-up, the UCI Medical Group (UCIMG) will provide initial, immediate evaluation and counseling, in which case the Center will bill the private insurance carrier. However, if the student’s insurance will not accept the Center’s services, he/she must follow their carrier’s accepted protocol. If the student uses the Center’s services and the carrier will not cover the expenses, he/she will be responsible for the cost. Again, it is the student’s responsibility to know his/her benefits.

7. If ZDV is to be given, baseline CBC, platelet count, LFT’s, BUN, creatinine, CPK, UA, and a confidential pregnancy test (if appropriate) should be completed. ZDV will be given at 200mg three times a day for 14 days. Repeat blood screen should be obtained in two weeks. If the student is tolerating the initial ZDV regimen, he/she may take the medication for an additional 14 days. Depending on the risk assessment, additional medication may be recommended.

8. The student must follow-up with your private physician through the “window period” as appropriate: six weeks, three months, six months, and 12 months. At that time, baseline blood tests including but not limited to the following are advised:

9. HBV chronic panel, HCV antibody, and HIV antibody and subsequently at six weeks, three months, six months and 12 months for post-needle stick injury counseling and follow-up.

10. The student must contact his/her private physician if any of the tests are positive and must provide them with the supporting documentation. The private physician should provide post-test counseling and appropriate intervention.

PROCEDURE FOR ASSESSING STUDENTS EXPERIENCING ENVIRONMENTAL DIFFICULTIES IN THE ANATOMY LABORATORY

1. Students who present with complaints to the anatomy lab staff or faculty will be referred to the Office of Student Affairs for initial triage.

2. Students will meet with Dr. Prislin who will ascertain whether their complaints are suggestive of the presence of a condition that might be likely be the result of or lead to a disability requiring educational accommodation under the provisions of the Americans with Disabilities Act (ADA).

3. Students suspected of having a potential disability that might require educational accommodation will be advised to contact the Disability Services Center and to also arrange for further evaluation by Occupational Health at the Gottschalk Plaza or through another qualified provider. Those students having GSHIP health insurance coverage will also be referred to the GSHIP coordinator (Mary Jo Gallegos) who will determine whether or not such an assessment is covered by their insurance. Students who do not have GSHIP coverage will be referred directly to Occupational Health and will be advised that the cost of such assessments will be their responsibility.

4. Students in the above group who are found to have a disability potentially requiring educational accommodation will then be referred back to the Disability Services Center for purposes of documentation and provision of a formal accommodation statement. Recommendations for accommodation will be forwarded by the Disability Services Center to the Office of Student Affairs. The Office of Student Affairs will be responsible for assuring that all reasonable accommodations, either through the use of a protective device provided via the Environmental Health and Safety Office, or through course modifications developed by the anatomy course director are put into place. Reimbursement for the costs of these prescribed accommodations will be the responsibility of the University.

5. Students who are felt not to have a difficulty likely to require educational accommodation will be referred to their GSHIP provider or other primary care provider for further evaluation. These providers may, at their discretion, also refer the student for a more comprehensive Occupational Medicine evaluation, and may also ultimately refer the student back to the Associate Dean for Student Affairs and/or the Disability Services Center if subsequent evaluation indicates the presence of a disability requiring educational accommodation. While
these students may ultimately be prescribed a respirator or other sort of protective device, reimbursement, in the absence of a defined disability requiring accommodation for educational purposes, will be the responsibility of the student or his/her health insurance plan.
THE MEDICAL EDUCATION PROGRAM
EDUCATIONAL OBJECTIVES

The educational objectives of School of Medicine are reviewed annually to maintain focus and direction. Upon approval of the objectives by CEP, they are made available to the faculty, residents and students via electronic communication, the School of Medicine’s web site. The educational objectives fall under four broad categories.

UCI graduates will be **knowledgeable.** By the time of graduation, students will have demonstrated relevant and sufficient knowledge in these broad areas:

i. Knowledge of the structure and function of the major organ systems, including the molecular, biochemical and cellular mechanisms for maintaining homeostasis.
ii. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease
iii. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes
iv. Knowledge of population health, epidemiology principles and the scientific basis of research methods relevant to healthcare
v. Knowledge of medical practice, including healthcare economics and health systems impacting delivery and quality of patient care

UCI graduates will be **skillful.** By the time of graduation, UCI students will demonstrate

i. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment
ii. The ability to competently perform a complete and organ-system-specific examination including a mental health status examination
iii. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines
iv. The ability to search the medical literature, including electronic databases, and to locate and interpret up-to-date evidence to optimize patient care
v. The ability to practice effective preventive medicine by identifying, addressing and advocating for strategies to maintain health and well-being, to identify and treat disease early where appropriate and to advise on lifestyle practices
vi. The ability to function effectively within the context of complexity and uncertainty in medical care

UCI graduates will be **altruistic** developing and demonstrating professionalism and commitment. UCI graduates will demonstrate attitudinal learning and behaviors in these domains

i. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations
ii. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care
iii. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness
iv. The commitment to seek knowledge and skills to better serve the needs of the underserved in their communities

UCI graduates will be **dutiful.** By the time of graduation, students will show

i. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit
ii. A commitment to patient care and to the well-being of patients and colleagues
iii. A commitment to serve our community
iv. A commitment to personal well-being and the well-being of family and friends
DEGREE REQUIREMENTS

Degree Requirements

To become eligible for the M.D. degree, each student must demonstrate mastery of the material presented in the courses and programs of the curriculum. This demonstration is made through examinations and/or faculty judgments in each course or program.

Although UCI-SOM has an effective monitoring and intervention system, ultimately it is the student's responsibility to be aware of his/her academic performance and possible failure to complete course requirements (as established by each unit of the curriculum).

Requirements for graduation are listed below. All requirements must be completed in order to be recommended for graduation and to participate in the SOM Hooding Ceremony.

4. Achievement with a passing grade for all courses in the M.D. curriculum.
5. Successful passage of the United States Medical Licensing Exam (USMLE) Steps 1, 2 CK and 2 CS administered by the National Board of Medical Examiners. Failure to pass Step 1, 2 CK or 2 CS precludes graduation. No exceptions will be made.
6. Passage of the Clinical Practice Examination (CPX) near the end of the third year.

CLINICAL PRACTICE EXAMINATION (CPX)

The standardized patient clinical assessment (CPX) provides several measures of clinical performance. It gives an overview of overall clinical knowledge and clinical judgment. Its greatest value, however, is in assessing history-taking skills, physical examination skills, and physician-patient communication skills. It is these three areas, which serve as the focus of the standardized patient assessment.

Passage of the CPX is required of all students before graduation. Assessment of student skills will be based on the following requirements:

1. A score below two standard deviations of the class mean constitutes a failing grade in any particular area, i.e., history, physical exam, and physician-patient communication skills.
2. Each student scoring two standard deviations below the mean will be assigned to a preceptor, and a plan of remediation will be designed to assess individual needs and address deficiencies in performance. The plan of remediation should be one that is the least disruptive and most supportive to the educational experience.
3. The preceptor will test each student to show competency in the area recommended for remediation.
4. Any student receiving a total examination score more than two standard deviations below the mean will be asked to repeat and pass the entire exam before graduation.

School of Medicine Policies Pertaining to Scheduling, Taking, and Passing USMLE Steps 1, 2CK, and 2CS

Passage of USMLE Step 1, Step 2 CS, and Step 2CK constitute required pre-requisites in order to receive the M.D. degree at the University of California Irvine, School of Medicine. The following schedule applies to satisfying this requirement.

<table>
<thead>
<tr>
<th>USMLE</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 Initial Attempt:</td>
<td>July 1 of Year 3 SOM Coursework</td>
</tr>
<tr>
<td>Step 1 Completion:</td>
<td>July 1 of Year 4 SOM Coursework</td>
</tr>
<tr>
<td>Step 2CS Scheduling:</td>
<td>July 1 of Year 4 SOM Coursework</td>
</tr>
<tr>
<td>Step 2CS Initial Attempt:</td>
<td>December 1 of Year 4 SOM Coursework</td>
</tr>
<tr>
<td>Step 2CK Scheduling:</td>
<td>October 31 of Year 4 SOM Coursework</td>
</tr>
<tr>
<td>Step 2CK Initial Attempt:</td>
<td>December 31 of year 4 SOM Coursework</td>
</tr>
<tr>
<td>Step 2CK Completion*:</td>
<td>February 1 of year 4 SOM Coursework</td>
</tr>
</tbody>
</table>
*Step 2CK Score reporting requires a four week turnaround and there is a lag in examination scheduling should a repeat examination be required. Therefore students are highly encouraged to schedule their Step 2CK initial attempt well before the December 31 deadline.

Failure to meet any of these specified deadlines will result in the student being placed on administrative leave until the deadline(s) is met or for a maximum of one year. If the student has not met the requirements within one year, he/she will be subject to academic disqualification. No course credit can be received for periods while the student is on leave which may jeopardize the student’s ability to graduate on time and commence residency training. In addition, the SOM will not certify for graduation, any student who has not successfully completed Step 1 and Step 2CK, with the National Resident Matching Program at the time of their Rank Order List Deadline (Approximately February 15 of year 4). This will result in the student’s exclusion from participation in the match.

Once students have been placed on administrative leave they must pass the relevant USMLE exam within 1 year. Failure to do so may result in academic disqualification from the School of Medicine.

Students may take off the day before the exam for material review. The Course Director must be informed of a student’s test date a minimum of 30 days prior to the beginning of the rotation so that schedules can be developed accordingly. Students will only be allowed to miss the day before the examination and the day of the examination from their rotation.

Any special accommodations need to be requested directly from the NBME. Examination results will be mailed directly to students from the NBME. The Office of Student Affairs does not receive a printed copy of any examination scores. All address and name changes and requests for scores must be made directly to the NBME.

All students must pay fees and be enrolled in classes in order to qualify to take the USMLE Step 1 examination. Students do not need to be enrolled to qualify to take the USMLE Step 2 examination if all other graduation requirements have been met. If a student has met all graduation requirements except passage of the USMLE, he/she will not be eligible to start a residency program. Failure to comply with this policy will result in automatic academic disqualification from the School of Medicine.

**SCHOOL OF MEDICINE COURSE AND CLERKSHIP ATTENDANCE MONITORING POLICY**

The California Medical Board specifies that all candidates for medical licensure in the state of California must achieve an attendance rate of at least 80% in all of their medical school courses and clerkships. It is the policy of the School of Medicine that specific course and clerkship attendance requirements are established by the sponsoring departments. Accordingly the School may employ a variety of methods to monitor attendance in order to assure that both course requirements and California Medical Board expectations are being met.

**THE MD CURRICULUM**

The curriculum at UCI-SOM requires a minimum of four years to complete. If special needs are identified, the time may be extended to five years. The basic curriculum strategy is outlined below:

**Basic Science Courses**

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Pre-/Co-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
</tr>
<tr>
<td>Anatomy/Embryology</td>
<td>None</td>
</tr>
<tr>
<td>Clinical Foundations I</td>
<td>None</td>
</tr>
<tr>
<td>Histology</td>
<td>None</td>
</tr>
<tr>
<td>Immunology</td>
<td>None</td>
</tr>
<tr>
<td>Medical Biochemistry &amp; Molecular Biology</td>
<td>None</td>
</tr>
</tbody>
</table>
The first and second years are scheduled on a modified quarter system. The first two years are devoted to basic science instruction and pre-clinical experiences. There is a vacation period between the first and second years; students may use this time for research in place of vacation. Students do not enroll and pay fees during the break between the first and second year and therefore will not receive academic credit. Between the second and third years, there is a vacation period, which is typically used to prepare for Step 1 of the USMLE.

The third year is scheduled in six eight-week blocks with one month off during the winter. The fourth year is scheduled in two- and four-week blocks. During the clinical third and fourth years, clerkships and elective rotations are taken. The sequence of these clinical rotations is variable, based on lottery assignments. Students may use vacation time for other pursuits such as additional electives, research, externships (up to 20 weeks of course work may be taken at other locations) or interviewing at potential residency sites. Please note that this vacation time may not be covered by financial aid under some circumstances.

A scheduled instructional hour in the basic science curriculum may be lecture, laboratory, tutorial, small group discussion, seminar, clinical correlate, patient/doctor interview, field study, self-directed learning, examination of patients, or special assistance by faculty.

Course schedules for years 1 and 2 are developed by the basic science course directors so as to assure that there is the maximum possible coordination between the courses taught during various phases of the curriculum.

The CEP student representatives are given a copy of the curriculum schedule draft for review during the developmental process. Suggestions for minor changes are considered at this time and may be discussed with the faculty course director responsible for the course. Please note that these are simply suggestions and it is at the discretion of the faculty whether to make the suggested changes. Approximately four weeks prior to the beginning the academic year, a daily schedule of instruction conforming to the faculty guidelines is made available on the Merlin website at https://start.hs.uci.edu/sites/MERLiN/default.aspx. The CEP Committee reviews and approves the schedules prior to finalization.

First and second year students wishing to supplement their curriculum with research experiences may contact the Educational Affairs Office. Specially designed research electives may be planned with a department with approval from the Associate Dean of Curricular Affairs. Most research electives taken prior to completion of the second year curriculum will not count toward graduation requirements. See the section on research for more details. Please note that supplemental electives are only available to students in good academic standing.

Requirements for Preclinical Observation of Cases in the Operating Room at UCI Medical Center

The following steps are needed in order to gain access to UCI Operating Rooms to observe surgeries as preclinical students:
1. Find a sponsor in a surgical field you are interested in, and have the sponsor E-mail Ms. Mayeda, coordinator, and Dr. Russell Williams, Surgery Course Director, to let them know that he/she is sponsoring you. This sponsor is the person you should accompany in the operating room.

2. Once you have a sponsor, E-mail Ms. Mayeda (ahmayeda@uci.edu) or call her (714-456-5533) to schedule an operating room orientation. There are 2-3 spots per orientation for preclinical students, and these orientations are held once every 8 weeks (in accordance to the MS3/MS4 clinical rotation schedule). There are a total of 6 orientations per year. Getting a spot in an orientation is on a first-come first-served basis. There is limited space and restricted windows of time for these orientations.

3. She will send you an email confirmation with a form to complete. Please fax back form to 714-456-8205 and take original to your O.R. orientation. You will be instructed on fire and safety in the Operating Room.

There are however plans for facilitatting surgical experiences for preclinical students in a formal curriculum (i.e. a selective).

The Department of Surgery will periodically be scheduling O.R. orientations for first and second year medical students who want to observe any operation(s) done by their sponsor who has signed the OR form. If any first or second year student is interested in attending an O.R. orientation, please send an email to ahmayeda@uci.edu.

**FIRST YEAR CURRICULUM**

**Anatomy/Embryology**

**Course Objectives**

The Anatomy/Embryology course strives to provide a working knowledge of human anatomy; communication skills to teach the subject; clinical anatomy correlating structure, function and dysfunction. Overall objectives are communicated at beginning of course during lecture. Specific learning objects are provided in the core notes for all 32 laboratories. The achievement of objectives is assessed through faculty evaluation of student laboratory presentations (5-6 per student/course).

**Clinical Foundations I**

Clinical Foundations I is the first of the four-part Clinical Foundations series, serves as the introductory clinical medicine course for first-year student physicians. Participating student physicians learn core skills in physician-patient communication, medical interviewing, physical examination and health promotion.

**Histology**

Histology is designed to provide students with knowledge of the cellular and sub-cellular bases of medicine. Emphasis is placed on normal structure of cells and tissues as a basis for function, with consideration of abnormalities of structures in clinical cases.

**Course Objectives**

UCI Medical Students acquire knowledge of the basic structure of cells, how cells combine to form tissues, and how tissues combine to form organs. Emphasis is placed on how structure contributes to normal function and how disturbances in normal structure contribute to dysfunction. Major topic areas are supplemented with Clinical Correlate lectures that help students understand the relationship between histology and pathogenesis of disease. The course provides a foundation for Pathology taken in the second year. UCI Medical Students also become proficient at learning. By accessing the Histology web site, which contains lecture outlines, and Histology Time, a computer based learning program, students become skillful in use of internet based tools that will aid them in the future as independent learners. Faculty emphasizes a commitment to lifelong learning and encourages independent study.
Immunology

Course Objectives

Students will acquire an understanding of the cellular and molecular basis of immune responsiveness and the roles of the immune system in both maintaining health and contributing to disease. Students will have an understanding of the experimental basis of their immunological knowledge, and a capacity for problem solving.

The overall objectives are communicated at the beginning of the course during lecture. In addition to three exams, achievement of the objectives is evaluated by teaching evaluations and course evaluations submitted by students.

Medical Biochemistry and Molecular Biology

Course Objectives

This course presents biochemistry and molecular and cellular biology relevant to human health and disease that forms part of the foundation of modern medical practice. The course covers basic enzymology and the structure and function of proteins. The metabolism of carbohydrates, lipids, amino acids, purines and pyrimidines is presented in the context of modern medicine. The molecular and cellular mechanisms responsible for cell division as well as DNA, RNA, and protein biosynthesis are emphasized.

Medical Genetics

Medical Genetics reviews the basic principles of human genetics related to disease. Aspects of assessment of genetic risk, screening for genetic diseases, and cytogenetic and biochemical diagnosis are presented. Utilization of the human gene map and the DNA sequence information for molecular genetics diagnosis are discussed. Analysis and relevance of genetic factors in complex common diseases are presented. Aspects of epigenetics and pharmacogenetics are reviewed. Students are introduced to the use of genetic databases and bioinformatics. Approaches to treatment of genetic disease are presented, and legal, ethical, and social aspects of diagnosis and management of genetic disease are discussed. Prerequisite: Admission to medical school. Restrictions: UCI medical students only. Graduate students with consent of the course director and must enroll through the Department of Pediatrics. (Medicine 511).

Course Objectives

By the end of the course, the student should be able to:

- Appreciate the importance of genetics to health and disease
- Construct and interpret a family history in the form of a pedigree
- Explain the recurrence risk for each form of inheritance for individuals in the family
- Know how to order genetic testing
- Provide genetic counseling and risk assessment
- Appreciate the principles of genotype-phenotype correlation
- Explain what takes place during a genetics professional's consultation
- Understand issues involved in testing asymptomatic children and adults for genetic disorders
- Know the impact and issues related to population screening for genetic disorders
- Know how to locate resources about genetic disorders and genetic testing
- Understand the importance of screening for and early diagnosis of inborn errors of metabolism
- Understand the importance of genetic variation in metabolism of and response to pharmacologic substances
- Understand how genetic studies can provide insight into the etiology and pathogenesis of complex common diseases.
- Understand concepts of epigenetics, imprinting and parent of origin effects
Neuroscience

Course Objectives

The objective of this course is to provide the students with the fundamental concepts, vocabulary, and learning strategies to attain a level of proficiency in basic integrative neurosciences so that the student will develop an understanding in the clinical neurosciences throughout their careers as physicians. The course is integrative in the sense that the underlying knowledge of molecular, cellular, physiological, developmental and neuroanatomical organization of the nervous system is brought together in each lecture block with clinical themes and examples in lectures, and which is further reinforced by clinical correlates given by clinicians. The course emphasizes knowledge of the nervous system using lessons from clinical neuroanatomy, systems neurosciences, and regional and developmental neuroanatomy. The course uses the Blumenfeld text, Haines atlas, and Neurosyllabus CD, which are all geared toward mastering this multiple strategy to the study of the human nervous system.

Required Course Materials

Blumenfeld’s “Neuroanatomy through Clinical Cases” is the required text. Haine’s “Neuroanatomy Atlas 5th edition” is the required Atlas. The Neurosyllabus CD (University of Washington) is a reference resource for images. Although there are no “Core Notes”, a compendium of course materials including lecture outlines, some lecture ppts. And images, a glossary of terms, and a list of all lectures, tests, and other course materials. This Course Materials compendium is also required.

Lecture Outlines and lecture printed materials

The course compendium/ binder contains a one-page outline for each lecture. It summarizes the lecture objectives, key concepts, and page references for the material in the Blumenfeld text, Haines atlas, and Neurosyllabus CD. On the pages following each outline are a variable number of pages of supplementary material from the lecture. This may include a page or two of drawings, textual material or graphs not otherwise covered in the Blumenfeld Text, and/or PowerPoint slides used in the lecture. Each of our lecturers teach a bit differently from one another; some teach from overhead freehand drawings and chalkboard drawings, while others use PowerPoint slides to more or less a degree. The supplemental material provides you with some or all of this material so that you can concentrate on the lecture concepts, rather than trying to draw numerous pictures of the brain during the lectures.

There are four major blocks of lectures and clinical correlates in the course and these are tested in the four tests respectively. The first is the Introductory group which includes neural development and overview of regional neuroanatomy, cellular, molecular and physiological basics, the neurological exam, and neuroradiology. The second group of lectures and associated exam is Motor Systems. The third group is Sensory Systems. The fourth and last block of lectures and associated test is on Higher Cerebral and Integrative Systems.

Clinical Correlates

We are fortunate to have the volunteer services of expert clinicians who offer clinical correlate lectures which vary in style and type from year to year. This year we will have CCs on the Neurological Exam, Neuroradiology, Seizures, Movement Disorders, Visual Disorders, Imaging Genetics and Spinal Cord Injury.

Labs

The two wet labs give you the opportunity to dissect a human brain, and to begin to develop a 3-dimensional appreciation of brain structure. The labs are given in the first two Wednesday afternoons of the course from 1-4 PM, and are preceded by two introductory lectures on the overview of the brain and an introduction to the laboratories. Attendance is not taken and there is no lab test per se but we highly recommend you attend these labs.
Tests

There are four tests in the course. They are approximately evenly spaced throughout the Q3 and each counts for 25% of your grade. All tests count toward the grade. No make-up tests are given. There is no Shelf Exam and no final Exam.

Physiology/Pathophysiology

Course Objectives

Students will have a thorough understanding of the normal physiology of each organ system of the body; students will become familiar with basic physiologic concepts that are used and applied in a clinical setting; students will become familiar with abnormal physiologic conditions when possible.

Overall objectives are communicated at the beginning of the course during lecture. The achievement of objectives is assessed through various student surveys, student meetings about the presentation of the course, and on-going discussions with clinical faculty about course content.

SECOND YEAR CURRICULUM

Clinical Foundations II

Clinical Foundations II is the second of the four-part Clinical Foundations series that builds second-year medical students’ clinical skills. Students learn advanced skills in history-taking, physical diagnosis and clinical reasoning. Clinical didactics sessions synthesize learning in the clinical and basic sciences.

Clinical Pathology

Course Objectives

- To provide students with a foundation for understanding the pathogenesis of a variety of common and uncommon diseases
- To provide students with a foundation for the proper use of the laboratory and lab data in diagnosis and optimum patient management.

Objectives are communicated to the students during lecture, lab, and small group discussions. The achievement of objectives is assessed through student evaluations of the course.

The course will have two examinations. After the first examination, marginally performing students will be informed individually, and their performance will also be brought to the attention of the Office of Student Affairs as well as to their advisor. A marginally performing student will be defined for these purposes as one whose grade is below or marginally above 60%.

If a student is unable to attend a class-wide examination because of illness, he/she must notify the Course Director before or during the examination and ask to be excused. Additionally, the student must present a physician’s excuse dated the day of the examination or earlier. The physician’s excuse must be received by the Course Director within two days of the examination. A score of zero will be given in the event of absence from an examination if the above procedure is not observed. Exceptions to the procedure can only be made by the Course Director and the student must have been explicitly excused from the examination.

In the event a student fails the course, there will be no reexaminations. The course must be retaken and successfully passed. Current Promotions and Honors Committee policy will determine eligibility for repeating the course.
Evaluations Policy

The Clinical Pathology course requires students to submit evaluations after each exam. Student feedback is vital for improving instruction. Students will be asked to rate each session using the scale provided, by checking the appropriate box. Spaces are provided for comments and constructive suggestions.

General & Systemic Pathology

Course Description

This course deals with basic causes, mechanisms, and consequences of disease processes and with some applications of these considerations to clinical medicine. After an introduction to general types of disease processes, these processes are studied further as they affect specific organs and organ systems. Pre-requisite: successful completion of first year curriculum.

Course Objectives

To provide an understanding of the basic nature of disease processes from the standpoint of causation, mechanism of development, and the structural and functional abnormalities that result. The ultimate goal is to enable the students to form a rational basis for medical practice. The objectives are communicated at the beginning of the course during the orientation lecture. The achievement of objectives is assessed through student valuations of the course and faculty.

Evaluation Policy

The General & Systemic Pathology Course requires students to complete a minimum of 70% of the on-line evaluations. Students, who do not comply, are not eligible for Honors. A time limit of 14 days after on-line posting of the evaluation forms will be given. Please be as specific as possible. Student feedback is vital for improving instruction. Students will be asked to rate each category using the scale provided, by checking the appropriate box. Spaces are provided for comments and constructive suggestions. Please do not compare faculty members with one another.

Required text(s)


Recommended Reading(s)


Medical Microbiology

Course Objectives

This course covers the biology of infectious agents, including viruses, bacteria, fungi and parasites, to provide the foundation in microbiology for the subsequent study of infectious diseases. Lectures, small group sessions with clinicians, and laboratory sessions will be used to teach the molecular bases of microbial pathogenesis, diagnostic testing, antimicrobial therapy and prevention strategies. Pre-requisite: first-year curriculum. Graduate students must have approval of the course director and enroll through the Department of Microbiology & Molecular Genetics. (Medicine 507 A, B).

Students should have mastery of the biochemical, genetic and physiological properties of infectious agents and their chemotherapy, the activities of toxins, and the biochemistry and genetics of antibiotic resistance. Specifically, this includes an in-depth understanding of the structure and biology of bacteria, parasites and viruses, and their roles in human disease. The laboratory experience covers the basic features of the propagation and identification of bacterial
cultures. The objectives are communicated at the beginning of the course during lecture. Achievement of these
objectives is determined by teaching evaluations and course evaluations submitted by students, as well as by
anecdotal input from upper class students.

Required text(s)

1. Core notes prepared by the Department
2. Warren Levinson's Medical Microbiology and Immunology: Examination and Board Review, 8th edition, 2004, Lange

**BASIC SCIENCE PROCTORING OF CLASS-WIDE EXAMINATIONS**

The Committee on Promotions and Honors reviewed the school’s current practice in proctoring class-wide
examinations, including those provided by the National Board of Medical Examiners (NBME). The result of this
review may be summarized as follows:

1. It is wholly inadmissible and should be strictly proscribed to have tests administered to students proctored
   by non-academic staff. Testing of medical students is an integral part of instruction and, as such, the sole
   responsibility of faculty.
2. Any class-wide examination must be proctored by at least two faculty members simultaneously present in
   the room in which the examination is administered. It is recommended that these proctors be seated at two
   opposing sides of the room, one facing the examinees, the other behind them. Ideally, all class-wide
   examinations should be handled the same way as NBME tests and administered in accordance with official
   NBME rules. These rules provide for one proctor per 20 students with examinees seated in an order, which
   minimizes interaction between them.

**Policy on Holiday Absences**

Absences from course activities including examinations during religious holidays that are not recognized as official
University holidays will be arranged on an individual basis. Students should contact the course director for the
relevant course(s) to make such arrangements.

**CLINICAL COURSES**

For the convenience of third and fourth year students, the Office of Educational Affairs maintains an office at the
UCI Medical Center. This office provides upper class students with access to information and facilitates various
functions without referring them to the main offices on campus. The Office of Student Support Services is located
in room 2108, building 22A at the UCI Medical Center (UCIMC).

The third and fourth year requirements are:

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Number of Weeks</th>
<th>Pre-Co-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Foundations III</td>
<td>4</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Ambulatory Medicine</td>
<td>4</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Inpatient Medicine</td>
<td>8</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>4</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>8</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>8</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>6</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>2</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Surgery</td>
<td>8</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Clinical Foundations IV</td>
<td>2</td>
<td>1st - 3rd year curriculum</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>2</td>
<td>1st - 3rd year curriculum</td>
</tr>
<tr>
<td>Intensive Care Unit</td>
<td>4</td>
<td>1st - 3rd year curriculum</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>4</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
<tr>
<td>Radiology</td>
<td>2</td>
<td>1st &amp; 2nd year curriculum</td>
</tr>
</tbody>
</table>
Senior Sub-Internship 4 1st - 3rd year curriculum
Electives 20 1st & 2nd year curriculum

LCME Requirements

LCME requires that the Clerkship Directors ensure that all students receive a similar educational experience at all facilities. Information supporting this will be requested from course directors for LCME survey and site visits.

Clerkship Orientation

Students are given a formal clerkship orientation during the first day of the third year. General information regarding the hospital and clerkships is presented. In addition, students meet with recent graduates who are residents at UCIMC. These contacts serve to emphasize the importance of professionalism and personal conduct during clinical training, as well as providing specific information concerning residency programs.

Clinical Clerkship Scheduling

The sequencing of the clinical clerkships in years three and four for each student is variable. Course Directors determine the dates clerkships are available and the maximum and minimum number of students for each rotation.

Third Year Scheduling

In the late winter of the second year, Student Affairs will hold an informational session for all students regarding the third year clerkships. At this workshop, students receive a handbook providing general information, a copy of their third year rotation schedule, and a panel of third and fourth year students discusses their experiences during the clinical years. For more information regarding the specifics of the third year scheduling process, please contact the Office of Student Affairs.

Group Sessions with Advisors - All second year students must attend an orientation session prior to submitting their third year schedules. In addition, student affairs will provide opportunities for one on one counseling session for all interested students.

Deferring 3rd Year Work to the Fourth Year

Students can petition the Associate Dean of Student Affairs to defer one of their third year clerkships to their fourth year only after approval by the appropriate clerkship director. All third year clerkships that are deferred must be completed within the first rotation of the fourth year. It is the discretion of the course director as to how many students he/she will allow to defer their clerkships to the fourth year.

If a student defers a third year clerkship to the fourth year, he/she may be at a disadvantage on the USMLE Step 2 and may make the fourth year scheduling difficult.

Fourth Year Scheduling

In the winter of the third year, Student Affairs will hold an informal session for the students regarding the fourth year clerkships. At this workshop, students receive a handbook of general information and a panel of fourth year students discusses their experiences during the fourth year. For more information about the details of the 4th year scheduling process, please contact the Medical Education Office.

All third year students must complete a mandatory one-on-one academic counseling session prior to submitting their fourth year schedules.

Schedule Changes
All schedule changes must be done through the Student Affairs Office 14 days prior to the beginning of the course. There will be no last minute changes except for very unusual circumstances and with the approval of the Associate Dean of Curricular Affairs.

Work hours and working conditions policy to govern all student physician clinical rotations.

1. For all medical student rotations at UC Irvine Medical Center, Long Beach Memorial, Long Beach VA and outlying clinics affiliated with the UC Irvine School of Medicine, duty hours are limited to 70 hours per week averaged over four weeks including all in-house call.
2. Sub-Internship and ICU clinical rotations will be excluded from this policy, but their hours will not exceed the resident work hours.
3. Student physicians must receive one day in seven free of all educational and clinical responsibilities averaged over a four-week period:
4. In-house call must not exceed more than every fourth night averaged over a four-week period.
5. Continuous on-site duty, including in-house call, must not exceed 24 consecutive hours. Student may remain on duty for up to an additional 6 hours to participate in didactics activities, transfer of care, and maintain continuity of medical and surgical care.
6. During shift work, shifts should not be longer than twelve hours
7. There should be a ten-hour rest period provided between all daily duty periods and after in-house call. Adequate time for rest and personal activities must be provided.
8. Duty hours do not include readings, preparation, and other study time whether spent in the library or away from duty site.
9. Violations of this policy should be reported to the Course Director and subsequently forwarded to the Educational Affairs office.
10. This policy covers all medical students who rotate through the University of California, Irvine
11. Students on externships away from UC Irvine will follow the other institutions guidelines.

UCI Holiday Accommodation

Students will be released from clinical duties at 6:00 p.m. the night before the holiday and return at 6:00 a.m. the day after the holiday. Easter is not considered a holiday so any student wishing to take Easter off must use one of his/her vouchers. However, if a student is scheduled for a rotation and responsible for direct patient care (Sub I, ICU or Emergency Medicine) he/she will work the exact schedule that the team works. Therefore, anyone who does not want to be on call the night before a specific holiday, or on a specific holiday, make sure not to schedule a Sub I or Emergency Medicine Rotation during that time. Holidays should not be counted as the student’s day off.

Holidays

Third-year medical students get the same holidays as the University calendar indicates, not counting weekends. For example, at Thanksgiving, Thursday and Friday are counted as holidays, Saturday and Sunday are not. Course Directors cannot grade students down for not working on holidays. Fourth year students who have direct patient care responsibilities are expected to work the same schedule as their teams. For official holidays, students will be relieved from clinical responsibilities at 6:00 AM the day of the holiday and will be expected to return to their clinical responsibilities at 6:00 AM the day after the holiday. Check with the educational program representative in charge of scheduling at UCIMC for more information on the holiday schedules.

While on a Sub-Internship, a student is considered the patient’s intern. Therefore, the student will adhere to the schedule set for the interns and his/her call will follow the intern schedule. The student will work from the Monday that begins the Sub-I until the Sunday that concludes that four-week rotation. Students will have days off as assigned to the interns on the service but must not expect to have more days off than would be assigned to an intern. It is especially important for students to keep this in mind when scheduling interviews. Finally, students will take holiday call as an intern. If the student’s team is assigned to call, the student is expected to take call. Unless otherwise explicitly stated, if the interns on the student’s service are required to round on a holiday, the student should expect to do so as well. Exceptions to this policy can be obtained only from the clerkship director.
Absence from course activities including examinations during religious holidays that are not recognized as official University holidays will be arranged on an individual basis. Students should contact the course director for the relevant course to make such arrangements.

**Personal Day Vouchers**

As a courtesy, the Senior Administration of the University of California, Irvine School of Medicine will allow each student to have two personal days off from clinical responsibilities for legitimate reasons as described below. Each student will receive two vouchers to be excused from clinical activities on the two days of his/her choice for important events that can be anticipated in advance and for which no suitable alternative arrangement exists.

- The student must write on the back of the voucher the reason for needing the day off.
- Vouchers cannot be used for days when call is scheduled.
- It is the responsibility of the students to keep track of the passes. They are not transferable, and they cannot be carried over into the next year. Replacement passes will not be issued for those that are lost.

These passes are not to be used casually and they are not a guarantee for a day off. In addition, two extra days off are not the goal. Students cannot take the days off unless there is a legitimate and significant reason. Examples of appropriate use of the Vouchers include:

- A personal religious holiday not on the University calendar.
- A wedding or other important family event.
- A doctor's visit or other personal health care needs that cannot be scheduled on regular days off.
- Residency interviewing that cannot be accommodated during the usual vacation schedule.
- Attending an academic meeting.

Examples of inappropriate use of the Vouchers:

- A mental health day.
- An extra day to study for an exam.
- A laundry day.
- To extend a long weekend.

Students should use regular days off for these activities. The students must notify the course director and the student coordinator a minimum of 30 days in advance of intent to use the pass. This will allow the clinic schedules to be developed accordingly and not cause difficulty in patient care. Requests made less than 30 days in advance will be honored only if they are not disruptive to existing schedules and patient care.

Once the course director has signed off on the pass, the course director will forward it to the Office of Student Support Services in Building 22A, Room 2108 for tracking purposes. Please note that an attempt to duplicate the passes or use more than two is in violation of the honor code and will cause disciplinary action. Students may not sell, trade, or otherwise convey pass privileges to another student. It is a violation of the honor code to falsify the justification for using the pass.

Although this option has been made available, it is not a valid option when students have direct patient care (Sub I or Emergency Medicine). When on these rotations, students will work the exact schedule that the team works. Therefore, if a student wants to observe these holidays, be sure not to schedule a Sub I or Emergency Medicine rotation.

**Time Off for Interviews**

Interviewing is an essential component of the search for a residency program. Interviews should be scheduled during vacation time. Under no circumstances may interviews be scheduled during core rotations or when students have direct patient care responsibilities (Senior Sub I, Emergency Medicine, ICU, Radiology, Neurology or
Substance Abuse) unless it is done on a regular day off. Be sure to schedule plenty of vacation time during the months of September through January to interview with residency programs.

In rare exceptions, interviews may have to take place while a student is enrolled in course work. If this is the case, it is at the discretion of the course director to determine the length of time that may be missed from the rotation without requiring a total repeat of the course but no more than an average of one day off per week should be scheduled. Students will be expected to use one of their vacation vouchers. In addition, the course director will determine the means for making up the missed course work. A student may fail the rotation or be given an incomplete if he/she has unexcused absence(s) from any rotation. Students must notify the course director immediately upon identifying a conflict in the interview schedule and assigned course work.

Illness

A student must call the department educational program representative for the clerkship in which he/she is enrolled and ask that all involved faculty and residents be notified if he/she will be out ill. (DO NOT GIVE MESSAGES TO BE DELIVERED BY FRIENDS.) If a student misses too many days of a rotation, he/she may be required to make up part of the clerkship. This is an individual departmental decision. Fourth year students who have direct patient care responsibilities are expected to work the same schedule as their teams.

Promptness

Students are expected to be at the assigned location for every rotation on time. Students are not to miss a clerkship or arrive late without being excused beforehand by the clerkship director and/or the educational program representative.

Orders Must Be Co-Signed

All orders must be co-signed by an intern, resident, or attending physician.

E-mail and Mailboxes

Although the clinical years are very busy, a student is expected to check his/her e-mail regularly. This is the major means of communication between the staff and students. In addition, larger items will be placed in student mailboxes. Students are responsible for all information e-mailed to them or put in their mailboxes and for meeting deadlines; being at another hospital is not a valid excuse.

Dress Code

It is recommended that male students wear a dress shirt, collar and tie and female students dress in a neat and professional manner. All students are required to wear a lab coat and their student physician nametag. Students are to introduce themselves as medical students.

Policy on Revision of Submitted Final Grades in the Clinical Clerkships

Once grades and narratives are submitted, they will not be revised unless:

1. An error of calculation or transcription is discovered; or
2. The clerkship director becomes convinced through communication with the student or the evaluator that the final grade or narrative grossly misrepresents the student’s actual performance on the clerkship.

The student has 30 days after the narrative evaluation is completed to request a revision.

CLERKSHIP PROCTORING AND EXAM ADMINISTRATION

Supervising the examination - A minimum of one faculty member and one administrative staff person are responsible for administering all clinical examinations.
The Faculty Proctor should be the Course Director or his/her designee. Their responsibilities will be:

1. Read the policies and procedures for the examination.
2. Begin the examination.
3. Be available by pager during the examination for questions or if a problem should occur.
4. Check restrooms and trash containers for examination related materials.

The administrative staff proctor responsibilities will be:

- Be present in the testing room throughout the examination except for brief personal breaks when necessary. During personal breaks, a backup proctor should be present in the testing room to proctor the examination. Such breaks should be avoided during the final 30 minutes of the examination session.
- Be attentive at all times. Refrain from reading or other activities that divert attention away from the examinees for extended periods.
- Ensure that examinees have nothing on their desks or laps except test books, answer sheets, erasers, and pencils.
- Ensure that examinees are not making notes on or recording answers in their test books or answer sheets before they are instructed to begin the exam.
- Ensure that examinees record their names and numbers on their answer sheets.
- Ensure that no one is making written notes of the contents of a test book or removing pages from a test book.
- Ensure that no one is using written materials or recording/filming devices during the examination.
- Ensure that examinees do not communicate with one another in any way.
- If an examinee is suspected of either giving or receiving information, refer to the guidelines under “Managing Irregular Incidents”.
- Ensure that examinees stop writing at the end of the session.
- Contact the faculty proctor immediately for suspicion of cheating, disruptive behavior, or failure to stop writing when time is called.

What to do if Cheating is Suspected - Clinical Clerkships

A staff administrator must be present in the examination room at all times, and a faculty proctor must be available by pager and on location during the examination. If during the examination, the staff administrator suspects a student of cheating, he/she should confiscate any materials, which are suspicious and immediately page the faculty proctor. The faculty proctor is to immediately return to the examination room and discuss the incident with the staff administrator. It is the responsibility of the faculty proctor to determine if cheating is suspected. Additionally, it is the decision of the faculty proctor to determine if the student will be removed from the examination room at that time, or allowed to finish the examination and the incident is dealt with at a later time. The faculty preceptor is responsible for meeting with the student to discuss the incident and filing a formal written report to the Associate Dean of Student Affairs.

Seating arrangements

If the room is large enough, students are to be placed every other seat and every other row. This arrangement enables proctors to walk through vacant rows and distribute the examinations directly into the hands of the examinee.

Writing After the “STOP” Announcement

If an examinee ignores the instruction to “STOP”, he/she is in violation of test administration procedures. The following action should be taken:

1. Record the examinee’s name and identification number.
2. Record the approximate number of items answered by the examinee and the approximate time he/she finally stopped after the “stop announcement”.
3. Do not give the examinees extra time to transfer answers from the test book to the answer sheet after the “stop announcement”.
4. Complete a written statement of the incident. Both the faculty proctor should sign it as well as the staff proctor. The statement should be thorough but concise, providing an unbiased account of the proctor’s observations and the approximate number of items answered by the examinee after the “stop announcement”.
5. Return the completed statement to the Student Affairs Office. This information will be forwarded to either the Committee on Promotions and Honors for a formal review or the Peer Review Committee for an informal review.

Disruptive Behavior

If the conduct of an examinee interferes with the testing conditions of other examinees and the examinee fails to respond to a warning:

1. The staff proctor should contact the faculty proctor and ask him/her to return to the examination room.
2. The faculty proctor should escort the disruptive examinee from the testing room so that standardized conditions may be maintained.
3. Account for all test materials before escorting the examinee from the testing room.
4. Complete a written statement of the incident. Both the faculty proctor should sign it as well as the staff proctor. The statement should be thorough but concise, providing an unbiased account of the proctor’s observations.
5. Return the completed statement to the Student Affairs Office. This information will be forwarded either to the Committee on Promotions and Honors for a formal review or the Peer Review Committee for an informal review.

POLICY ON THE REQUIREMENT TO PASS THE SPECIALTY-SPECIFIC NBME SHELF EXAM

Preamble

The standardized shelf exam prepared by the National Board of Medical Examiners is one measure of medical student accomplishment and acquisition of knowledge. Although other measures can be applied, the shelf examinee has the virtue of consistency and validity across institutions. These exams are also predictive of students’ ability to pass the mandatory licensing exam. Finally, the exams may identify students with learning or testing disabilities. For these reasons, the UCI COM believes that students should take these exams on all appropriate core clerkships and that the exam results should serve as one component of the overall grade. In addition, we believe that a minimum level of competence on this exam must be achieved to pass the clerkship.

Policy

1. Clerkship Directors should use the shelf exam for their specialty as a component of the final grade for their rotation.
2. The exam may count for 10% to 50% of the final grade.
3. Students who fail the shelf exam two times will receive an “F” on their transcript and be required to retake all or a portion of the clerkship. The Course Director and the Associate Dean of Student Affairs will determine the length of time the student must spend re-enrolled in the clerkship. The length of the repeat clerkship will not be less than four weeks nor longer than the original clerkship.
4. If a student does not achieve the 6th percentile on any given exam, the student will be required to retake the exam within two weeks of the end of the rotation in which the student learns that he or she has failed the exam and achieve that percentile.
5. The Department responsible for the clerkship will pay for the first exam. The Dean’s Office will pay for the second exam. The student will pay for the third exam or subsequent exams.
6. Further action will be at the discretion of the Associate Dean of Student Affairs in consultation with the clerkship director. However, in all cases the student must achieve the 6th percentile.
7. The Clerkships that must require the Shelf Exams are Internal Medicine, Pediatrics, Obstetrics and Gynecology, Surgery, Psychiatry, and Family Medicine.
Core Clerkships  Shelf Examinations  Policies

1. A standard passage score for the shelf examinations has been set at the 6th percentile for all clerkships. The Associate Dean for Student Affairs and the COM Registrar will be notified about any student scoring below the 15th percentile.
2. Students will not be permitted to take two shelf examinations on the same day.
3. Any student who passes the shelf examination cannot retake the examination for a higher clerkship score.
4. If a student fails a shelf examination or is a “no-show”, he/she will not be eligible for Honors regardless of his/her examination score.
5. Students must have recorded grades and removed Incomplete grades for all third year clerkships to progress past fall quarter of the fourth year (December 31) or the Incomplete will automatically be changed to a Fail grade and will how permanently on the transcript and Dean’s Letter. The Associate Dean for Student Affairs may make accommodations to this policy.
6. All students are required to take the shelf examination on the scheduled date. If a student is unable to take the examination at the scheduled time, he/she must obtain written clearance from the course director prior to the time of test administration.
7. Any student requiring special examination accommodations must inform the clerkship director and the clerkship coordinator a minimum of four weeks in advance of the administration of the examination.

Examination “No-Show” Policy

1. A no-show for a scheduled shelf examination constitutes a failure unless written clearance by the course director is obtained prior to the time of administration and a student will have one additional opportunity to take the examination.
2. The student will have to pay for the re-administration of an examination if he/she fails to show for an administration without prior approval or changes the testing date less than 30 days prior to the examination.
3. If a student misses a final examination, he/she is required to retake the exam at the first available make-up examination time. Exceptions to this policy may be granted by the clerkship director or the Associate Dean for Student Affairs.

Examination Failure Policy

1. A student who failed the written final on the first attempt will receive a grade of “I”. The student will not have to pay for the administration of the additional examination.
2. The second examination score is the score that will be used for any student who failed the exam and had to retake it. The exam scores are not averaged, as that could bring a passing grade on the retake back into the failure range if the two scores were averaged.
3. If a student fails a final examination, he/she is required to retake the examination at the first available make-up examination time. Exceptions to this policy may be granted by the clerkship director or the Associate Dean for Student Affairs.

Examination Second Failure Policy

1. Any student who fails an examination twice will receive a Fail designation on his/her transcript.
2. The student will be required to repeat a minimum of four weeks of the clerkship before progressing to his/her fourth year course work.
3. The new grade will be posted on the transcript in addition to the first grade. Please note that University policy states that both grades will appear on the transcript, thus demonstrating that a student repeated the course.
4. Any student who fails a clerkship will be placed on academic probation and placed on the agenda for the Committee on Promotions and Honors for discussion.

Clerkship Final Grade Policy
1. Students must have recorded grades and removed Incomplete grades for all third year clerkships to progress past fall quarter (December 31) of the 4th year or the Incomplete will automatically be changed to a Fail grade and will permanently show on your transcript and Dean’s Letter. The Associate Dean for Student Affairs may make accommodations to this policy.

2. Course Director’s must review all evaluations submitted by residents and attendings and submit one final cumulative evaluation for each student in the clerkship.

3. The Course Director must sign the evaluation.

**POLICY ON HANDLING OF STUDENT EVALUATIONS**

**Narrative Evaluation**

Clinical Departments must provide narrative evaluation of students for both clinical clerkships and electives. In the basic sciences, instructors may also provide narrative evaluations of students, but these are dependent upon the nature of the programs or upon departmental policy.

In order to maintain the integrity of course evaluations, under normal circumstances, medical students are not permitted to hand carry blank evaluation forms or completed evaluation forms from evaluators to student coordinators or the Registrar’s Office. If a student is doing a rotation at another location, he/she may hand carry an evaluation if the following procedures are followed:

1. The top portion of the evaluation form will be filled out with the student’s name, the course name, start date, end date, and number of weeks spent on the rotation.
2. A cover letter will be written to the evaluator stating that he/she must return the completed evaluation directly to the student coordinator within two weeks following the completed rotation.
3. The evaluation may be Faxed or mailed to the coordinator.
4. The letter with instructions and the student evaluation form will be given to the student in a sealed envelope.
5. On the cover of the envelope, the student coordinator will type the student’s name, the name of the course, and the location of the course.
6. The evaluation, in the sealed envelope, will be given to the student to hand deliver to the attending physician for completion.
7. If the rotation is out of the continental United States, the evaluator can provide the completed evaluation in a sealed envelope for the student to deliver directly to the COM Registrar’s Office.
8. If there are any signs of tampering with the envelope or if there are any alterations on the evaluation form that are not initialed by the evaluator, the evaluation cannot be accepted and a new evaluation form must be obtained.

**Preparation of the Clerkship Grade**

Grading policies for clerkships are the responsibility of the clerkship director. However, certain standards should be followed:

The evaluation process should be standardized to the greatest extent possible. Clinical evaluators should be experienced and should be provided with clear guidelines. The LCME requires that the evaluation as well as the curricular process be standardized.

The process for arriving at the final grade should be clear-cut, standardized, and reproducible. Grades should be submitted in a timely manner, and in no case more than five weeks after the completion of the clerkship.

The evaluation forms use descriptors that place students at their level. Most students will be at the appropriate level for their level of training and should be assessed as such. Inflation of grades does not in the long run benefit the students or the school.
Grades of honors should be based upon attaining a specific superior level of performance that is reproducible over time. In general, about 15% of students should be expected to obtain honors over the course of a year.

The clerkship director will decide which elements are included in the calculation of the final grade. In the junior year, the grade should include the written, standardized shelf exam in the calculation. Students should in general be expected to obtain no less than the sixth percentile on a national sample in order to pass the course.

Students must pass the written exam to pass the clerkship. Students who fail the clerkship exam receive a grade of “Incomplete” and are offered the opportunity to retake the exam at the first possible administration. No student who retakes the exam for any reason can receive a grade of “Honors”. The final clerkship grade is calculated based upon the second taking of the exam. If a student fails the exam twice or fails to retake the exam within the specified time, the student will receive a grade of “Fail” and will be required to retake the entire clerkship.

Each final report must contain a narrative summary of the students’ performance during the clerkship. The narrative report is arguably the most important element of the final evaluation for most students. The narrative will be transcribed directly into the students’ Dean’s Letter. The Senior Associate Dean does not edit negative comments from the final narrative. They will appear in the Dean’s Letter to residency programs. Therefore, it is essential that the clerkship director prepare a fair and accurate narrative section. If negative comments are appropriate, they should be included. However, the clerkship director may revise or temper negative comments in view of the entire record of performance.

Summative comments are those that will appear in the Dean’s Letter. Formative comments are for the use of the student and will not appear in the Dean’s Letter.

The narrative comment summary should be as extensive and as supportive as possible. It should accurately reflect the student’s actual performance. The clerkship director should include in the first portion of the narrative the director’s interpretation of the student’s performance in the clerkship in such areas as knowledge base, clinical skills, procedural skills, and professional qualities. This should be followed by representative comments from evaluators.

The clerkship exam score should not be mentioned in the final narrative.

The summary should be as accurate as possible. Narrative comments should be solicited from all appropriate evaluators. The final content of the narrative is the responsibility of the clerkship director. The director may amend, delete, or add any appropriate comments. Students who have concerns regarding the comments included in their summative evaluation may appeal by meeting with the clerkship director within 30 days of receiving the evaluation.

THIRD YEAR CURRICULUM

Clinical Foundations III

Clinical Foundations III is offered prior to starting the third year clerkships. The course is required and provides an instructional orientation on fundamental principles needed in the third year clerkships.

Ambulatory Medicine & Inpatient Medicine

Ambulatory Medicine and Inpatient Medicine are two separate courses; however students will receive one grade for both courses.

Course Objectives

Students are expected to work up at least one patient per long and short call day and to submit written reports to residents. The most important section of these reports will be the assessment and plan. These should demonstrate knowledge of the pathophysiological and psychosocial as well as the clinical aspects of the patients’ problems. Students are not required to serve as the primary clinician for each of the patients being evaluated if the resident feels that the patient load is too heavy. However, the student will be expected to carry a minimum of two patients at
any given time. Please review "Preparing and Presenting a Case". It provides crucial guidelines. Additionally, students have received a conference schedule along with this packet. Conference attendance is required. Please pay special attention to the Case-Study Vignettes. Review these topics in advance. The quality of this educational experience is entirely dependent upon students’ preparation.

All students must take the written and oral exams at the time they are offered to their group. If, in the opinion of the clerkship director, the student has a legitimate and compelling reason for not taking the exam, he/she may take the exam at the end of the next rotation. Lack of time to prepare or “wanting to do better” is not an adequate reason for postponing the exam.

The clerkship director writes a narrative summary of each student's performance based upon the director's interpretation of the most clearly representative comments and evaluations received for each student. Some comments or contributions are subject to editing if, in the opinion of the director, they are not representative of a fair evaluation of the student's performance and abilities.

The clinical evaluators are the residents, chief residents, and attendings with whom the student worked. PGY1 residents do not participate directly in the evaluation process.

Family Medicine

Course Objectives

Students will acquire knowledge of the evaluation and management of some of the most common problems seen in Family Medicine. They will develop an understanding of the principles of community health and epidemiology as applied to an ambulatory care setting. They will develop an awareness of the current health care delivery environment including issues such as access to care, health care costs, and health care utilization. Finally, students will develop insight into the lifestyle of a family physician.

Family Medicine Preceptor Evaluations

Your clinical performance will be assessed by your faculty preceptor at the mid-point and at the end of the rotation. Evaluations will be recorded on the Family Medicine Clerkship Student Evaluation form. Please be aware that comments may be of a formative or summative nature. You are encouraged to discuss the evaluation with your preceptor at the mid-point and again at the end of the rotation. It’s best to be aware of any perceived problems in your performance early on so you have time to correct deficiencies and put forth your best effort.

Family Medicine Clinical Practice Exam (FM-CPX)
The FM-CPX is a requirement for all students and accounts for 20% of your final grade. The FM-CPX was developed by representatives from a consortium of medical schools. It is administered throughout the consortium schools and utilizes trained standardized patients. Each station tests history-taking skills, physical examination skills, and information sharing skills.

The FM-CPX will be administered on the last Wednesday of the rotation at 8:00 AM in the Student Training Center on main campus. The FM-CPX exam is a requirement for all students in the Family Medicine Clerkship. If the exam is not taken, an “Incomplete” grade will be given for the FMC. If a failing score is received, you will be given an opportunity to re-take the exam during the next rotation block. A score of 60% or less will necessitate the student to make special arrangements with the Department to demonstrate his/her competency in primary care. Students who fail the FM-CPX examination will not be eligible for Honors.

The FM-CPX, like all other exams in the medical school, falls under the UCI/COM Honor Code. We will not accept any breach of this Code. Any misconduct regarding any exams in Family Medicine may result in a review by the Promotions and Honors Committee, and will result in failure of the exam which will be reflected on your final Family Medicine Clerkship grade.

Family Medicine Board Exam
The Family Medicine Board Exam accounts for 25% of your final FMC grade. It will be offered at the end of the academic year on June 20, 2006. A failing score on the written exam is one which falls below the 6th percentile.
nationally. This is usually about 63. In the case of failures, the clerkship coordinator will contact the student and a date will be scheduled for retaking the exam. Students who fail the written exam will not be eligible for Honors.

**Obstetrics and Gynecology**

Course Objectives

The objective of this course is to provide the student with a fund of knowledge of the subject, which will be of lasting value to the new Obstetrician/Gynecologist.

The clerkship consists of three rotations: Labor and Delivery; Gynecology Service and Outpatient Clinic Service (both Obstetrics and Gynecology). There are also brief rotations to the low risk Birthing Center, Family Planning and Gynecology Emergency Room as well as one half day per week of volunteer clinical faculty private practice experience.

**Pediatrics**

Course Objectives

The objective of this course is for the student to develop the following skills: age-appropriate history taking and physical examination; patient assessment; diagnosis and management; case presentations; effective communication with patients, families and health care team members; effective application of pediatric knowledge base to clinical decision-making.

Students are assigned to work at UCI Medical Center, Long Beach Memorial Miller Children's Hospital, and affiliated sites. The 8-week clerkship consists of four weeks Inpatient Service and four weeks Outpatient Service, which includes one-half week Newborn Nursery.

**Psychiatry**

This 6 week clinical clerkship provides an opportunity for hands-on experience in the process of recognizing, diagnosing, and treating mental illness using the latest neuropharmacological advances as well as more traditional psychotherapeutic approaches. Each student participates fully in patient care, clinical teaching, and conferences. Students also participate in a lecture series; problem based learning, and small group discussion sessions. Students spend 3 weeks on each of two different inpatient ward assignments. In addition, students have an ongoing outpatient clinic assignment one half day a week, and a chance to observe 2 unique clinic experiences (telemedicine, psychotherapy, child) while on the rotation. The course draws upon knowledge of behavioral science, pharmacology, and neurosciences from the basic science courses. Recommended reading include board review texts such as Psychiatry: Board Review Series, Kaplan & Sadock Pocket Handbook of Psychiatry, and the Desk Reference to the Diagnostic Criteria From DSM-IV-tr (last is usually available online or on the units).

**Surgery**

The student is evaluated by faculty and chief residents on:

- skills of history taking
- physical examination
- attendance
- participation at rounds and other conferences
- performance of ward responsibilities
- surgical knowledge
- desirable behavioral characteristics
- satisfactory completion of all required reports and presentations.

Course evaluations, once turned in by the faculty or chief resident, will **not** be changed.
The Course Director will only re-evaluate a student's file when their grade borders Honors if he/she has achieved the 90th percentile on the written exam and Honors on the oral exam.

FOURTH YEAR CURRICULUM

Clinical Foundations IV

Course Objectives

To provide an opportunity for students to integrate basic and clinical sciences in a single, comprehensive forum; to provide an opportunity to review major, basic science topics; to provide the students with an opportunity to challenge their clinical and diagnostic skills; to provide students in the second science year an opportunity to observe their more senior fellow students in action, to see that clinical skills, reasoning, and opportunities that are in the foreseeable future; to provide a forum for bringing together basic and clinical faculty for a school-wide, educational/academic event; to provide students with an opportunity to work together in the completion of a large, clinical project; to provide students with the opportunity to present before a large audience of peers and faculty in preparation for similar activities during their residencies; and to bring together senior year students who do not see each other for much of the year so that they can retain a stronger sense of class identity and continuity.

Emergency Medicine

Course Objectives

Students will learn to rapidly distinguish between emergent and non-emergent medical and surgical problems and how to best approach them. Emphasis will be placed upon the initial stabilization, subsequent evaluation, and ultimate disposition of a variety of patients. The ED experience will include didactic sessions as well as direct patient evaluation and therapy. Although the student may have a primary orientation towards surgery or medicine, the elective offered in the ED is that of a general EM core elective. Thus, the student will be expected to participate in all the activities available in the ED. Students are supervised by the ED faculty who are responsible for their orientation, evaluation, teaching and supervision. The ED faculty will present a core curriculum of lectures and articles related to all aspects of EM, including emergent surgical and medical problems. Students will be expected to participate in these learning opportunities. Attendance at the Wednesday noon conferences is mandatory. Orientation is held at 7 am on the first Monday of the clerkship rotation in the ED, unless specifically advised otherwise by the chief resident on duty. A case presentation and a final exam are also required.

Intensive Care Unit

Course Objective

This four-week rotation is intended to provide students with a core experience in critical care. Students will be allowed to select an ICU experience in either the medical, surgical, or pediatric disciplines.

Neurology or Clinical Neuroscience

Course Objectives

The objective of this course is to emphasize the development of student skills in the neurological examination, as well as the medical and surgical management of patients with brain, nerve, and muscle disease. The clerkship integrates, for the medical student, the teaching of the clinical neurosciences, which includes both neurology and neurosurgery.

Included in the objectives of this clerkship are:

- the education of students in the neurological examination with an emphasis on neuroanatomical localization;
- to gain familiarity with the diagnosis and management of common neurological illnesses;
• to gain familiarity with tests that are used for neurological evaluation, the experience of these tests from the patient's perspective, and also when these tests are appropriate, and their limitations; and
• to gain familiarity with current developments in the clinical neurosciences.

Radiology

Course Objectives

The objective of this clerkship (both diagnostic and therapeutic) is to teach students through exposure to clinical specialists in numerous subspecialties. Students are instructed in areas such as nuclear medicine, ultrasound, computerized tomography, magnetic resonance, chest, bone, gastrointestinal, etc. In addition, students participate in daily clinical film conferences with staff and residents; the American School of Radiology film learning laboratory; and daily seminars, which interrelate general medicine and radiology. Emphasis is given to all forms of imaging (including ionizing radiation, ultrasound, and magnetic resonance) for diagnosis and treatment, understanding the risk/benefit ratio involved, and the clinical indications for various radiological procedures.

Senior Sub-Internship

Course Objective

The student will understand the experience of an intern on a medicine, surgery, or pediatric inpatient ward service. The student will gain skills and experience necessary to manage a busy inpatient service. The student will gain skills and insight in teaching, time management, leadership and public speaking.

Substance Abuse

The substance abuse rotation is relatively brief and requires full participation to absorb the experience. You will be expected to take part in all aspects of the rotation, even if they fall on a holiday. In addition, you will not be able to use vouchers during the substance abuse rotation.

UCI Electives

During the senior year, students are allowed to pursue 20 weeks of electives. Students will take a variety of approved elective courses consisting of at least thirty contact hours per week. A maximum of 20 weeks of fourth-year work may be taken for credit away from UCI.

A student may take a particular elective only once for graduation credit unless the course is failed. While the failed grade will remain on the student's transcript, a student does not have to repeat electives failed; however, a sufficient number of weeks of elective credit (18) must be successfully completed to meet graduation requirements. If a student applies for an elective, and decides not to take it, formal notice of cancellation must be submitted to both the department and the Office of Student Affairs at least four weeks prior to the scheduled start of the elective. Failure to provide proper notice of cancellation may result in a grade of F for that elective. Any department in the School of Medicine may offer elective courses to be taken during the non-designated elective time. The elective courses must be approved by the Committee on Curriculum and Educational Policy and listed in the Elective Book. It is permissible for a student to take specially designed electives with the approval of the Committee on Curriculum and Educational Policy.

Policies Governing Electives

• Up to 20 weeks of course time may be taken for credit away from UCI affiliated institutions.
• Rotations other than research cannot be split. They must be completed in a continuous block.
• Students will not receive credit for an elective if they are not enrolled prior to participation in the course.
• Cancellation or changes of electives must be made through the scheduling coordinator by specific deadlines. If they are not, the student will receive an “F” for the course and it will be shown on his/her transcript.

Monitoring Student Attendance and Participation in Clinical Electives
The Office of Educational Affairs requires that all departments monitor the extent of student attendance and participation in clinical electives so as to assure that there is a correlation between time spent and credit received. This monitoring will be subject to periodic audit.

Away Courses

Medical students may not take any of part of the first, second, or year required curriculum away from UCI. They may, however, take up to 20 weeks of the fourth year core curriculum and electives away from UCI. The Clinical Foundations courses must be completed at the UCI-SOM. A maximum aggregate of 20 weeks away will be granted credit toward graduation. Additional away electives may be taken, but will not be counted as credit toward graduation, unless approval of credit for additional time away is granted by the Associate Dean of Student Affairs prior to the start of the elective. Students must submit a UCI elective application and course description for approval at least four weeks prior to the start of the elective to guarantee an evaluation and credit.

Policies Governing Away Courses

- Fourth year students will be allowed to take fourth year core rotations at other University of California Medical Schools without approval from CEP once paperwork has been completed and recorded by the Office of Student Support Services, if that medical school offers a course of substantially the same content and purpose.
- On an individual basis, fourth year students will be allowed to take core rotations at other, non-UC institutions upon approval of the course director of the corresponding UCI-SOM course and the Associate Dean of Curricular Affairs. Items to be submitted for the course director to review will be as follows:
  - Course syllabus
  - Student contact information
  - Name, address, and phone number of course director

- A student is not to participate in any rotation prior to final approval. Students will not receive credit for course work that has not been approved before the beginning of the rotation.
- Each course director will be encouraged to provide a list of schools that have been determined to have core educational programs that meet the requirements of the core curriculum at UCI. It is at the discretion of the course director to expand the list as they approve additional schools for core curriculum participation.
- There will be no restrictions on the number of students taking course work outside UCI at a given time.

Procedures for Extramural Electives

- All necessary paperwork required by the away school is completed by the Office of Student Affairs at UCIMC. After the away school has confirmed the student, he/she will need to complete the UCI-SOM student elective application to be enrolled and receive credit. The student will need to complete the top portion of the UCI-SOM Student Elective Application. Accurate information is important so that the Office of Student Affairs may send an evaluation form to the proper program.
- The completed application should then be turned into the scheduling representative to obtain departmental approval.
- Do not send the application to the extramural location. The scheduling representative will obtain all necessary approval and signatures.

Policy Regarding Extramural International Courses

- Students will not be allowed to receive academic credit or educational resource support for any course or rotation that takes place in a geographic region listed on the United States Department of State Travel Warnings List. Should a student be in the process of completing a course or rotation at the time that the geographic region is placed on the warning list, it is expected that the student will immediately cease the educational activity and return to the United States.
• The School of Medicine encourages students to arrange extramural international rotations at institutions that have existing affiliation agreements with the School.

• If a student wishes to pursue an international course or rotation at an institution that does not have an affiliation agreement with the School, the following information must be reviewed prior to the educational experience being approved:
  a. Location for course or rotation including country and institution
  b. Dates of educational experience
  c. Title of clerkship or course
  d. Educational goals and objectives
  e. Instructional methods and activities
  f. Student’s detailed contact information abroad so that he or she may be reached by UCI in case of emergency
  g. Name and title of responsible supervising faculty member
  h. Name, title, email address and/or telephone number of an institutional representative at the educational site (e.g., dean, department chair, hospital or clinic director, etc.) who will serve as the primary point of contact with the UCI School of Medicine. The course or rotation will not be approved until a UCI associate dean reviews it via correspondence with the designated institutional representative

• Students receiving academic credit or educational resource support from the UCI School of Medicine must complete and submit a written evaluation form at the conclusion of the international experience.

• Students should schedule for credit international rotations in accordance with the policies outlined in the scheduling packet and the Student Handbook.

Research Electives

Students are responsible to identify a project, recruit an advisor, and submit the appropriate documentation. Participation in the elective requires a minimum of 30 hours per week during the elective period. Approved research electives will provide credit towards graduation requirements. As with all rotations, credit will be granted only after the successful completion of the research elective. Approval of the elective does not guarantee credit. In this case, it is the Associate Dean of Curricular Affairs that will certify credit after the student and his or her mentor submit a final report.

Research Elective Policy

The UCI SOM wishes to promote students’ intellectual pursuit and research endeavors. Students are encouraged to participate in the design and completion of research projects. Research conduct for course credit must meet the criteria of the SOM. This policy sets those criteria.

The goals of the research elective are:

• The student will participate in a meaningful way in the progress of a research project related to the science of medicine.
• The student will understand the intellectual process of research.
• The student will gain an appreciation of the design requirements of research.
• The student will gain an understanding of and basic competency in specific techniques used in a specific area of research.
• The student will gain an appreciation of the contribution of research in a specific area of medical practice.
• The student will participate in the reaction of a written document defining the research that they participated in.
Research Application

The application must contain the following:

- Introduction and explanation of the background for the research
- Degree of participation by the student in the design of the study
- Notation as to whether this is a new or ongoing project
- Background, experience and degree of participation of the faculty sponsor
- Research hypothesis
- Specific methods
- Appropriate IRB approval for animals and humans
- Daily schedule of activity during the elective period
- Specific statement of what the student expects to produce from the study
- Signed statement from the faculty sponsor: “I have reviewed the research elective request. I agree with the information provided, especially with respect to the nature and degree of the participation of the student in this study. I believe that this elective will provide the student with meaningful research experience.”

Final Report for Research Credit

To receive credit for the rotation, at conclusion of the study the student must submit a one to two page document describing the student’s actual participation and productivity. This statement must be submitted to the Associate Dean of Curricular Affairs for final credit approval. The statement must be in the form of a report of research results with at least the introduction, methods, results, and discussion sections. In addition, it must include the student’s statement of his or her specific activities during the project. The student and their faculty mentor must sign this document. At the end of the report, the faculty mentor must sign the following statement, which should be typed into the report:

“I have had direct supervisory responsibility for the student named in this research abstract. The student has contributed in a meaningful manner to the conduct of the research described herein. The student has committed a minimum of 30 hours per week for (enter number of weeks) weeks and has gained skills in research design and analysis as well as skills in specific research or laboratory techniques related to this research project. The report generated herein was written by the student and I concur in its findings.”

CURRICULUM MODIFICATIONS

Under some circumstances, a student may need to modify his/her curriculum schedule. In such cases, the student must consult with his/her faculty advisor and the Associate Dean of Student Affairs. A curriculum petition must be completed and approved by the Associate Dean at least one month in advance of the request in order to provide sufficient time for departmental notification and implementation of the change.

Extended Curriculum

Under certain specific circumstances, an alternative five-year curriculum plan, which allows a student to extend completion of either one year of the basic sciences over two years or the two clinical science years over a three-year period can be established. The curriculum program is designed for students who, for a variety of reasons (research interests, academic difficulty, health problems, etc.) need additional time. The Committee on Promotions and Honors may also recommend that a student experiencing difficulties enter the extended curriculum program to provide an opportunity to make up educational deficiencies. All extended curriculum proposals are reviewed by the faculty advisors and are approved by the Committee on Promotions and Honors prior to implementation of the request. Students are responsible for continuing to attend classes as scheduled until notified that their petition has been approved by P&H.

Any student wishing to go on the extended curriculum plan will meet with his/her Faculty Advisor to discuss his/her plans. The Faculty Advisor will direct the student to the Educational Affairs Office to set up an appointment with
the Associate Dean of Student Affairs. If the Associate Dean of Student Affairs agrees that extended curriculum is in the best interest of the student, the appropriate paperwork will be completed (Extended Curriculum Petition and Petition to Discontinue Courses). The student will be assisted in completing the petition. The student will obtain all appropriate signatures and return the paperwork to the Educational Affairs Office within 10 days. The Committee on Curriculum and Educational Policy will review the petition for final denial or approval. Copies of the paperwork will be forwarded to the appropriate parties.

The petition must include a scheduled sequence of courses to complete the MD curriculum that has been agreed upon by the Student's Advisor, Course Director(s), and the Committee on Promotions and Honors (P&H).

The student must continue to participate in all class activities until the petition has been approved by P&H and filed in the Student Affairs Office. If a student wishes to go on extended curriculum while a course is in progress, he/she must complete a Petition to Discontinue Course(s) form to prevent the course from appearing on his/her official transcript. A petition to discontinue a course must be accompanied by an Extended Curriculum Petition or a Modified Curriculum Petition and submitted to the Associate Dean for Student Affairs for approval. The student's petitions must be completed, signed by all appropriate parties, approved by P&H, and filed in the Student Affairs Office prior to the following drop dates:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Drop Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>8/7/09</td>
</tr>
<tr>
<td>Fall</td>
<td>11/20/09</td>
</tr>
<tr>
<td>Winter</td>
<td>3/6/10</td>
</tr>
<tr>
<td>Spring</td>
<td>5/29/10</td>
</tr>
</tbody>
</table>

In no case can a student discontinue a course after the last regularly scheduled class of the quarter. That is, if a student takes the final examination, he/she cannot withdraw from the course and a final grade will be posted.

If the extended curriculum occurs in the middle of a quarter/rotation, the student must complete a Petition to Discontinue Course(s) and obtain the signature of the course directors involved. The student will contact the Course Director and inform him/her of his/her intent to go on extended curriculum. The Course Director will state the disposition of the student's enrollment and state the requirements for completing the course on the Petition to Discontinue Course form.

Any request by a student to discontinue an ongoing course is identical to petitioning to enter the extended curriculum unless such a request is accompanied by a plan (approved by the appropriate department(s)) to satisfy that course requirement without scheduling conflicts. Entry into the extended curriculum would ensue if such a plan failed and ceased to exist. Entry would also be necessary when a student cannot remove an "I" or a failure except by repeating part or all of a regularly scheduled course during a period when this would directly conflict with other required courses.

**Course Waivers**

Every student, at the time of acceptance, is to be advised that a restricted number of course waivers (based on previous advanced course work) will be considered. Any medical student interested in presenting a course waiver proposal upon admission is to formulate a curriculum plan that delineates all courses, which the student is requesting to waive and any other alterations from the standard curriculum. This single proposal is to include all requests for course waivers and curriculum changes and must be approved by the Associate Dean for Student Affairs within the first two months of enrollment. The Course Director will state on the petition if the student will be required to complete additional work to waive the course (take an examination, write a paper, etc.). The student must continue participating in all class activities, including examinations, until the petition has been approved by P&H and filed in the Educational Affairs Office.

A student wishing to apply for a course waiver must meet with his/her faculty advisor and present documentation (transcript and course description) supporting the request to waive a course. If the faculty advisor determines prior educational experience may be representative of the educational experience at UCI, the advisor will send the student to the Educational Affairs Office to obtain proper paperwork and develop a curriculum schedule.
The student will complete the Modified Curriculum Petition, attach documentation for support, and obtain the signatures of his/her Faculty advisor and the Course Director for approval of the petition. The student will then meet with the Associate Dean of Student Affairs who will either recommend denial or approval of the request. To make an appointment, please call 824-4610.

**Leave of Absence**

A leave of absence may be granted to a student for personal, medical or academic reasons. A student wishing to take a leave of absence will meet with his/her Faculty Advisor to discuss his/her plans. The Faculty Advisor will direct the student to Educational Affairs Office to set an appointment with the Associate Dean of Student Affairs. The student will be assisted in completing the petition forms (Leave of Absence Petition, Petition to Discontinue Courses and Withdrawal/Cancellation form). The student will obtain all appropriate signatures and return the paperwork to the Educational Affairs Office within 10 days. Copies of the paperwork will be forwarded to the appropriate parties.

Short term leaves of less than three months may be approved by the Associate Dean of Student Affairs. Longer terms of leave must be approved by P&H. The student must continue participating in all class activities, including examinations, until the petition has been approved by the Associate Dean of Student Affairs and/or P&H and filed in the Student Affairs Office. If a student enters a leave of absence while a course is in progress, he/she must complete a Petition to Discontinue Course(s) form. The student will contact the Course Director and inform him/her of his/her intent to enter a leave of absence. The Course Director will state the disposition of the student’s enrollment and state the requirements for completing the course (i.e., retake the examination, repeat the entire course). In no case can a student discontinue a course after the last regularly scheduled class of the quarter. That is, if a student takes the final examination, he/she cannot withdraw from the course and a final grade will be posted. The student must also complete a Withdrawal/Cancellation form to obtain a refund of registration fees. Refunds are granted according to University Policy.

If the leave of absence is for academic reasons or the student is not achieving satisfactory academic progress, then the Committee on Promotions and Honors (P&H) will be formally notified prior to granting the leave of absence.

For any academic leave of one year or greater duration that begins after the second year is completed, students must successfully pass USMLE Step 1 prior to beginning their leave.

When a student is on an approved leave of absence he/she does not have to pay his/her fees, and is thus not enrolled. A student will lose insurance benefits if he/she does not enroll and pay fees. During this time, a student is ineligible for University fellowship support, University research grants, or financial aid. If the student is receiving any type of financial aid, he/she must meet with the Medical Student Financial Aid Officer to discuss any possible effects this leave may have upon his/her financial aid. In addition, financial aid obligations may become due if the leave of absence is for a time period greater than six months.

Except as otherwise provided by housing regulations, a student on leave cannot occupy University student housing.

**Fee Policy for Graduate Student In absentia Registration**

The Fee Policy for Graduate Student In absentia Registration promotes continuous enrollment of graduate and professional degree (MD) students by providing an appropriate enrollment incentive. The policy recognizes that these students may need to perform work away from the University but seeks to minimize the number of students who allow their registration status to lapse. As a result, the policy strengthens the relationship between the University and its graduate students. Both the eligibility criteria and reduced fee level are predicated on the fact that students undertaking approved coursework or research outside of California have access to substantially fewer instructional resources and student services than do students who reside within the state, and should therefore qualify for a meaningful fee reduction.

Effective for the 2009 fall term, academic and professional program graduate students who find it necessary to undertake coursework or research related to their degree program outside of California during their tenure at the
University are eligible for reductions in fees as provided below. Authority for implementation of this policy and for granting exceptions rests with the graduate dean unless campus authority for a degree program has been delegated to a professional school dean.

**Eligibility Criteria for the Reduced In absentia Fee**

All students pursuing doctoral degrees (MD) are eligible for the fee reduction. Students must have completed at least one year of coursework by the time the in absentia status would begin. Special cases can be approved only by exception at the discretion of the appropriate professional school dean. Students who seek in absentia registration beyond the initial term of in absentia status must re-apply for each subsequent period. The appropriate professional school dean may grant in absentia registration status for up to one year for professional students. Longer periods may be approved at the discretion of the appropriate professional school dean.

Students must be enrolled full-time in regular UC units to be eligible for the reduced in absentia fee. The appropriate professional school dean is responsible for determining that the proposed in absentia units meet the following criteria. The research or coursework:

- Must be directly related to the student’s degree program as evidenced by UC faculty approval.
- Must be of a nature that makes it necessary to be completed outside of California for at least one full academic term.
- Must involve only indirect supervision appropriate to evaluating the student’s academic progress and performance (e.g., correspondence via e-mail or review of written work) from UC faculty during the in absentia period.
- Must involve no significant studying or in-person collaboration with UC faculty during the in absentia period to ensure that units do not entail direct access to UC resources or learning environment.

Students are eligible to apply for and receive University fellowships and research assistantships, but not teaching assistantships during the in absentia period.

**Study or Research at Non-UC Institutions**

Students paying the reduced in absentia fee who enroll and pay fees at non-UC institutions will not qualify for additional University of California need-based aid. Students may fulfill all or part of their independent study requirements by enrolling in courses at a non-UC institution while registered in absentia at UC. In this case, however, the tuition and fee charges paid to the non-UC institution will not increase the student’s eligibility for need-based aid from UC. The tuition and fees paid to non-UC institutions will also not affect the amount of in absentia fees owed to UC. Furthermore, students who wish to transfer coursework from non-UC institutions toward degree requirements at the UC campus of origin must obtain approval to do so in accordance with campus policies.

Periods of qualified in absentia registration shall fulfill academic residency requirements for degree programs. Under current Academic Senate Regulations 610 and 688, academic residency requires only that students be registered and enrolled full-time at the University, and does not require them to be physically present or pay a certain amount of fees or tuition. As a result, periods of approved in absentia research or coursework will count towards graduate degree residency requirements. The definition of academic residency is under the jurisdiction of the Academic Senate and is subject to review and revision.

**Reduced Fee Level**

Students shall be assessed the following fees while registered in absentia:

- 15 percent of the combined University Educational and Registration Fee. This reflects that students in absentia have less access to UC resources than do other UC students, but continue to utilize some level of advising and other University resources to facilitate timely academic progress toward degree completion.
- The full health insurance fees associated with the UC campus of origin (or provide evidence of alternative insurance coverage according to customary campus practice). Students registered in absentia will have access to all benefits associated with their student health insurance plan.
• Campus-based fees, as determined by each campus. Non-resident tuition, if applicable. Nothing in this policy is intended to affect the criteria for applicability of non-resident tuition.
• Professional school fees, if applicable. This would only apply to students in graduate professional programs subject to Fees for Selected Professional School Students.

Follow-Up and Evaluation

Finally, effective for the 2009 fall term, UC campuses will be required to eliminate the provision for research leaves currently granted to some doctoral students. A primary objective of the updated policy is to ensure the continuous enrollment of graduate students throughout the completion of their degrees. Allowing doctoral students to take “research leaves” that permit them to leave the University for significant periods of time as an alternative to continuous enrollment for graduate students in need of conducting research or completing coursework away from the University is inconsistent with the policy and such leaves are to be eliminated.

Withdrawals

A student who wishes to withdraw from the School of Medicine should submit a written request and file the necessary forms with the Educational Affairs Office after appropriate consultation with faculty advisors and the Associate Dean of Student Affairs. The student will need to arrange to meet the Associate Dean to effect the withdrawal. Requests for withdrawal will not supersede actions by the Dean or Faculty Committees.

Medical Scientist Training Program (MD/PhD)

Students who have been admitted to the Medical Scientist Training Program will take a minimum of seven years to complete the requirements for the two degrees. The specific curriculum plan each medical scientist student will follow is determined by the Medical Scientist Training Program Director, the Steering Committee of the student's graduate department, and the School of Medicine. Each curriculum is specifically designed for the individual student following guidelines agreed upon by the participating academic units. All medical scientist students will receive on-going curricular guidance from the Program Director.

Medical scientist students generally complete two years of the medical school curriculum before beginning their Ph.D. work. As of January 1, 1998, to return to the clinical years of medical school and remain in good standing in the M.D./Ph.D. program, a student must have completed all of the requirements for the Ph.D. degree, including preparation and defense of the thesis. If the thesis is not complete, a student may return to the third year of medical school in good standing if all of the following are complete:

• The student must have advanced to candidacy.
• The dissertation must be “essentially complete”. The thesis advisor and Dissertation Committee will determine if the dissertation can be completed within a few months. The thesis advisor must provide a letter that states what needs to be done and the approximate amount of time required to complete the dissertation. The program director and/or Curriculum Committee must approve the request. Approval will be based upon having sufficient elective time available to the student in the clinical years to complete the dissertation.

MD/MBA program

The joint MD/MBA program is offered in five- or six-year programs. It is aimed at individuals who are exceptional in ability and motivation. These individuals also seek a career as physicians with major responsibility for administration and management in health care organizations and institutions. Students in this program pursue a combined curriculum leading to an MD degree from the School of Medicine and an MBA from the UCI Graduate School of Management.

Students must be currently enrolled in the MD program in order to apply to the combined MD/MBA program. During their second or third year of medical school, interested students submit an application to the Graduate School of Management Admissions Committee, after review by the School of Medicine. The Graduate School of Management grants final acceptance to the program. Course work begins following completion of the student’s third
year of medical school. Students should be aware that enrollment in the MD program does not guarantee acceptance into the MBA program.

Students must complete three years of medical school training, in good standing, and pass the USMLE Step 1 to be considered for entry into the program. The MCAT currently serves as a waiver for the GMAT entrance examination usually required for application to graduate for the MBA. The total number of units required to graduate from each program is satisfied separately in the MD/MBA joint program.

**PROGRAM IN MEDICAL EDUCATION FOR THE LATINO COMMUNITY (PRIME-LC)**

A carefully selected group of students from diverse backgrounds and with superior academic credentials, proven commitment to service, and solid conversational Spanish will be considered for acceptance to the Program in Medical Education for the Latino Community (PRIME-LC) at the UCI School of Medicine. PRIME-LC responds to the increasing demand for physician-leaders who are culturally and linguistically competent to address the health care delivery, research, and policy needs of underserved Latino communities in California. The program spans all three components of medical training: undergraduate (medical school), graduate (residency program), and continuing medical education (post-residency). PRIME-LC residency experiences are designed to enhance the medical school training. Although students are free to enter any residency of their choice, program graduates are encouraged to enter primary care areas such as Family Medicine, Pediatrics, Internal Medicine, and Obstetrics and Gynecology, or Emergency Medicine or Psychiatry. A placement office will help PRIME-LC-trained physicians find employment including leadership roles in health care, academia, and advocacy, as well as further develop the professional network and relevant continuing medical education training.

The PRIME-LC supplemental application is part of the UCI School of Medicine secondary application and must be completed to be considered for acceptance. Applicants selected for faculty and student interviews are required to undertake a third interview in Spanish to evaluate conversational skills and commitment to service. All interested applicants, including those who are not currently California residents, are encouraged to complete the PRIME-LC application. Financial support is available in the form of scholarships, loans, and loan repayment programs. Applicants not accepted into PRIME-LC may be considered separately for admission to the regular School of Medicine M.D. program. For more information contact: Phone: (949) 824-7136; Email primelc@uci.edu; web site: http://www.ucihs.uci.edu/PRIMELC.
STUDENT AFFAIRS
THE OFFICE OF STUDENT AFFAIRS

The mission of the Office of Student Affairs is to create an environment within the School of Medicine community that fosters student attainment of the School of Medicine educational objectives. This is accomplished through assuring that student participation in the educational program occurs in a manner consistent with School of Medicine policies and regulations, and through the provision of support services that facilitate optimal student participation in the educational program.

To accomplish the educational assurance mission, the Office of Student Affairs disseminates information regarding academic policies and regulations, provides administrative and executive support for the faculty committee on Promotions and Honors, and facilitates the institutional recognition of student achievement through the conduct of various School of Medicine events. To accomplish the educational support mission, the Office of Student Affairs provides academic, personal and psychological counseling, career counseling, financial counseling, academic skills assessment and learning resources support, student wellness programs, student facilities support, initiatives to enhance the learning environment, and support for a variety of student organizations and informal activities.

The Office of Student Affairs team is composed of the following individuals:
1. Michael D. Prislin, M.D., Associate Dean of Student Affairs
2. Barbara Lutz, Director of Student Affairs and Registrar, School of Medicine
3. Carroll Rudy Assistant to the Registrar
4. Melanie Ley, Student Affairs Officer
5. Loretta Garcia, Director of Student Support Services, UCIMC
6. Carol Hall, Student Affairs Officer
7. Marianne Ross, Ph.D., Personal and Career Counseling
8. Geraldine Codd, Academic Skills Coordinator

Monitoring the Basic Science Years

Because academic difficulties often occur during basic science courses, the Committee on Promotions and Honors carefully monitors student performance in all of these courses. At approximately the halfway point of the first quarter of the first year, the departments will issue warning statements to students whose performance is unsatisfactory.

At the end of the first quarter of the first year, the Committee reviews the academic performance of each student. At this time, the Committee may advise entry into the Extended Curriculum for students who have course failures, if such action is appropriate. Similar performance reviews occur at the conclusion of year 1 and year 2.

Monitoring the Clinical Science Years

Failure in any clinical course automatically brings the student's academic record before the Committee on Promotions and Honors for review. Issues of professional conduct may also be reviewed. The Committee monitors all clinical course grades and reports at the end of each rotation to ensure that course failure, incomplete courses, and adverse comments are appropriately reviewed, assessed and acted upon.

Faculty Requirements for Student Participation in Governance

The Committee on Promotions & Honors clarified that eligibility for student participation on committees, ad hoc and sub-committees of the Academic Senate requires a student be in good academic standing at the time of appointment. Once appointed, students will be permitted to fulfill their service should they receive any letter of marginally passing. However, re-appointment will not be approved.

The Co-Presidents of the Student Council, or their delegate, forwards the slate of nominees for appointments to the Associate Dean of Student Affairs. The academic record of each nominee will be reviewed and this information presented at the subsequent P&H Committee meeting. The P&H Committee will then review all pertinent information and will acknowledge the proposed student representatives. A written confirmation will then be sent from the Chair of the Committee on Promotions & Honors to the Student Council.
It is, in the opinion of the Faculty of our school, certainly desirable that students serving on their own Student Council Committees meet the same requirements for serving on Academic Senate committees for two reasons:

1. Students not in good academic standing have a need to concentrate on their academic pursuits; and
2. Students active in the committee structure of the student body are time and time again called upon to interact with outside agencies such as accreditation teams, representatives of professional organizations, and government branches or news media. It would seem, in the interest of all of us, whether we are professors, administrators, or students that students participating in such exchanges are academically strong and have above average credentials. It should be noted that faculty serving on committees have to comply with similar self-imposed rules.

GRADING POLICY

The faculty, through the Academic Senate, has the responsibility for the determination of course standards and requirements, and for the evaluation and grading of students. Each student has the responsibility for becoming familiar with the requirements, standards, evaluation and grading policies for each individual course in the curriculum.

It is important for each student to be aware of their own academic performance and possible failure to complete course requirements. Most departments will send memos out after each exam notifying students and their advisors of their need to improve. Do not wait to seek assistance.

There are many resources available via the Office of Student Affairs: your faculty advisor, the faculty Course Director, the learning skills coordinator and the student counselor.

Your academic record and transcript are available in the Medical Education Office and may be reviewed by you at any time. At least twice a year, a copy of your transcript will be distributed to you for review to ensure accuracy and completeness. Notify SOM Registrar immediately if you believe there are any discrepancies.

Available Grades

The faculty responsible for instruction (or their delegates) award grades of Honors (H), Pass (P), or Fail (F). These grades are derived from objective examinations and/or personal judgment. Beginning in fall 2009, the first year courses are offered on a Pass (P) or Fail (P) basis only for a three year trial period.

Correction of Grades

All grades except Incomplete are final when filed by an instructor in end-of-quarter course reports. However, the correction of a clerical or procedural error may be authorized as the Department directs. No change of grade may be made on the basis of reassessment of the quality of a student’s work. No term grade except Incomplete may be revised by reexamination.

In February 1998, it was verified with the Registrar of the SOM that if a clerkship director determines an evaluation from a faculty or resident is inappropriate; the clerkship director may remove this evaluation from the student’s grade calculation even after the grade report has been submitted. The final grade will be recalculated and a revised narrative will be submitted.

Course Repetition

Repetition of a course requires approval in all instances by the Associate Dean for Student Affairs.

Degree Credit
Degree credit for a course will be given only once; but the grade assigned at each enrollment shall be permanently recorded.

The Grade Incomplete (I)

- Conditions--The grade Incomplete may be assigned when a student’s work is of passing quality but is incomplete for good cause. The “I” grade may be replaced by a passing grade and to receive unit credit provided the student completes the work of the course in a way authorized by the instructor. The grade Incomplete cannot be given to students who have failed the course and who will be required to retake the course.
- The requirements for removing an “I” should be submitted by the Course Director to the student and to the Office Student Affairs in writing along with the grade report. The “I” grade may be replaced by a passing grade and the student will receive unit credit provided the student completes the work of the course in a way authorized by the instructor. Course make-up work and/or re-examination shall not be scheduled during other courses.
- An “I” grade cannot be given to students who have failed the course and who will be required to retake the course. A student, who receives an “I” grade, must be passing the course except for the material not completed.

In February 1998, it was verified with the Registrar of the COM, that if a student passes all portions of a clinical clerkship except for the shelf examination, the student may receive a grade of “Incomplete” as specified in the policies and procedures for the Clinical Clerkship Directors subcommittee of the Counsel of Course Directors.

Time Limits

(a) Registered Students
The grade Incomplete may only be replaced by another grade or notation subject to the following: 1) The action must be taken prior to the end of the third quarter following the quarter in which the grade Incomplete was originally awarded, or prior to the end of the quarter immediately preceding award of the M.D. degree, whichever comes first (instructors, however, are not obligated to allow the maximum time period). 2) Only quarters in which a student is enrolled will be counted in determining the time after which the grade Incomplete can no longer be replaced.

(b) Formerly Registered Students
Students not currently enrolled may replace the grade Incomplete by another grade or notation subject to the following: 1) they have a maximum of one calendar year in which to replace the grade Incomplete; however, 2) in exceptional individual cases involving the student’s prolonged inability to pursue a course of studies, extensions of up to two additional years may be granted by the instructor with the approval of the Dean of the unit offering the course; further, 3) students must petition for such an extension within one calendar year following award of the grade Incomplete.

- The requirements for removing an "I" should be submitted by the Department following the end of a quarter/rotation to the student and to the Office of Medical Education.
- Course make-up work and/or re-examination shall not be scheduled during other courses.

The Notation In Progress (IP)

For a course extending over more than one quarter where the evaluation of a student’s performance is deferred until the end of the final quarter, provisional grades of In Progress (IP) shall be assigned in the intervening quarters. The IP shall be replaced by a final grade if the student completes the full sequence. If a student who was assigned the provisional notation IP for one or several quarters of a course sequence fails to complete the sequence, the instructor may assign a final grade and request to replace the IP with that final grade on their permanent record. In the event that no action is taken to replace the IP with a final grade, the IP will be changed to an I at the end of the third quarter following the quarter in which it was originally assigned or at the end of the quarter immediately preceding award of the M.D. degree, whichever comes first. Incomplete grades, which arise in this manner, may not be replaced by another grade or notation. Only quarters in which a student is enrolled will be counted in determining the time at which an IP is changed to an I.
The Notation No Report (NR)

The notation NR shall be made on a student’s permanent record when the student’s name was on the official class roster but the instructor turned in no grade for the student. The notation NR may be removed from the student’s record by the action of the instructor of the course, providing that a clerical or procedural error has occurred. Depending on the circumstances, the instructor may request to change the NR to a grade, including incomplete, or the instructor may request that the NR be changed to W. If no action is taken to remove the NR from the permanent record, the NR will be changed to an F at the end of the first quarter following the quarter in which it was originally assigned or at the end of the quarter immediately preceding award of the degree, whichever comes first. Only quarters in which a student is enrolled will be counted in determining the time at which an NR becomes an F.

Course Failure

Failure of a course, whether in the pre-clinical or clinical years, constitutes a serious academic problem. In most cases, entry into the Extended Curriculum Program will be indicated as a result if the student is not already so enrolled. If a student accumulates three course failures, he/she may be recommended for academic disqualification. Failure of a course while on extended curriculum is also potential grounds for dismissal.

Withdrawal from Courses

The official drop dates for the School of Medicine are as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Drop Date</th>
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<tbody>
<tr>
<td>Summer</td>
<td>8/7/09</td>
</tr>
<tr>
<td>Fall</td>
<td>11/20/09</td>
</tr>
<tr>
<td>Winter</td>
<td>3/6/10</td>
</tr>
<tr>
<td>Spring</td>
<td>5/29/10</td>
</tr>
</tbody>
</table>

Withdrawal from courses after these deadlines will only be granted for emergencies that will be determined by the Associate Dean of Student Affairs.

STUDENT ACADEMIC STANDING

To become eligible for the M.D. degree, each student must demonstrate mastery of the material presented in the courses and programs of the curriculum. This demonstration is made through examinations and/or faculty judgments in each course or program. Although UCI-SOM has an effective monitoring and intervention system, ultimately it is the student's responsibility to be aware of his/her academic performance and possible failure to complete course requirements (as established by each unit of the curriculum).

Requirements for graduation are listed below. All requirements must be completed in order to be recommended for graduation and to participate in the SOM Hooding Ceremony.

1. Achievement with a passing grade for all courses in the M.D. curriculum.
2. Successful passage of the United States Medical Licensing Exam (USMLE) Steps 1, 2CK, and 2CS administered by the National Board of Medical Examiners. Failure to pass Step 1 or 2 precludes graduation. No exceptions will be made.
3. Passage of the Clinical Practice Examination (CPX).

The Office of Student Affairs and the Committee on Promotions and Honors review, at the conclusion of each academic year, the quantitative progress of each student in course completion. Students who have completed the academic year in good standing are recommended by the Committee on Promotions and Honors to the School of Medicine Faculty Executive Committee for promotion to the next course year.
The normal minimum period of enrollment at the UCI School of Medicine is four years or 14 quarters. For customary academic progress, the student will complete satisfactorily:

The Committee on Promotions and Honors may give approval for an individual student to repeat a portion or all of a school year (subsequent to incomplete or unsatisfactory course work or an approved leave of absence). The maximum time for enrollment is six years or 23 quarters, excluding time spent on an approved leave of absence. The required number of unit hours to be completed at the end of each enrollment period will vary in these cases, according to what portion of the curriculum must be repeated. Students approved to repeat course work are meeting the school’s standards for satisfactory academic progress for purposes of financial aid eligibility.

It should also be noted that the specific curriculum requirements listed above are subject to periodic review and adjustments by the faculty of the School of Medicine.

DEFINITIONS, POLICIES, AND PROCEDURES PERTAINING TO STUDENT ACADEMIC STANDING

Good Academic Standing

Students currently enrolled in the UCI School of Medicine are considered to be in good academic standing if they have not been defined as experiencing academic difficulty or placed on academic probation by the Committee on Promotions and Honors.

Students Experiencing Academic Difficulty

Any grade of Fail or withdrawal from a course for academic reasons will result in the student being automatically designated as experiencing academic difficulty and will be reviewed by the Committee on Promotions and Honors. In addition it is recognized that students who are nominally in good academic standing may, in fact, be experiencing academic difficulties. During the first two years, these students are typically recognized by course directors following poor performance on an examination. During the clinical years, these students may be recognized by either clinical faculty or supervising residents.

During years one and two, the basic sciences course directors will notify all students regarding fail or near fail scores on examinations. Copies of this notification will be sent to the student’s faculty advisor, the learning skills specialist, and the Registrar/Director of Student Affairs. Students recognized as experiencing academic difficulty will be counseled by the course director, and the learning skills specialist. When appropriate, the student may also be referred to the Associate Dean for Student Affairs. The course director, faculty advisor, learning skills specialist, and Associate Dean for Student Affairs will work collaboratively with the student to develop strategies for improved performance and/or remediation. Every reasonable effort will be made to provide students experiencing academic difficulties with the learning resources support services that are available. While designated as experiencing academic difficulty a student must concentrate exclusively on his/her performance and resign from student body offices and activities.

Return to Good Academic Status

When a student has corrected all of the deficiencies or otherwise satisfied all of the conditions of resulting in being designated as experiencing academic difficulty, the student may submit a written petition to the Committee on Promotion and Honors for removal of this designation and resumption of good academic standing.

Academic Probation

Any student who fails a second course or clerkship irrespective of current academic standing, or withdraws from a course or clerkship for academic reasons while being designated as experiencing academic difficulty, will be automatically placed on academic probation by the Committee on Promotions and Honors. The student will remain on probation status throughout the remainder of their coursework in the School of Medicine. The probationary academic status will be reported in the student’s Medical Student Performance Evaluation (Dean’s Letter), and if required, to state licensing authorities.
Failed Courses

The department that sponsors the course in question shall submit a written statement following the end of a course to the student, the Committee on Promotions and Honors and the Registrar/Director of Student Affairs whenever a course failure grade is given.

Students failing a course will normally be asked to repeat the course in order to demonstrate satisfactory proficiency. However, other mechanisms may be used to demonstrate academic proficiency at the discretion of the course director. The Committee on Promotions and Honors shall be notified by the department or the Office of Student Affairs about which procedure will be followed.

The original failure grade will be permanently recorded on the student’s transcript. A student may not drop a course that he/she has previously failed. In general a course may be repeated only once. A second failure in any repeated course will lead to consideration of academic disqualification.

A student must satisfy the departmental criteria for the remediation of a course failure in the basic sciences before he/she is eligible to matriculate into the clinical clerkships.

Academic Disqualification from the School of Medicine

Circumstances that warrant consideration for academic disqualification include:

1. Three or more course failures
2. Failure in a repeated course
3. Course failure while on academic probation
4. Withdrawal from a course for academic reasons while on academic probation
5. Overall academic performance that leads to an extension of the curriculum beyond six years duration unless the student is in an approved combined degree program
6. Failure to meet the USMLE deadline parameters set by the Committee on Promotions and Honors

A student meeting any of the above criteria will be referred to the Committee on Promotions and Honors for consideration of academic disqualification. The committee will review the student’s entire academic record, and after careful deliberation, make a written recommendation to the Senior Associate Dean for Educational Affairs. The Senior Associate Dean may at his/her discretion choose to meet with the student to discuss the recommendation of the Committee. In any event, the Senior Associate Dean will notify the student, in writing, of his/her decision regarding the student’s academic status in the School of Medicine within 30 days after receiving the recommendation of the Committee on Promotions and Honors. All decisions by the Senior Associate Dean will be final.

Honors and Awards

The Committee on Promotions and Honors oversees the process of nomination for the various awards and honors presented annually to members of the student body. The Committee coordinates its efforts and those of the officers of the student body, the Office of Student Affairs and the department chairs in arranging for the annual Honors Day presentation of awards.

Graduation Check

The Office of Student Affairs performs a graduation check for each fourth-year student during the winter quarter. At this time, students will need to solidify their spring quarter schedule to facilitate the graduation check process. If students received any financial aid or loan moneys, they will be scheduled for an exit interview with financial services. The Office of Student Affairs will then refer each senior student who satisfies all graduation requirements
to the Committee on Promotions and Honors so that a recommendation for graduation may be made to the Executive Committee of the faculty Academic Senate.

Diplomas

Diplomas are not distributed during graduation. Students are advised when their diplomas are available. This notification occurs after all evaluations and grades are received and final graduation checks are completed, approximately three months after the quarter in which the degree is awarded. All outstanding debts due the University, with the exception of long-term financial aid loans, must be paid in full and all other obligations to the University (return of keys and equipment) must be taken care of before a student's diploma is released. Information regarding the release of diplomas may be obtained by calling (949) 824-6138.

THE COMMITTEE ON PROMOTIONS AND HONORS

General Information

The Committee on Promotions and Honors (P&H) is a standing committee of the faculty and is charged to monitor student academic progress, to take appropriate action for students in difficulty, and to make recommendations for promotions, honors, leaves of absence, dismissals, and graduation. The Committee functions and renders recommendations in accordance with the rules adopted by the School of Medicine Academic Senate. The Committee monitors the progress of all students throughout their educational experience, identifies individuals in either academic or professional difficulty, evaluates the individual situation, and develops a plan as appropriate.

The Committee has no jurisdiction over resolving grading issues. The departments have autonomy for determining grades, but they are required to provide concrete documentation for their grading procedures. In regard to issues concerning cheating, dishonesty or similar forms of inappropriate student conduct, the matter is presented before the P&H Committee. If, after gathering information from faculty, administration, and students, there is sufficient evidence to pursue the matter, a formal hearing will be held by the Committee. The content and format of such a review is outlines under the section “UCI SOM Procedures Regarding Student’s Conduct and Discipline”.

STUDENT CONDUCT AND DISCIPLINE

All UCI students are expected to conduct themselves in a mature and responsible manner. "Policies Applying to Campus Activities, Organizations, and Students," gives details of the rules concerning conduct and related matters as established by the policies of The Regents and the President of the University. Among other things, the publication lists types of misconduct for which students are subject to discipline. It also covers students' rights and the grievance procedures available to students. University, Campus and School of Medicine procedures ensure that all cases of alleged student misconduct will be handled fairly in accordance with the appropriate due process requirements.

Medical students are expected to maintain the highest levels of professional and ethical behavior. The Student Honor Code, School of Medicine broadly describes such behavior. Faculty evaluations may include comments on professionalism and ethical behavior, where appropriate, as well as the determination of final grades. Unprofessional behavior that affects student performance in the School of Medicine is addressed by the faculty and may be referred, if necessary, to the Committee on Promotions and Honors and/or to the Peer Review Committee.

Allegations of physical abuse, threats of violence, or conduct that threatens the health or safety of any person on University property or in connection with official University functions will be investigated promptly, and where found to exist, appropriate actions will be taken in accordance with University policy. The following are University policies pertaining to student conduct and discipline as stated in “Policies Applying to Campus Activities, Organizations, and Students”:
THE UCI SCHOOL OF MEDICINE HONOR CODE

We, the students of the University of California, Irvine, School of Medicine (UCI-SOM), do hereby agree to uphold the principles and provisions of the following Honor Code in acknowledgment of the inherent need to preserve honesty and integrity in the medical profession.

Honor Code: We, the students of UCI School of Medicine, shall not breach the Honor of our chosen profession through misrepresentation, harassment, or discrimination. We shall always maintain respect and compassion for others and conduct ourselves in a professional manner. We shall in no way take unfair advantage of a patient, colleague, instructor or other member of the community.

Specifics of the Honor Code: The following sections describe specific infractions and the enforcement of the Honor Code. The descriptions that follow are not an all-inclusive list but merely examples of conduct unbecoming of medical students at UCI School of Medicine. It is the spirit, not the letter, of the Honor Code that is to be upheld and preserved by students.

Examinations

No student shall knowingly or willfully obtain or utilize an unfair advantage in the taking of any UCI COM examination. This shall include but not be limited to:
1. The plagiarizing of test answers or information. The usage of unauthorized notes, tests, or aids during the course of an examination.
2. The unauthorized obtainment or possession of test information or answers prior to or during the course of an examination.
3. Excusing oneself from, or obtaining the postponement of, an examination under false pretenses.
4. Any and all other actions designed to falsely enhance an individual's performance on an examination.

Ward Behavior

No student shall conduct themselves in an unprofessional manner through misrepresentation, harassment or discrimination. This shall include but not be limited to:
1. The falsification of physical examination findings, laboratory data, or patient history.
2. Misrepresentation of skills, experience or exposure to surgical and/or medical procedures.
3. Discrimination or harassment of a patient, colleague, instructor or other member of the community.
4. Endangering the lives of others by conducting clinical responsibilities while impaired by drugs or alcohol.
5. Showing lack of compassion or respect for patients and others by breaching confidentiality or any other means.

Reporting of Violations

It is the duty of any student who has reasonable cause to believe that the spirit or provisions of the Honor Code have been violated, shall, with reasonable speed, contact a member of the Peer Review Committee or the Associate Dean of Student Affairs. Determination as to whether or not a violation has indeed occurred shall be made by these designated authorities. It is the obligation of each student to report any Honor Code violation: failure to do so itself is a violation of the Honor Code.

Honor Code Violation Review Process
The Peer Review Committee shall review and determine the validity of allegations of an Honor Code violation. If necessary, the Associate Dean of Student Affairs and the Committee on Promotions and Honors will be notified. The complete and detailed version of the Honor Code violation review process is discussed elsewhere.

**Disciplinary Action**

The Peer Review Committee will make recommendations to the Associate Dean of Student Affairs that are intended to correct the Honor Code violation and to protect the UCI community from recurrences of the violations. Disciplinary actions that may be taken in cases of student misconduct range from written warnings to dismissal from the School of Medicine.

**2009-2010 Peer Review Committee members:**

Jonathan Falakassa, Timothy Minh, Sharis Simonian, MS4; Shadi Lanham, MS3; Charles Minh, MS2; TBA, MS1.

**Professionalism Performance Evaluations**

The Committee on Promotions and Honors has instituted a professionalism event report system, where the events reported can be either positive or negative. The individual filling out the Report should give feedback to the student being written about. The Report will then be sent to Student Affairs and placed in the student’s academic file. Should a student receive two (2) negative event reports, the student will be counseled by the Associate Dean for Student Affairs. The Committee on Promotions and Honors will be notified regarding the event. The information that this is the second negative Professionalism Report will also be noted in the student’s Medical Student Performance Evaluation (Dean’s Letter). Should a student receive three negative reports, he or she will be referred to the Committee on Promotions and Honors for potential disciplinary action.

**100.00 POLICY ON STUDENT CONDUCT AND DISCIPLINE**

**101.00 Student Conduct** - Students are members of both society and of the academic community with attendant rights and responsibilities. Students are expected to comply with the general law, University policies, and campus regulations, as well as the School of Medicine Student Honor Code.

The standards of conduct below apply to students while on University property or in connection with official University functions. If specified in implementing campus regulations, these standards of conduct may apply to conduct which occurs off-campus and which would violate student conduct and discipline policies or regulations if the conduct occurred on campus.

**102.00 Grounds for Discipline** - Chancellors or the Dean of the School of Medicine may impose discipline for violation of, or an attempt to violate, University policies, campus regulations or the School of Medicine, Student Honor Code. Violations or attempted violations include, but are not limited to, the following types of misconduct:

**102.01** All forms of academic misconduct, including but not limited to, cheating, fabrication, plagiarism, or facilitating academic dishonesty as may be further specified in campus regulations.

**102.02** Other forms of dishonesty, including but not limited to, fabricating information or knowingly furnishing false information or reporting a false emergency to the University or to University officials acting in the performance of their duties.

**102.03** Forgery, alteration, or misuse of any University document, record, key, electronic device, or identification.

**102.04** Theft of, conversion of, or damage to or destruction of, any property of the University or property of others while on University premises, or possession of any property of the University or others stolen while on University premises.
102.05 Theft or other abuse of computing facilities or computer time, including but not limited to: unauthorized entry into a file to use, read, or change the contents or any other purpose; unauthorized transfer of a file; unauthorized use of another individual’s identification or password; use of computing facilities to interfere with the work of another student, faculty member, or University official, use of computing facilities to interfere with a University computing system.

102.06 Unauthorized entry to, possession of or use of the Universities name, insignia or seal. Unauthorized entry to, possession of, receipt of, or use of any University properties, equipment, resources, or services.

102.07 Violation of policies, regulations, or rules governing University-owned or -operated housing facilities or leased housing facilities located on University property.

102.08 Physical abuse, including but not limited to, rape, sexual assault, sex offenses, and other physical assault; threats of violence; or conduct that threatens the health or safety of any person.

102.09 Sexual harassment, as defined in University Policy (Section 160.00): Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly a term or condition of instruction, employment, or participation in other University activity;
- Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incidents occurred.

102.10 Stalking behavior in which an individual willfully, maliciously, and repeatedly engages in a knowing course of conduct directed at a specific person which reasonably and seriously alarms, torments, or terrorizes the person, and which serves no legitimate purpose.

102.11 The use of “fighting words” by students to harass any person(s) on University property, on other property to which these policies apply as defined in campus implementing regulations, or in connection with official University functions or University-sponsored programs.

“Fighting words” are those personally abusive epithets which, when directly addressed to any ordinary person are, in the context used and as a matter of common knowledge, inherently likely to provoke a violent reaction whether or not they actually do so. Such words include, but are not limited to, those terms widely recognized to be derogatory references to race, ethnicity, religion, sex, sexual orientation, disability, and other personal characteristics. “Fighting words” constitute “harassment” when the circumstances of their utterance create a hostile and intimidating environment which the student uttering them should reasonably know will interfere with the victim’s ability to pursue effectively his or her education or otherwise to participate fully in University programs and activities.

102.12 Hazing or any method of initiation or pre-initiation into a campus organization or any activity engaged in by the organization or members of the organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any student or other person.

102.13 Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities.

102.14 Disorderly or lewd conduct.

102.15 Participation in a disturbance of the peace or unlawful assembly.


102.16 Failure to identify oneself to, or comply with directions of, a University official or other public officials acting in their performance of their duties while on University property or at official University functions, or resisting or obstructing such University or other public officials in the performance of or the attempt to perform their duties.

102.17 Unlawful manufacture, distribution, dispensing, possession, use, or sale of, or the attempted manufacture, distribution, dispensing, or sale of controlled substances, identified in Federal and State law or regulations.

102.18 Manufacture, distribution, dispensing, possession, use or sale of, or the attempted manufacture, distribution, dispensing, or sale of alcohol which is unlawful or otherwise prohibited by, or not in compliance with, University policy or campus regulations.

102.19 Possession, use, storage, or manufacture of explosives, firebombs, or other destructive devices.

102.20 Except as expressly permitted by law, possession, use, or manufacture of a firearm or other weapon specified in campus regulations.

102.21 Violation of the conditions contained in the terms of a disciplinary action imposed under these Policies or campus regulations.

102.22 Violation of the conditions contained in a written Notice of Emergency Suspension issued pursuant to Section 53.00 of these Policies or violation of orders issued pursuant to Section 52.00, during a declared state of emergency.

School of Medicine Student Disciplinary Procedures

Depending on the nature of the alleged violations and/or potential severity of possible disciplinary sanctions, the Associate Dean of Student Affairs may seek an informal resolution to the matter or may refer the matter directly to either the Peer Review Committee or to the Committee on Promotions and Honors (P&H). The Peer Review Committee may refer matters directly to the Associate Dean of Student Affairs or to P&H. Students may choose to bypass the Associate Dean of Student Affairs and/or the Peer Review Committee and request that the matter be referred directly to P&H.

Definitions

The term “medical student” means an individual for whom the SOM maintains student records and who is enrolled in or registered within the SOM or any academic program in the SOM; has completed the immediately preceding term and is eligible for enrollment, including the recess periods between academic terms; or is on approved educational leave or other approved leave status, or is on filing-fee status.

Notice: Wherever notice is required to be given to any student, it shall be conclusively presumed that the student has been given such notice if it has been sent to the student by mail to the address appearing on the student’s permanent address of record.

The term “days” shall be defined as the normal business day and shall not include Saturdays, Sundays, legal holidays, or University administrative holidays.

Informal Resolution by the Office of Student Affairs

Cases involving alleged misconduct of students shall be referred to the Associate Dean of Student Affairs or directly to the Peer Review Committee.

Notification of Alleged Violation(s)

When cases involving alleged misconduct of students are referred to the Associate Dean of Student Affairs, he/she shall inform the student in writing of the following:
1. That a report alleging a violation (or violations) of University policies, campus regulations, SOM policies or Honor Code has been received.

2. That he/she has ten (10) days from the date appearing on the letter of notification to contact the Office of Educational Affairs to schedule an initial interview with the Associate Dean of Student Affairs; and that failure to comply may result in an administrative hold being placed on his/her records.

Administrative Holds - If the student does not contact the Office of Educational Affairs within the ten (10) day period, a hold may be placed on his/her records which will prevent the processing of transcripts, grade posting, registration, registration for the residency match, and registration for the United States Medical Licensing Exam, etc. No separate notice will be given that a hold has been placed on his/her records. The hold may be removed upon contacting the Associate Dean of Student Affairs.

Holds may be placed on students’ records at any point in the disciplinary process to assure compliance with sanctions, or pending the resolution of disciplinary matters or a formal hearing. When the terms and conditions of sanctions have been satisfied and pending disciplinary matters have been resolved, holds may be removed.

Initial Interview - The initial interview is an attempt at informal resolution between the student(s) and the SOM. Therefore, other parties, including legal counsel retained by the student, if any, may be excluded from participating in this process.

At the initial interview, the Associate Dean of Student Affairs shall:

1. Inform the student that anything he/she says may be used to determine culpability during the informal process;
2. Inform the student of the specific allegations made against him/her;
3. Indicate the applicable University policies, campus regulations, SOM policies or Honor Code provisions, alleged to have been violated;
4. Discuss possible sanctions;
5. Give the student a copy of the Policies or applicable sections(s) of the Policies and explain the nature of student conduct procedures;
6. Inform the student of his/her right to seek assistance from the office of the University Ombudsman, and/or to seek legal advice; and
7. Inform the student he/she may choose either (1) to have the Associate Dean of Student Affairs conduct an informal hearing, or (2) to have the matter referred directly to P&H to determine if a Formal Hearing is warranted. The student also should be informed that at the discretion of the Associate Dean of Student Affairs, the matter may be referred to the Peer Review Committee; however, the student may elect to bypass the Peer Review process and have the matter referred directly to P&H to determine if a Formal Hearing is warranted.
8. Inform the student that if he/she chooses to have the Associate Dean of Student Affairs conduct an informal hearing, he/she is thereby waiving his/her right to a formal hearing. However, the student shall be informed that he/she will be provided an opportunity to appeal any sanctions imposed to P&H. The student shall be required to sign a waiver of his/her right to a formal hearing.

Informal Hearing by Associate Dean of Student Affairs

Informal Hearing Procedures

1. At the informal hearing, the Associate Dean of Student Affairs shall:
2. Hear the student’s defense to the charges, if offered; and
3. Make a reasonable effort to comply with requests by the student for documents relevant to this case; and
4. Tape-record the informal hearing.

If a student does not volunteer to discuss the matter or offers no defense to the charges, and if the student has stated in writing, that he/she has chosen to have his/her case heard informally, the Associate Dean of Student Affairs may proceed to disposition without the student’s participation.
Disposition of Case and Notification of Sanction(s) - If, after the informal hearing (or hearings as needed), the Associate Dean of Student Affairs believes a violation has occurred, he/she may impose one or more of the sanctions listed in the Section entitled, “Types of Disciplinary Action,” except for Dismissal, which may be imposed only by the Senior Associate Dean of Educational Affairs following a formal hearing. After the informal hearing, the Associate Dean of Student Affairs shall notify the student, in writing, of the sanction(s) to be imposed. Quarterly, the Associate Dean of Student Affairs will provide to P&H a confidential summary of informal cases and their outcomes.

Appeal of Sanctions

If after receiving notice of the sanction(s) to be imposed, he/she may appeal the sanctions, by filing an appeal with P&H. The appeal must (a) be in writing; (b) state the basis for the appeal; and (c) be received by P&H by the stated deadline. The deadline shall be ten (10) days from the issuance of the letter notifying the student of the sanctions to be imposed.

The Appeal will be granted or denied based on:

1. Whether the record contains any evidence to support the finding(s) or violation of University policies or campus regulations for which the discipline was imposed;
2. Whether there is evidence which could not be adduced at the time of the original hearing which is likely to change the result;
3. Whether there was procedural fairness at the conduct of the hearing;
4. Whether the sanction imposed was too harsh given the finding of fact.

Upon completion of its review, P&H may affirm, modify, or reverse the sanctions. The student may be called before P&H to clarify evidence obtained at the informal hearing. Sanctions, other than suspension and dismissal, may become effective prior to completion of this appeal process. Interim suspension may be imposed if warranted. There is no further appeal of these cases and the decision of P&H is final and binding.

Disposition if Student Withdraws from the University

If a student withdraws from the University before allegations or charges are made, no administrative action can be taken since these Policies apply only to medical students as defined in Section A(1). The University of California may institute disciplinary procedures if the former student enrolls in any of its campuses at some future time.

If a student withdraws from the University (a) during an investigation, (b) while subject to pending disciplinary action, or (c) after resolution of allegations or charges are made, the Associate Dean of Student Affairs may proceed to disposition without his/her presence or participation in the process after an effort has been made to notify the student of the proceedings by mail to his/her permanent address and the student has been given the opportunity to be present and participate. Notification of actions taken against the student, if any, will be sent by mail to the student’s permanent address.

Peer Review Committee

The Medical Student Council has established a Peer Review Committee to provide informal evaluation and intervention in cases of possible medical student misconduct. Students and faculty may use the Committee if they do not wish to file a formal complaint against a student who is suspected of misconduct. While this Committee is student-initiated, it is fully endorsed by P&H.

Purpose of the Committee

The Peer Review Committee is not designed to handle curriculum issues. The purpose of informal peer review is to enable medical students to police themselves before turning to an outside authority, a behavior to be encouraged in preparation for life after graduation. Therefore, students are encouraged to utilize the Peer Review Committee as a “Court of First Resort.” Specifically, this committee’s purpose includes:
1. allowing students to air personal, professional, and Honor Code disputes between one another and with faculty in a controlled, unbiased, and confidential environment;
2. making recommendations, at times, on behalf of the student body, to the Office of Educational Affairs when fellow students are brought forward for review by P&H; and
3. supporting an honest, fair and professional environment among fellow students.

Composition of the Peer Review Committee

The Committee is composed of 12 students (three members elected from each class). The Committee elects a President as well as two Student Representatives to P&H.

Peer Review Procedures

All cases are reported to the President (the Chairperson) of the Peer Review Committee. The Chair then assigns two students, from a different class than those involved in the complaint, to investigate the matter. This investigation will involve contacting those persons involved and eliciting their perspective on the events which occurred. When the investigation is complete, a meeting of the complete committee is convened at which time the case is presented by the students who did the investigation. The committee shall discuss the case, and determine the appropriate course of action. To the extent practicable, all discussions in the committee shall take place without divulging the identity of the persons being discussed.

Regarding the time to complete an investigation: We believe that completing investigations within 30 days should be a goal, but it is more realistic given the schedule constraints of both the Committee members and the students in question to allow 45 days for completing an investigation.

Disposition of the Case

After the above process has been completed, the Peer Review Committee shall (1) make appropriate recommendations to the Associate Dean of Student Affairs or to P&H; or (2) dispose of the case, as it deems appropriate. The student shall be given written notice of the outcome of the Peer Review Committee proceedings.

The Peer Review Committee can make recommendations for all disciplinary actions listed under the Section entitled, “Types of Disciplinary Action,” up to and including recommendations for dismissal. All Peer Review Committee recommendations for discipline (except dismissal) shall be referred to the Associate Dean of Student Affairs for review and, at his/her discretion, imposition of the recommended sanctions. Recommendations of dismissal shall be forwarded to P&H.

There are many times when students bring questions to the Peer Review Committee which may result in an abbreviated investigation, or simply a consultation with the Chair. In these cases, the committee does not necessarily report on their activities to the Associate Dean of Students. There are also times when the committee will be convened and after investigation will conclude that not enough evidence exists to support any action against the accused student. In these instances, we will take our conclusions back to all students involved, but also may not necessarily report to the Associate Dean of Student Affairs.

Request for P&H Review

After receiving written notice of the recommendations made by the Peer Review Committee, the student may file a request for P&H review pursuant to Section D, “P&H Review Process.” The request for P&H review must be in writing and must be received by P&H by the stated deadline. The deadline shall be ten (10) days from issuance of the notice.

Initiation of P&H Review

P&H review will be initiated under the following circumstances:
1. When a student elects to bypass the informal hearing process (either the Peer Review process or informal review by the Associate Dean of Student Affairs); or
2. When the Associate Dean of Student Affairs believes dismissal may be warranted; or
3. When the Peer Review Committee refers a case to P&H; or
4. When a student disagrees with the recommendations made by the Peer Review Committee and files a timely request for P&H review.

The Associate Dean of Student Affairs will make the necessary arrangements for convening P&H and shall notify the student in writing.

The Associate Dean of Student Affairs may advise the student concerning the P&H review process and/or may refer the student to the Ombudsman for assistance. The student also may consult with designated ASUCI, AGS, or AMS representatives, or their own legal counsel.

Procedures for P&H Review

The role of P&H shall be to determine whether there is probable cause that the student has violated a University policy, campus regulation, SOM policy or Honor Code provision. Probable cause is established if P&H determines there is sufficient reason to believe the student has violated a University policy, campus regulation, SOM policy or Honor Code provision.

P&H may interview the complainant(s) and the accused student, as well as other interested parties or witnesses.

If P&H determines that probable cause has not been established, it shall promptly advise the student in writing.

If P&H determines that probable cause has been established, the Chair of the Executive Committee shall appoint an Ad Hoc Committee to conduct a Formal Hearing pursuant to Section E, “Formal Hearings.”

Composition of Ad Hoc Committee

The composition of the Ad Hoc Committee will consist of a minimum of three Faculty Senate members that are not on the P&H Committee.

Jurisdiction of the Ad Hoc Committee

The Ad Hoc Committee shall conduct a de novo review to determine whether the student violated a University policy, campus regulation, SOM policy, or Honor Code provision, and shall make a recommendation to the Senior Associate Dean of Educational Affairs regarding disposition of the case.

Scheduling of Formal Hearing

The Chair of the Ad Hoc Committee shall be responsible for scheduling the Formal Hearing, which shall take place within a reasonable time.

Notice of Formal Hearing

The Chair of the Ad Hoc Committee shall notify the student of the date, time, and location of the Formal Hearing. This notice shall include a brief statement of the factual basis of the charges, and the University policy, campus regulation, SOM policy, or Honor Code provision alleged to have been violated. The Notice shall be given to the accused student at least fifteen (15) days prior to the hearing.

Procedures for Conducting Formal Hearing

Hearings shall be held in accordance with generally accepted standards of procedural due process, including the right to reasonable pre-hearing discovery of evidence, the opportunity to present evidence in an orderly manner, the right to examine and cross-examine witnesses, and the right to be represented by his/her counsel. The student may
choose to be represented by an attorney, law student, faculty member, or any person of his/her choice. The student shall pay all fees, costs and expenses of his/her own representation. The student must notify the Chair of the Ad Hoc Committee in writing at least ten (10) days prior to the hearing, if he/she is going to be represented by an attorney at the hearing. Should the COM choose to be represented by an attorney, the student must be notified of this fact at least ten (10) days prior to the hearing.

The Chair of the Ad Hoc Committee shall rule on all questions of procedure, the extent of pre-hearing discovery, the admission or exclusion of evidence, and the relevance of testimony. Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs and is not restricted to evidence admissible under the strict rules of evidence of a court of law.

No inference shall be drawn from the silence of the accused.

The University shall bear the burden of proof. Findings shall be based on a preponderance of the evidence.

A tape recording shall be made of the hearing. The student may make a tape recording and/or may have the hearing recorded by a court reporter at his/her own expense.

Rulings shall not be based on precedents; it is contemplated that rulings may vary from case to case in accord with differences among types of cases, and of the circumstances surrounding individual cases.

The hearing shall be closed. Witnesses, if any, shall be excluded from the hearing, except for the time they are testifying or responding to cross-examination. The accused student may be present throughout the hearing while evidence is being presented.

The Ad Hoc Committee shall issue an expeditious written decision, based upon the preponderance of the evidence, which shall be accompanied by a written summary of the findings of fact.

Responsibility for Presentation of the SOM’s Case Against the Student

The case against the student shall be presented by the Associate Dean of Student Affairs. In addition, whether or not the student chooses to be represented by an attorney, the SOM may choose to be represented by an attorney.

Continuing Resolution

Until the Ad Hoc Committee forwards its Findings and Conclusions to the Senior Associate Dean of Educational Affairs, the accused student and the Associate Dean of Student Affairs may enter into a binding, written agreement as to the disposition of the matter. This written agreement shall explicitly state that the accused student is waiving his/her right to a Formal Hearing and appeal pursuant to these procedures.

Disposition if Student Withdraws from the University

If a student withdraws from the University while subject to pending disciplinary action and/or does not appear at the Formal Hearing after being notified of the same, the Ad Hoc Committee may proceed to disposition without the student’s participation. If the Ad Hoc Committee has been convened based on the student’s appeal of a sanction imposed by the Associate Dean of Student Affairs, and the student fails to participate, the proceedings shall end, the appeal shall be dismissed, and the recommended sanctions will be instituted.

Transmission of the Ad Hoc Committee Report to the Senior Associate Dean of Educational Affairs

After the hearing, the Ad Hoc Committee shall submit a written report to the Senior Associate Dean of Educational Affairs together with a recommendation for or against sanction(s). The Chair of the Ad Hoc Committee will send a copy of its report to the accused student, although certain information may be redacted as required by law or University policy. A minority report may be submitted by any member or members of the Ad Hoc Committee. Sanctions recommended by the Ad Hoc Committee may include but are not limited to restitution, warning, censure, probation, loss of privilege, exclusion from activities, suspension, or dismissal.
As part of his/her review, the Senior Associate Dean of Educational Affairs may choose to meet with the accused student and/or the Chair of the Ad Hoc Committee, prior to reaching a decision. If the Senior Associate Dean meets the Chair of the Ad Hoc Committee, the student shall have a right to be present. Upon completion of the review by the Senior Associate Dean of Educational Affairs, he/she may affirm, modify, or reverse the sanction(s) recommended by the Ad Hoc Committee.

Decision of the Senior Associate Dean of Educational Affairs

The Senior Associate Dean of Educational Affairs shall notify the student in writing of his/her decision regarding the sanction(s) to be imposed, if any. A copy of this letter also shall be sent to the Associate Dean of Student Affairs, along with a copy of the Ad Hoc Committee Report.

If the Senior Associate Dean of Educational Affairs determines to impose greater sanction(s) than those recommended by the Ad Hoc Committee, the student shall have a right to meet with him/her prior to the imposition of the sanction(s) to discuss the case.

Appeal to the Dean of SOM

If sanction(s) are upheld or imposed by the Senior Associate Dean of Educational Affairs, a student may file a written appeal to the Dean of the SOM within ten (10) days of the date appearing on the notice of the sanction. If a student files an appeal after the deadline, the Dean may grant the appeal upon a showing of good cause for the delay and that the appeal was made as soon as possible under the circumstances.

Appeals shall be limited to the following:

1. Whether the record contains any evidence to support the finding(s) or violation of University policies, campus regulations, or Honor Code provisions, for which the discipline was imposed;
2. Whether there is evidence which could not be adduced at the time of the original hearing which is likely to change the result;
3. Whether there was procedural fairness at the conduct of the hearing; or
4. Whether the sanction imposed was too harsh given the findings of fact.

As part of his/her review, the Dean of the SOM may choose at his/her discretion to meet with the accused student and/or the Chair of the Ad Hoc Committee. If the Dean meets with the Chair of the Ad Hoc Committee, the student shall have a right to be present. Upon completion of the review by the Dean of the SOM, he/she may affirm, modify, or reverse the sanction(s).

Sanctions, other than suspension and dismissal, may become effective prior to the completion of this appeal process. Interim suspension may be imposed if warranted. There is no further appeal of these cases and the decision of the Dean of the School of Medicine is final and binding.

Types of Student Disciplinary Action

When a student is found in violation of University/School of Medicine policies or campus regulations, any of the following types of student disciplinary action may be imposed. Any sanction imposed should be appropriate to the violation, taking into consideration the context and seriousness of the violation.

**Warning** - Written notice to the student that a violation of specific University/School of Medicine policies or campus regulations has occurred and that continued or repeated violations of University/School of Medicine policies or campus regulations may be cause for further disciplinary action, normally in the form of Censure, Disciplinary Probation, Loss of Privileges and Exclusion from Activities, Suspension, or Dismissal.

**Censure** - Written reprimand for violations of specified University/School of Medicine policies or campus regulations, including notice to the student that continued or repeated violations of specified University/School of
Medicine policies or campus regulations may be cause for further disciplinary action, normally in the form of Disciplinary Probation, Loss of Privileges and Exclusion from Activities, Suspension, or Dismissal.

**Conduct Probation** - A status imposed for a specific period of time in which a student must demonstrate conduct that conforms to University/School of Medicine standards of conduct. Conditions restricting the student's privileges or eligibility for activities may be imposed. Misconduct during the probationary period or violation of any conditions of the professional conduct probation may result in further disciplinary action, normally in the form of Suspension or Dismissal.

**Loss of Privileges and Exclusion from Activities** - Exclusion from participation in designated privileges and extracurricular activities for a specified academic term or terms. Violation of any conditions in the written Notice of Loss of Privileges and Exclusion from Activities, or violation of University/School of Medicine policies or campus regulations during the period of the sanction may be cause for further disciplinary action, normally in the form of Suspension or Dismissal.

**Suspension** - Termination of student status at the campus for a specified academic term or terms with reinstatement thereafter certain, provided that the student has complied with any conditions imposed as part of the suspension. Violation of the conditions of Suspension or of University/School of Medicine policies or campus regulations during the period of Suspension may be cause for further disciplinary action, normally in the form of Dismissal.

**Dismissal** - Termination of student status at the University/School of Medicine for an indefinite period. A student may be dismissed by the Senior Associate Dean of the School of Medicine for professional deficiencies or for professional misconduct upon the recommendation of the Committee on Promotions and Honors. In cases where a recommendation for student dismissal is possible, or there are serious professional problems, the student is notified in writing by the Committee on Promotions and Honors. The student is advised to meet with the Associate Dean of Student Affairs, the Campus Ombudsman, his/her faculty advisor, his/her student representative and any other individuals involved in the matter. These individuals are invited to participate in the review. The Committee informs students in writing of any actions, stipulations, and recommendations. The Committee reviews carefully at the conclusion of each quarter, the status of every student for whom official action was previously taken. Any student may request to appear before the Committee to discuss his/her problem and to review actions, stipulations, and recommendations made by the Committee.

Readmission to the University/School of Medicine shall require the specific approval of the Chancellor of the campus to which a dismissed student has applied. Readmission after dismissal may be granted only under exceptional circumstances.

**Exclusion from Areas of the Campus or from Official University Functions** - Exclusion of a suspended or dismissed student from specified areas of the campus or from official University/School of Medicine functions when there is reasonable cause to believe that the student’s presence there will lead to physical abuse, threats of violence, or conduct that threatens the health or safety of any person on University/School of Medicine property or at official University/School of Medicine functions, or other disruptive activity incompatible with the orderly operation of the campus.

**Interim Suspension** - Exclusion from classes or clinical activities, or from other specified activities or areas of the campus, as set forth in the Notice of Interim Suspension, before final determination of an alleged violation. A student shall be restricted only to the minimum extent necessary when there is reasonable cause to believe that the student’s participation in University/School of Medicine activities or presence at specified areas of the campus will lead to physical abuse, threats of violence, or conduct that threatens the health or safety of any person on University/School of Medicine property or at official University/School of Medicine functions, or other disruptive activity incompatible with the orderly operation of the campus. A student placed on Interim Suspension shall be given prompt notice of the charges, the duration of the Interim Suspension, and the opportunity for a prompt hearing on the Interim Suspension. The Chancellor/Dean of the School of Medicine shall review Interim Suspension within twenty-four hours. If a student is found to have been unjustifiably placed on Interim Suspension, the University/School of Medicine is committed to a policy whereby reasonable efforts are taken to assist an individual who has been disadvantaged in an employment or academic status.
**Restitution** - Reimbursement for damage to or misappropriation of University/School of Medicine property or the property of others may by imposed either exclusively or in combination with other disciplinary action. Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student who alone, or through group-concerted activities, participates in causing the damages or costs.

105.10 Other - Other disciplinary actions, such as monetary fines, community service, or holds on requests for transcripts, diplomas, or other student records to be sent to third parties, as set forth in campus regulations.

Posting Suspension or Dismissal on Academic Transcripts - When, as a result of violations of the student conduct code, a student is suspended or dismissed, the fact that the discipline was imposed must be posted on the academic transcript for the duration of the suspension or dismissal.

**POLICY ON TECHNICAL STANDARDS FOR ADMISSION AND GRADUATION**

A. Background

Attainment of the MD degree signifies that its holder is a physician prepared to enter the practice of medicine within the context of post-graduate medical education. Thus those individuals receiving the MD degree must be able to assume the responsibility of safely and ethically providing care to patients. Because graduates of medical school must be prepared to assume care for patients in a wide variety of clinical disciplines, the education for the MD degree is, by necessity, broad in nature. An avowed intention to practice only a narrow part of the curriculum does not alter the requirement that all students take the full curriculum.

The University recognizes that federal and state laws prohibit discrimination against disabled applicants and students, and that otherwise qualified candidates for the MD degree may be able to meet the technical standards described in this document, if provided reasonable accommodation. It should be noted, however, that the use of a trained intermediary is not acceptable in situations where the candidate's judgment is impacted by the intermediary's powers of selection and observation. Thus, the use of personal aids, assistants, caregivers, readers, and interpreters may not be appropriate, particularly in clinical education settings. The University of California Irvine Disability Services Center will work with the candidate in determining whether reasonable accommodations are available.

To assure that students in the School of Medicine attain the desired level of competence prior to graduation, the faculty has established the following educational objectives:

I. UCI graduates will be knowledgeable. By the time of graduation students will have demonstrated relevant and sufficient knowledge in these broad areas:

- a. Knowledge of the structure and function of the major organ systems, including the molecular, biochemical, and cellular mechanisms for maintaining homeostasis.
- b. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease.
- c. Knowledge of basic clinical skills to meet the skills objectives, including interviewing, physical diagnosis, communication, and clinical reasoning processes.
- d. Knowledge of population health, epidemiology principles, and the scientific basis of research methods relevant to healthcare.
- e. Knowledge of medical practice, including healthcare economics and health systems impacting the delivery and quality of patient care.

II. UCI graduates will be skillful. By the time of graduation, UCI students will demonstrate:

- a. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda, and the need for comprehensive medical and psychosocial assessment.
b. The ability to competently perform a complete and organ-system-specific examination including a mental health status examination.

c. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines.

d. The ability to search the medical literature, including electronic databases, and to locate and interpret up-to-date evidence to optimize patient care.

e. The ability to practice effective preventive medicine by identifying, addressing and advocating for strategies to maintain health and well-being, to identify and treat disease early where appropriate, and to advise on lifestyle practices.

f. The ability to function effectively within the context of complexity and uncertainty in medical care.

III. UCI graduates will be altruistic, developing and demonstrating professionalism and commitment. By the time of graduation UCI students will demonstrate attitudinal learning and behaviors in these domains:

a. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations.

b. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care.

c. Sensitivity and awareness of diverse cultures, health beliefs, and social factors impacting patient health and illness.

d. The commitment to seek knowledge and skills to better serve the needs of the underserved in their communities.

IV. UCI graduates will be dutiful. By the time of graduation UCI students will show:

a. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit.

b. A commitment to patient care and to the well-being of patients and colleagues.

c. A commitment to serve their community.

d. A commitment to personal well-being and the well-being of family and friends.

In order to attain these objectives the faculty of the School of Medicine has determined that prospective and enrolled students must demonstrate an ongoing record of academic achievement. They must also demonstrate the ability to meet a predetermined set of intellectual, physical, and behavioral/social requirements described below as technical standards.

B. Technical Standards for the University of California Irvine, School of Medicine

1. Intellectual Abilities

A candidate for the MD degree (a prospective or enrolled student) must have sufficient intellectual cognitive capacities to assimilate a large volume of technically detailed and complex information presented through formal lectures, small group discussions, individual teaching sessions, clinical teaching sessions and independent learning activities. He/she must be able to critically analyze such information, to identify relevant material and appropriately apply such material to solve problems in a timely and effective manner. A candidate must be able to measure, calculate, analyze and synthesize data, appreciate three-dimensional spatial relationships among structures, and logical sequential relationships among events. He/she must also be able to form and test hypotheses.

2. Physical Abilities

a. Observation

A candidate for the MD degree must be able to acquire a defined level of information as presented through demonstrations and experiential activities in the basic sciences including but not limited to anatomic dissections,
microscopic examination of tissues and microbial organisms and physiologic and pharmacological demonstrations in animals. He/she must also be able to accurately observe a patient at a distance and close at hand, acquire information from written documents and visualize information presented in images from paper, films, slides or video. A candidate must be able to interpret radiological images, and other digital or analog graphic representations of anatomic, physiologic or pathologic data (such as ECGs). Such observation and information acquisition requires the functional use of visual, auditory, and somatic sensory functions.

b. Communication Abilities

A candidate for the MD degree must be able, after a reasonable period of training and experience, to communicate in an effective and sensitive manner with patients. The candidate must also be able, after a reasonable period of training and experience, to communicate with other health care providers effectively and efficiently in both oral and written forms and to in turn receive and understand oral and written communications.

c. Motor Abilities

A candidate for the MD degree must after a reasonable period of training and experience, possess the capacity to perform physical examination and diagnostic maneuvers including but not limited to palpation, percussion auscultation, digital rectal examination, pelvic examination, and obtaining blood urine and other basic body fluid or tissue samples. He/she must be able to respond to emergency situations in a timely manner and provide general emergency care such as airway management, CPR, placement of intravenous catheters, simple wound repair, and basic obstetrical procedures. Such activities require physical mobility, coordination of both gross and fine motor neuromuscular function, and balance and equilibrium.

3. Behavioral and Social Abilities

A candidate for the MD degree must possess the emotional health, maturity, discipline, and professional attributes necessary for the competent practice of medicine. Certain characteristics are particularly crucial to the attainment of this competence. They include but are not limited to integrity, honesty, attendance and conscientiousness, empathy, a sense of altruism, and a spirit of cooperation and teamwork. The candidate for the MD degree must accept responsibility for learning, and exercise good judgment. He/she must be able to tolerate physically taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients. The candidate must be able and willing to be physically present for all required educational activities.

4. Safety

The University of California, Irvine and the School of Medicine have a responsibility to consider the safety of patients and others. Should a candidate for the MD degree pose a direct threat to the health or safety of patients or others, he/she may be denied admission or dismissed from the School of Medicine.

C. Evaluation and Determination of Adherence to the Technical Standards

All students entering and continuing in the School of Medicine must meet all of the technical standards, with reasonable accommodation if necessary, and each student will be expected to certify that he/she meets these standards. The School of Medicine or the Disability Services Center may require that a candidate for the MD degree undergo an evaluation to ascertain whether these technical standards can be met with reasonable accommodation, if necessary.

D. Responsibilities

Applicants and students should contact the Disability Services Center, if they have any questions about reasonable accommodations. Students with disabilities who require accommodation shall register with the Disability Services Center. Students who fail to register with the Disability Services Center, or fail to provide necessary documentation, shall not be considered to be claiming or receiving accommodations under the federal or state disability laws.
The Disability Services Center shall work with applicants with disabilities or students who request accommodation. The Disability Services Center shall make recommendations to the Associate Dean for Medical Student Affairs concerning reasonable accommodations.

The Associate Dean for Medical Student Affairs shall be responsible for administering this policy and determining whether a reasonable accommodation can be provided without fundamentally altering the School’s academic standards and that the accepted or matriculated student can meet the Technical Standards with the accommodation.

The Chair of the School of Medicine Faculty Senate Executive Committee shall appoint an ad hoc Committee on Technical Standards to consider appeals concerning an alleged failure to reasonably accommodate an accepted or matriculated student with a disability. The Committee shall be comprised of two clinical COM faculty, two pre-clinical COM faculty, and one staff person knowledgeable of the disability laws and policies. The ad hoc Committee shall be appointed within five working days after the Chair of the Executive Committee receives notice of the appeal.

GUIDELINES APPLYING TO STUDENTS WITH DISABILITIES

Disability Documentation and Disclosure

Students with disabilities who request or qualify for reasonable accommodations must have the appropriate documentation on file at the UCI Disability Services Center (DSC). This documentation is confidential. UCI-DSC is responsible for determining the appropriate accommodations after consultation with the student. In rare cases when adjustments in academic requirements may be appropriate, the Disability Services Center consults with the academic department or school for proper review.

Students are responsible for directly contacting their instructors during the first week of each quarter to identify themselves, the nature of their disability, and accommodation needs. Students are not expected or required to provide faculty with detailed documentation about their disabilities; in fact, from a legal standpoint, it is strongly advisable that faculty not expect or request such detailed documentation from the student. It is, however, appropriate for faculty to request the student to provide verification from DSC as to the fact that he/she is registered with ODS and the required accommodations for the course.

The large majority of UCI students with disabilities have non-visible disabilities - learning disabilities, Attention Deficit Disorder, low vision, partial hearing loss, psychiatric disabilities such as major depression, and permanent medical conditions such as diabetes, multiple chemical sensitivities, Crohn’s Disease, lupus, chronic fatigue syndrome, or carpal tunnel syndrome. When students self-identify to faculty, suggest meeting with him/her during office hours so you can talk privately. During the meeting, invite the student to discuss his/her disability-related needs for appropriate accommodations in the class.

Some disabilities or the side effects of medication may result in marked fluctuations of behavior, performance, or stamina. It is not uncommon that a student with a disability such as this will need an accommodation on one occasion but will not need it at another time.

One of the most effective ways that a faculty member can indicate his/her availability and willingness to accommodate students with disabilities is to make a statement like the following on the written course syllabus or reading list:

“Students with disabilities who may need reasonable accommodations for any sort of visible or non-visible disability are invited to make an appointment to see me.”

Auxiliary Aids and Accommodations

University policy, State and Federal law require that students with disabilities be provided with effective and timely auxiliary aids and accommodations. For faculty, this means that when students with verified disabilities self-identify to you or request appropriate accommodations, you should immediately begin to work with them and the
Disability Services Center (DSC), if necessary, to implement the aids or accommodations that will allow students to participate in all programs and activities on the same basis as students without disabilities.

DSC offers initial disability screenings to students who suspect their difficulty in the academic setting may be related to a disabling diagnosis. Referrals for assessment of Learning Disabilities, Attention-Deficit/Hyperactivity Disorder (AD/HD), Psychological Disabilities, and Acquired Brain Injuries are provided to students who need a comprehensive evaluation by a qualified licensed professional. The student is responsible for the expense of disability documentation and for providing documentation, which is appropriate and commensurate with the university's guidelines.

Following is a partial listing of services, auxiliary aids, and reasonable accommodations offered by UCI and DSC. All of the services are provided by DSC at no charge to the students. There must be a documented, disability-related need for provision of a service or accommodation. There are written procedures for the services and accommodations and it is the student's responsibility to contact DSC to discuss and review the procedures. UCI and DSC reserve the right to determine the most appropriate and effective disability accommodations after consultation with the student. The provision of any disability service or accommodation does not ensure or guarantee a certain level of success or achievement for the student on any test or in any course.

- Early syllabus (to arrange readers or taped textbooks)
- Disability management counseling
- Advocacy for appropriate and reasonable accommodations
- Note taking assistance
- Readers, textbooks on tape, reading course handout material,
- Enlarged print material
- Part-time enrollment or reduced course load, extended time for completion of degree requirements if necessary
- Document conversion (print material to large print, Braille, cassette tape, computer disk, scanning)
- Tutoring (certain limits and procedures apply)
- Testing accommodations (extended time, readers, taping of exams, computer access, large print, separate space, completing scantron answer sheet, writing assistance)
- Special seating in classes
- Consulting with students or professors about disability accommodations for courses
- Screening interviews and referral for students suspected of having learning disabilities or Attention Deficit Disorder, or other types of disabilities (the student is responsible for providing or paying the cost of any documentation or assessment)

Testing Accommodations for Students with Disabilities

Testing accommodations may be appropriate for written exams, in-class writing assignments, pop quizzes, or oral exams. It is the student’s responsibility to notify the Clerkship Director of special accommodation needs 30 days prior to the examination. Depending on the disability-related needs of the student, testing accommodations may include:

1. Extended time (this is usually double time but may be more for those with print or motor disabilities)
2. Reading or writing assistance, taped exam
3. Alternate format (convert to Braille, large print, cassette tape, converting an oral test to written format, reading responses into tape recorder)
4. Computer access
5. Accessible writing surface
6. Accessible test site, and accessible seating
7. Special equipment (tape recorder, CCTV, special lighting, magnifiers, earplugs)
8. Quiet test space or space with minimal distractions
9. Completing scantron answer sheet
10. Rest period
DSC can verify the types of testing accommodations appropriate to each student. Students and faculty should first discuss accommodation needs. Some faculty prefer to administer exams in their own office/department; if this is done, then faculty are responsible for all scheduling, space, or other accommodations needed, such as proctors, readers, computer access, quiet space. In these cases, the faculty is also responsible for ensuring that students receive the proper and fair accommodations.

While there are numerous testing accommodations that may be appropriate or legally required, there are some, which may be inappropriate, unfair or not legally required. This sometimes depends on how the class is tested and how the student with a disability can most effectively demonstrate their knowledge. Some testing arrangements not generally recommended by DSC as disability accommodations unless the method or procedure is offered to, or required of students without disabilities in class include:

1. Unlimited time for tests
2. Oral exams when other students in class have a written test
3. Different tests for students without disabilities
4. Clarification of test questions
5. Taking test at a different time or on a different day than the class
6. Take-home exams

For more information on disability laws, please refer to the publication “University of California Policies Applying to Campus Activities, Organizations, and Students - Section 140.00: Guidelines Applying to Nondiscrimination on the Basis of Disability” available on the Disability Services Center website, www.disability.uci.edu.

Procedures for Accommodating Students with Disabilities

1. The student is to identify himself/herself to the course director at least 30 days in advance of the examination.
2. The course director is to contact the Associate Dean of Student Affairs to obtain verification of the student’s request.
3. The student is to contact DSC to obtain written documentation of his/her disability and to determine the appropriate accommodations.
4. The student is then responsible for informing the Association Dean of Student Affairs and the course director of the determined accommodations.
5. The course director will make accommodations for the student.

UCI ACADEMIC GRIEVANCE PROCEDURES

Students who have complaints regarding their grading and evaluation or concerning their treatment by a faculty member should consult with the faculty member first and then, if necessary, the department chair, the Associate Dean of Student Affairs, and the Campus Ombudsman. Complaints that cannot be resolved through these channels may be pursued through the Academic Senate Grievance Procedure by filing a formal complaint with the Ombudsman.

STANDARDS OF CONDUCT IN THE TEACHER/LEARNER RELATIONSHIP

Policy

Physicians are held to the highest standards of professionalism. It is expected that the learning environment for student physicians will facilitate and reinforce behaviors and attitudes of mutual respect between medical school teachers (faculty, residents, and staff) and medical student learners. It is the policy of the University of California, Irvine School of Medicine that all student-resident and student-faculty relationships be held to the highest professional standards, and specifically, be free of abuse, discrimination, mistreatment or harassment while in the university environment including all university affiliated sites. Students subjected to abuse, discrimination, mistreatment or harassment have a right to seek timely and effective remediation with the full support of the School of Medicine and the University of California, Irvine.
Definition

Verbal abuse may include shouting, hostility, belittlement, intimidation, humiliation or profanity directed at the student.

Physical abuse or threats of physical abuse may include hitting, slapping, kicking or intentionally or negligently placing a student at risk of physical harm.

Discrimination is defined by University policy. Discrimination may include those behaviors, actions, interactions, and policies that adversely affect one’s work because of a disparate treatment, disparate impact, or the creation of a hostile, intimidating or offensive work or learning environment. Common forms of discrimination include those based on gender, age, religion, ethnicity, race, disability, and sexual orientation.

Sexual Harassment is defined in the UCI Policy on Sexual Harassment and Complaint Resolution Procedures (http://www.sho.uci.edu). General, sexual harassment may include verbal or physical conduct that creates an intimidating, hostile or offensive work or learning environment or verbal or physical abuse or mistreatment when submission to such conduct is a term or condition of one’s professional training.

Sexual harassment is defined by the University of California as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other University activity;
- Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
- Such conduct unreasonably interferes with an individual's performance or creates an intimidating, hostile, or offensive University environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incidents occurred.

Mistreatment - other forms of mistreatment may include such things as requiring a student to perform personal services such as shopping or babysitting or requiring a student to perform menial tasks, which would likely cause a reasonable student to be humiliated.

Due Process

All procedures and actions taken in response to a student’s complaint of mistreatment will be in accord with the University of California’s due process procedures as set forth in University policies and procedures, collective bargaining agreements, and other governing documents.

Other Applicable Policies

The University recognizes that the Policy on Abuse and Mistreatment of Students is only one of a number of grievance procedures that may be used by a student depending on the nature of his/her complaint. Depending on the circumstances, a student may choose to pursue a remedy for the alleged abusive conduct by filing a complaint as follows:

- Complaints involving discrimination on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition, ancestry, marital status or age may be filed with the Office of Equal Opportunity and Diversity, 524 Administration Building; (949) 824-5594
• Complaints involving sexual harassment may be filed with the Title IX/Sexual Harassment Officer pursuant to the UCI Policy on Sexual Harassment and Complaint Resolution Procedures. The Title IX/Sexual Harassment Officer is located in 524 Administration Building; (949) 824-5594

• Complaints concerning abuse or mistreatment by a patient may be filed pursuant to the UCI Medical Center Policies on Patient Conduct

• Whistle blowing complaints may be filed pursuant to the UCI Policy and Guidelines on Reporting Improper Activities (UCI Campus Policies and Procedures, Section 700-06)

• Academic-related student grievances may be filed pursuant to the Academic Grievance Procedures of the Academic Senate as set forth in Appendix II of the Manual of the Irvine Division of the Academic Senate

• Or if you have questions or concerns and wish advice you may contact the Ombudsman. The Ombudsman is located in 437 Administration Building; (949) 824-7256.

**Procedures**

Any student who feels that he or she may have been subjected to abuse, discrimination, harassment, or mistreatment of any kind by residents, faculty or staff has the right to seek remedy through any one of multiple options. The University of California will ensure that this process shall be free of retaliation. The involved student has both informal and formal options available. Whenever possible, the student is encouraged but not required to seek remedy at the most informal level which will adequately and appropriately address the student’s concerns.

**Informal Procedures**

These include the following options:

**Level One**
Direct resolution at the lowest level – students may meet with the individual involved in the complaint and come to an informal mutually agreed upon resolution of the problem. The student may wish to bring a representative of the hospital, School of Medicine, or campus to aid in dispute resolution. These representatives could include student program directors, chief residents, chairs of departments, chiefs of divisions, hospital administrators, or other officials of the School of Medicine such as the Associate Dean of Student Affairs. The Office of Equal Opportunity and Diversity and the Ombudsman office include such personnel trained in dispute mediation within the University setting. Unless required by law or University policy, there will not be a written record made concerning a matter that is resolved directly between the complainant and the alleged offender.

**Level Two**
Office of the Associate Dean of Student Affairs, UCI School of Medicine – students may meet with the Associate Dean of Student Affairs to discuss a complaint and to develop a plan for resolution of the problem. The Associate Dean of Student Affairs may assist in any intervention deemed necessary for resolution of the problem. If disciplinary action is deemed necessary, the Dean of Students will contact the appropriate supervisor of the alleged offender who will develop a plan of discipline. The supervisor of the alleged offender will maintain a written record.

**Level Three (formal complaint)**
Complaint Resolution Officer, Office of Equal Opportunity and Diversity – the Office of Equal Opportunity and Diversity is the discrimination compliance office of UCI. As such, it is responsible for facilitating and responding to issues of compliance with anti-discrimination and equal opportunity laws, policies and procedures. Within the Office, there are specifically designated personnel to receive the complaint, conduct an investigation if necessary and assist in the resolution of the complaint. If the complainant desires a formal complaint/investigation, the complainant must file a formal, written complaint with the Office of Equal Opportunity and Diversity within the time frames applicable to the violation. If the complaint, as alleged, does not involve a potential violation of the discrimination laws or policies, the matter will be forwarded to the SOM Associate Dean of Student Affairs for resolution.
POLICY ON SEXUAL HARASSMENT

The University of California, Irvine, is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work and learn together in an atmosphere free from all forms of harassment, exploitation, or intimidation, including sexual harassment. Every member of the University community should be aware that the University will not tolerate sexual harassment and that such behavior is prohibited both by law and by University policy. Retaliation against a person who brings a complaint of sexual harassment is also prohibited. It is the intention of the University to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior, which violates this policy. All members of the campus community, including faculty, students, and staff, are responsible for insuring a campus environment free of sexual harassment. Deans, Directors, Department Chairs, and administrative department heads have specific responsibility for participating in the creation of a campus environment free from sexual harassment.

Examples of Conduct which may be Sexual Harassment

Sexual harassment encompasses any pervasive behavior that is unwelcome. Examples of verbal or physical conduct, which may be sexual harassment, include, but are not limited to:

1. Direct propositions of a sexual nature;
2. Sexual innuendoes and other seductive behavior, including subtle pressure for sexual activity such as repeated, unwanted requests for meals, drinks, or dates, and repeated inappropriate personal comments, staring, or touching;
3. Direct or implied threats that submission to sexual advances will be a condition of employment, promotion, grades, etc.;
4. A pattern of conduct (not legitimately related to the subject matter of a course or curriculum, if one is involved) which has the effect of discomforting, humiliating or both, that includes one or more of the following: comments of a sexual nature; sexually explicit statements, questions, jokes, anecdotes, or graphic material;
5. A pattern of conduct that would discomfort or humiliate, or both, a reasonable person at whom the conduct was directed, where the conduct includes one or more of the following: unnecessary touching, patting, hugging or brushing against a person’s body; remarks of a sexual nature about a person’s clothing or body; remarks about sexual behavior; insulting sounds or gestures;
6. A romantic relationship between an instructor and a student or a supervisor and a subordinate;
7. A consensual relationship which disadvantages third parties or creates a hostile or intimidating working or learning environment for third parties;
8. Sexual assault (which is also criminal behavior).

Prohibition Against Sexual Assault

This policy governs UCI’s response to incidents or assault, rape, or molestation and battery by students on premises under the administration of the Irvine campus, or at any University sponsored event regardless of its location. In all instances involving the above, UCI’s response shall be in compliance with applicable local, state, and federal law, this policy, and other applicable regulations.

Sexual assault is any physical act of a sexual nature that is accomplished towards another without his/her consent, by means of actual or implied force, violence, or fear of immediate and unlawful bodily injury on the person of another.

Rape is any act of sexual intercourse accompanied with a person who is not the spouse of the perpetrator, where it is accomplished against a person’s will by means of force, violence, or fear of immediate and unlawful bodily injury on the person of another.

Battery is any unwanted touching of an intimate part of another person for the purpose of sexual arousal. Unlawful sexual intercourse is an act of sexual intercourse accomplished with a female not the wife of the perpetrator, where the female is under the age of 18 years.
Sexual assault, rape, and battery include instances where the person is prevented from resisting by any intoxicating or anesthetic substance, administered by or with the privity of the accused, and when the person is at the time unconscious of the nature of the act and this is known to the accused.

A student charged with sexual assault can be prosecuted under California criminal statutes and disciplined under the University’s code of student conduct. Even if the criminal justice system chooses not to prosecute, the University can discipline a student if sufficient proof of guilt exists. This discipline includes the possibility of suspension or dismissal from the University. The University shall respond to allegations of sexual assault in accordance with the provisions set forth in the “Policies and Procedures Applying to Campus Activities, Organizations, and Students”.

While the University retains ultimate authority to determine what course of action to pursue in the absence or withdrawal of the alleged victim’s complaint, it will make a good faith effort to pursue possible discipline against the accused in a manner which is the least intrusive to the alleged victim and which best protects his/her confidentiality.

Alleged Victim’s Rights

The University recognizes, however, that hearings regarding sexual abuse can be especially difficult for the alleged victim. Therefore, in either a private or open hearing, the alleged victim shall have the right to request the presence of a person which he/she designates as an advocate, whose purpose will be to provide emotional and moral support as needed throughout the formal hearing. The alleged victim’s rights are:

1. The right to have an advocate or advocates of his or her choice accompany him or her throughout the disciplinary hearing;
2. The right to remain present during the entire proceeding;
3. The right not to have his or her irrelevant sexual history discussed during the hearing, as established in state criminal codes;
4. The right to make a “victim impact statement” and to recommend an appropriate penalty if the accused is found to be in violation of university codes; and
5. The right to be informed of the outcome of the hearing.

Hearing Process

The hearing shall be in private, unless both parties agree to an open hearing. The University shall observe generally accepted due process procedures as outlined in the policy document referenced above to protect the rights and responsibilities of both the alleged victim and the alleged assailant.

While the University is committed to responding to allegations of sexual (abuse) assault in as expeditiously a manner as possible, it recognizes the need to create an additional mechanism by which immediate and interim remedial actions can be imposed if necessary.

The Association Dean of Student Affairs, or a designate, shall determine and enforce any directives intended to structure interaction between the alleged assailant and alleged victim that minimizes or eliminates the possibility of any further misunderstanding or harm to either party by either party. For example, if an alleged assailant and alleged victim reside in the same apartment building and the Associate Dean of Student Affairs, or a designate, deem that it is in the best interests of the individuals and/or the housing community to separate them during the hearing process, the alleged victim or alleged assailant may be moved depending on available space. Further, housing policies which govern the removal, upon a 24 hour notice, of “any student who by virtue of their behavior or attitude toward themselves or other residents…shows an inability to live in a group setting, refuses intervention, and/or is endangering themselves or others” allows for more drastic action if the situation calls for it. Another type of interim remedial action, such as mutual restraining orders limiting physical proximity or verbal interaction between the two may be necessary in situations where the alleged assailant and alleged victim share classroom, on-campus employment, or on-campus socializing or residence spaces.
On the UC Irvine campus, the following departments can provide additional information: UCI Police, Associate Dean of Student Affairs, the Center for Women and Men, the Ombudsman, and the Office of Equal Opportunity and Diversity.

POLICY ON SUBSTANCE ABUSE


The University of California recognizes dependency on alcohol and other drugs as a treatable condition and offers programs and services for University employees and students with substance dependency problems. Employees (including student employees) and students are encouraged to seek assistance, as appropriate, from Employee Support Programs, health centers, and counseling or psychological services available at University locations or through referral. Information obtained regarding an employee or student during participation in such programs or services will be treated as confidential, in accordance with Federal and State laws.

The University strives to maintain campus communities and worksites free from the illegal use, possession, or distribution of alcohol or of controlled substances, as defined in schedules I through V of the Controlled Substances Act, 21 United States Code section 812, and by regulation at 21 Code of Federal Regulations section 1308. Unlawful manufacture, distribution, dispensing, possession, use, or sale of alcohol or of controlled substances by University employees and students in the workplace, on University premises, at official University functions, or on University business is prohibited. In addition, employees and students shall not use illegal substances or abuse legal substances in a manner that impairs work performance, scholarly activities, or student life.

Employees found to be in violation of this Policy, including student employees if the circumstances warrant, may be subject to corrective action, up to and including dismissal, under applicable University policies and labor contracts, or may be required, at the discretion of the University, to participate satisfactorily in an Employee Support Program. Students found to be in violation of this Policy may be subject to corrective action, up to and including dismissal, as set forth in the University of California Policies Applying to Campus Activities, Organizations, and Students (Part A) and in campus regulations, or may be required, at the discretion of the University, to participate satisfactorily in a treatment program.

AMENDMENT OF RULES

The Rules may need to be amended from time to time as conditions change. The School of Medicine welcomes suggestions from both faculty and students on alteration, expansion, deletion and change. These suggestions, however, cannot be considered until they are reduced to the form of a written request signed by the person's offering the suggestion.

The School recognizes that no change will be made to take effect retroactively within the academic year already under way. New revised and amended Rules will take effect only from the beginning of the new academic year, and will remain in effect at least throughout that academic year.

STUDENT RECORDS AND RIGHTS OF PRIVACY

130.11 Introduction

University of California campuses maintain various types of records pertaining to students; some are maintained for academic purposes, others, such medical records, are maintained for other specific purposes. These policies apply only to records pertaining to students in their capacity as students; they are not applicable to other records, which are maintained for purposes unrelated to a student’s status as a student. The disclosure of information from student records is governed by the Federal Family Educational Rights and Privacy Act (FERPA) and in part by the State of California Education Code. It is the purpose of these policies to provide reasonable interpretations of those laws and to protect the student’s right of privacy as guaranteed by the Constitution of the State of California. When the law is
silent, the campuses shall be guided by two principles:  (1) the privacy of an individual is of great weight, and (2) the information in a student’s file should be disclosed to the student on request.

General Information

The University of California campuses maintain various types of records pertaining to students; some are maintained for academic purposes; others, such as medical records, are maintained for other specific purposes. These policies apply only to records pertaining to students in their capacity as students; they are not applicable to other records that are maintained for purposes unrelated to a student's status as a student. UCI policy states that students should be allowed to review their file within 15 days of the original request.

The term "student" includes any individual who has been admitted to and has enrolled in, or registered with, any academic program of the University. The term "student" does not include an individual who has not been in attendance at the University (Sections 10.211 & 10.212 of Policies Applying to Campus Activities, Organizations, and Students).

"Student Records" are those records that (a) are directly related to a student, and (b) are maintained by a University of California campus or by a party acting for the campus. Student records include, but are not limited to academic evaluations, transcripts, test scores, and other academic records, general counseling and advising records, disciplinary records, and financial aid records.

Departmental files are not considered to be part of the students’ permanent record; therefore, the course directors have the right to delay the review of materials within the file until after a final grade has been assigned and that grade becomes part of his/her permanent record. After the final grade has been assigned, the student should be permitted to review all items within the departmental file.

The disclosure of information from student records is governed by the Federal Family Educational Rights and Privacy Act (FERPA) and in part by the State of California Education Code. It is the purpose of these policies to provide reasonable interpretations of those laws and to protect the student's right of privacy as guaranteed by the Constitution of the State of California. When the law is silent, the campuses shall be guided by two principles:  (1) the privacy of an individual is of great weight, and (2) the information in a student's file should be disclosed to the student on request.

For the purposes of implementing the provisions of FERPA, the University is viewed as nine separate institutions, rather than as a single entity. Therefore, personally identifiable information contained in student records maintained by one campus may not be disclosed to the other campuses without the written consent of the student, unless the disclosure is consistent with the provisions of Section 10.70 of the University of California Policies Applying to the Disclosure of Information from Student Records. (Section 10.221 of Policies Applying to Campus Activities, Organizations, and Students)

Disclosure of Information

The following records shall not be subject to inspection by students:

- Financial records and statements of their parents or any information contained therein. Information from the Parents' Confidential Statement, or equivalent information, may be released to the student on condition that the proper authorization has been signed by the parent(s).
- Confidential letters and statements of recommendation which were placed in student records; provided that: (a) The letters and statements were solicited with a written assurance of confidentiality, or sent and retained with a documented understanding of confidentiality, and (b) The letters and statements are used only for the purposes for which they were specifically intended.
- Confidential letters and statements of recommendation which were placed in the student's records, respecting admission, employment, or the receipt of an honor... (Sections 10.420 - 10.423 of Policies Applying to Campus Activities, Organizations, and Students)
Policy - Pursuant to the Federal Family Educational Rights and Privacy Act of 1974 and the University of California Policies applying to the Disclosure of Information from Student Records, students at the University have the following rights:

- to inspect and review the student's own records;
- to request correction of the student's own records;
- to grieve an alleged violation of privacy rights, as specified in the University of California Policies Applying to Disclosure of Information from Student Records;
- to consent to disclosures of personally identifiable information contained in student records, except to the extent disclosures without consent are authorized under the Federal Family Educational Rights and Privacy Act;
- to file with the United States Department of Education a complaint concerning alleged failures by the campus to comply with the requirements of the Federal Family Educational Rights and Privacy Act; and
- to be informed where copies of student records policies are located and obtain a copy;
- parents or eligible students have the right to inspect and review all of the student’s education records maintained by the school;
- schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records;
- schools may charge a fee for copies.

NOTE: There are instances in which information can be disclosed without prior written consent of the student. University officials may require access to student records in the course of the performance of their assigned duties. Further,

- in connection with conditions of certain financial aid awards;
- when the campus is complying with a judicial order or subpoena; and
- when authorized federal or state officials are conducting an audit or evaluation of federally supported educational programs, confidential information can be disclosed without prior written consent of the student. There are also other situations in which the University is required to disclose information. See Policies Applying to Campus Activities, Organizations, and Students, Part B, Section 10.721 for a list of exceptions.

Normally, the campus will release the following as personally identifiable information that can be made public:

- Student's name;
- Address (campus, local, and/or permanent) and telephone numbers;
- Date and place of birth;
- Major field of study, dates of attendance, degrees and honors received;
- Number of course units in which enrolled;
- Most recent previous educational institution attended;
- Participation in officially recognized activities, including intercollegiate athletics;
- Name, weight, and height of participants on intercollegiate University athletic teams.

However, students have the right to refuse to permit any or all of these categories to be designated public information with respect to them. If a student requests that information from his or her records not be regarded as public information, then the information will not be released to anyone without written consent of the student. The student should be aware of the important implications of exercising this right. For example, if a request is made to withhold from disclosure a student's name and degrees and honors received, the campus cannot release for publication information on any honors received by the student, such as election to Alpha Omega Alpha (AOA), and cannot include the student's name and degree earned in the campus commencement program without the written consent of the student. Similarly, if a request is made to withhold from disclosure a student's name and dates of attendance, a student's status as a student cannot be verified for potential employers without the written consent of the student. Further, if a student's last instruction to the campus was to withhold from disclosure the degree granted to that student and the date on which the degree was conferred, that information cannot be confirmed for a third
party in connection with the appointment of that graduate to a new position or in connection with an honor that individual received without the written consent of the student.

Students wishing to restrict release of public information should contact the Medical Education Office for instructions on how to do so. Questions regarding the rights of students under the University policies and the federal law should be directed to the Vice Chancellor of Student Affairs or that person's designate, 260 Administration.

Every student is provided with a record of current term enrollment as part of his or her registration materials for the next quarter to ensure the accuracy of official enrollment. Students are urged to report officially to the Medical Education Office all changes in personal data and enrollment data. It is extremely important for each student to keep the Medical Education Office currently informed, as changes occur to assure that accurate and complete records are maintained.

Students are expected to notify the Registrar's Office in writing when their local, permanent, or next of kin address changes. Change of Address Cards are available at the Registrar's Office. Students should also leave a forwarding address with the US Postal Service. The student is held responsible for any delay in communications sent from any University office when that office uses the last address submitted by the student.

These campus regulations implement the University of California “Policies Applying to Disclosure of Information from Student Records”.


130.13 For the purposes of implementing the provisions of FERPA, the University is viewed as nine separate institutions, rather than as a single entity. Therefore, personally identifiable information contained in student records maintained by one campus may not be disclosed to the other campuses without the written consent of the student, unless the disclosure is consistent with the provisions of Section 130.70.

130.232 Student records include, but are not limited to, academic evaluations, including student examination papers, transcripts, test scores and other academic records, general counseling and advising records, disciplinary records, and financial aid records, including student loan collection records.

130.233 The term “student records” as used in these policies is synonymous with the term “education records” in the Federal Family Educational Rights and Privacy Act.

130.234 The term “student records” does not include the following records, and therefore such records are not governed by these Policies.

1. Personal records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons, which are kept in the sole possession of the maker of the record; and are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record.
2. Campus police records, which are created and maintained by campus police solely for law enforcement purposes.
3. Employment records, when University employment did not result from and does not depend upon the fact that an individual is a student at the University, provided that the employment records: relate exclusively to the individual in that individual’s capacity as a University employee; are made and maintained in the normal course of business; and are not available for use for any other purpose. All records relating to a student who is also an employee of the University are included in the definition of student records, if the student’s employment is contingent upon the fact that he or she is a student. For example, work-study program records are student records.
4. Health records which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity, or assisting in the capacity; are created, maintained, or used only in connection with the provision of treatment, except that the records may be personally reviewed by a physician or other appropriate professional of the student’s choice. For the purpose of this definition, “treatment” does not include academic and career advising, tutoring, disability management counseling, or any activities that are part of the program of instruction offered by the campuses.

5. Applicant records of individuals who do not enroll in or register with an academic program of the University. If and when applicants become students, their applicant records become student records, which are then accorded the same privacy rights as any other student records governed by these policies.

6. Alumni records or any records containing only information relating to a person after that person is no longer a student.

130.250 Public Information

The term “public information” means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Pursuant to Section 130.711, campuses are required to give public notice of the categories of personally identifiable information that have been designated by the campus as public information. Campuses are not required to include all of the following, but may not designate as “public information” anything more than the following:

1. Student’s name;
2. Address (campus, local, and/or permanent) and telephone numbers;
3. Date and place of birth;
4. Major field of study, dates of attendance, degrees and honors received;
5. Number of course units in which enrolled;
6. Most recent previous educational institution attended;
7. Participation in officially recognized activities, including intercollegiate athletics;
8. Name, weight, and height of participants on intercollegiate University athletic teams.

130.251 These policies include electronic mail addresses as a category of “public information”.

130.252 The above categories of information, as designated by each campus, may be considered “public information” unless a student notifies the University in writing or via electronic procedures established by the campus that any or all of the categories of information about that student may not be disclosed.

If a student requests that information from his or her records not be regarded as public information, then the information will not be released to anyone without written consent of the student. The student should be aware of the important implications of exercising this right. For example, if a request is made to withhold from disclosure a student's name and degrees and honors received, the campus cannot release, for publication, information on any honors received by the student, such as election to Alpha Omega Alpha (AOA), and cannot include the student's name and degree earned in the campus commencement program without the written consent of the student. Similarly, if a request is made to withhold from disclosure a student's name and dates of attendance, a student's status as a student cannot be verified for potential employers or loan deferments without the written consent of the student. Further, if a student's last instruction to the campus was to withhold from disclosure the degree granted to that student and the date on which the degree was conferred, that information cannot be confirmed for a third party in connection with the appointment of that graduate to a new position or in connection with an honor that individual received without the written consent of the student.

Students wishing to restrict release of public information should contact the Office of Educational Affairs for instructions on how to do so. Questions regarding the rights of students under the University policies and the federal law should be directed to the Vice Chancellor of Student Affairs or that person's designate, 260 Administration.

Pursuant to the Federal Family Educational Rights and Privacy Act of 1974 and the University of California “Policies applying to the Disclosure of Information from Student Records”, students at the University have the following rights:
1. to inspect and review the student’s own records;
2. to request correction of the student’s own records;
3. to grieve an alleged violation of privacy rights;
4. to consent to disclosures of personally identifiable information contained in student records, except to the extent disclosures without consent are authorized under the Federal Family Educational Rights and Privacy Act;
5. to file with the United States Department of Education a complaint concerning alleged failures by the campus to comply with the requirements of the Federal Family Educational Rights and Privacy Act; and
6. to be informed where copies of student records policies are located and obtain a copy.

130.411 Review of Student Records by Students

With the exception of the following records, students shall be permitted to inspect and review their student records within a reasonable period of time, but in no case longer than 20 working days after receipt of the student’s request. The following records shall not be subject to inspection by students:

1. Financial records and statements of student’s parents or guardians or any information contained therein. Information from the Parents’ Confidential Statement, or equivalent information, may be disclosed to the student on condition that the parent(s) or guardian(s) has signed the proper authorization.
2. Confidential letters and statements of recommendation which were placed in student records prior to January 1, 1975, provided that the letters and statements are used only for the purposes for which they were specifically intended.
3. Confidential letters and statements of recommendation which were placed in the student’s records after January 1, 1975, with regard to admission, application for employment, or the receipt of an honor, if the student has waived the right to inspect and review those recommendations (see also Section 130.60(i)).
4. Records containing personally identifiable information about other students. If student records contain information on more than one student, students may inspect and review or be informed of only the specific information that pertains to them, except as specified in Section 130.721(i).
5. The student’s right of access must not conflict with the right of privacy of other students. Thus, if a record contains information on more than one student, only those portions of records relating directly to the requesting student may be revealed.

Campus police records pertaining to a student (or any individual) are accessible to the individual only when the release of such records does not conflict with the laws governing the release of police records. For campus police records, consult the Campus Information Practices Coordinator.

130.412 Students shall be entitled to a response to reasonable requests for explanation and interpretation of the records. The terms “explanations and interpretations” do not mean a justification of why the records exist or why specific information is contained in the records. That is, an explanation or interpretation need only inform students of what the record contains. If a student believes that a record is inaccurate or misleading, procedures for seeking the correction of the record can be found in Section 131.00.

Disclosure of Personally Identifiable Information

There are instances in which personally identifiable information from student records to persons other than the student to whom the information pertains can be disclosed without prior written consent of the student. University officials may require access to student records in the course of the performance of their assigned duties as follows:

1. Disclosures may be made to campus officials in accordance with legitimate educational criteria.
2. To authorized Federal and State officials in connection with the audit and evaluation of federally supported educational programs, or in connection with the enforcement of Federal law which relates to such programs.
3. In connection with financial aid for which a student has applied or which a student has received, as may be necessary to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms and conditions of the financial aid.
4. To State and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974.
5. To accrediting organizations in order to carry out their accrediting functions.
6. To comply with a judicial order or subpoena.
7. To appropriate parties in connection with an emergency when the information is necessary to protect the health or safety of the student or other persons. For example, campus police may have access to student records under certain conditions.
8. To the alleged victim of any crime of violence. The information disclosed shall be limited to notice of the results of any disciplinary action by the University and the results of any appeal.
9. Release of confidential information to third parties who are not campus officials or employees is not permitted without the written consent of the student for whom the information pertains, except as permitted by state or federal statute or University policy.

Every student is provided with a record of current term enrollment as part of his or her registration materials for the next quarter to ensure the accuracy of official enrollment. Students are urged to report officially to the Office of Educational Affairs all changes in personal data and enrollment data. It is extremely important for each student to keep the Educational Affairs Office currently informed, as changes occur to assure that accurate and complete records are maintained.

Students are expected to notify the Registrar’s Office in writing when their local, permanent, or next of kin address changes. Change-of-address cards are available at the Registrar’s Office or the Office of Educational Affairs. Students should also leave a forwarding address with the US Postal Service. The student is held responsible for any delay in communications sent from any University office when that office uses the last address officially submitted by the student.

Copies of the Federal Act and University and Campus Policies are available for review in the Reference Room, Main Library. In addition, University policies are published in the booklet "Policies Applying to Campus Activities, Organizations, and Students--Part B," copies of which are available in the Ombudsman's Office.

Complaints regarding alleged violation of the rights accorded students by the Federal Act may be filed with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 4511 Switzer Building, Washington, D.C. 20202.

Medical Student Performance Evaluation and Release of Transcripts

When a student leaves the School to pursue postgraduate Medical Education or other opportunities, the Dean of the School, or his delegate, shall prepare a Medical Student Performance Evaluation (MSPE) that summarizes representative aspects of a student's performance for transmittal to those programs to which the student makes application. The content of this letter is the responsibility of the Dean. The letters are available to students in draft form for timely comment; the final letter is made available to the student after they have been released on November 1st. Transcripts are also available to the student after graduation.

All letters of recommendation written by faculty are to be kept on file in the department from which it originated. Letters of recommendation are not kept in the student's academic file.
STUDENT SERVICES
STUDENT SERVICES THROUGH THE SCHOOL OF MEDICINE

Career and Residency Counseling

The Office of Educational Affairs provides programs designed to help the student find a residency program suitable to higher needs and talents. The various methods used to facilitate this process are ongoing throughout the medical student's curriculum.

Clinical Exposure during the Basic Science Years

During the first two years of the curriculum, clinical exposure is provided via the introductory clinical courses noted below. Clinicians, acting as group leaders within the courses, provide early impressions of personal styles and often becoming initial role models.

- Clinical Foundations I (CF1), the first of the four-part Clinical Foundations series, serves as the introductory clinical medicine course for first-year student physicians. Participating student physicians learn core skills in physician-patient communication, medical interviewing, physical examination and health promotion.

- Clinical Foundations II is the second of the four-part Clinical Foundations series, builds second-year medical students’ clinical skills. Students learn advanced skills in history-taking, physical diagnosis and clinical reasoning. Clinical didactics sessions synthesize learning in the clinical and basic sciences.

- Clinical Foundations III is offered prior to starting the third year clerkships. The course provides an instructional orientation on fundamental principles needed in the third year clerkships.

Interest Groups

Clinical departments conduct interest group-meetings to further the interaction between students and faculty during the critical third year. Interest groups have included Family Medicine, Internal Medicine, Pediatrics, Emergency Medicine and others.

Typical of medical school practice, informal counseling during the third year clerkships and fourth year electives is very common. This one-on-one contact often cements decisions.

Match Workshop

A workshop is held each spring to acquaint the rising senior class with the National Residency Matching Program, and with the informational resources available on individual programs. Two of the most important of these resources are AMA-FREIDA, ERAS, and the collected questionnaires completed by recent UCI medical graduates at the end of their first post-MD year.

Residency Application Workshop

Further workshops designed to aid students in completing the residency application process are conducted. These include information concerning the preparation of the curriculum vitae and personal statements, as well as techniques for interviewing.

Alpha Omega Alpha Honor Medical Society

Alpha Omega Alpha Honor Medical Society (AOA) is the only national honor medical society in the world. AOA’s purpose is to recognize and perpetuate excellence in the medical profession. As stated in the society’s constitution, “Alpha Omega Alpha is organized for educational As stated in the society’s constitution, purposes…and it’s aims shall be the promotion of scholarship and research in medical schools, the encouragement of a high standard of
character and conduct among medical students and graduates, and the recognition of high attainment in medical science, practice and related fields.”

AOA elects outstanding medical students, graduates, alumni, faculty and honorary members. The UCI SOM Zeta chapter of AOA was founded in 1971. Election to AOA is limited to those candidates whose scholastic achievements place them in the upper twenty-five percent of their class; elections are held in the spring of the junior year and the fall of the senior year. AOA election results are included in the Dean’s letters.

**LEARNING SKILLS SERVICES**

**Acquiring a Tutor**

Individual tutoring is available to medical students who are in academic difficulty, are failing one or more of their medical science courses, or who have special needs.

First Year medical students are generally tutored by Second Year medical students. However, if there is no availability of Second Year tutors, Third and Fourth Year medical students or MD-PhD candidates may also assist with the tutoring.

When a Faculty Advisor (FA) determines that one of their advisees is in need of individual tutoring, he or she will contact the Academic Skills Coordinator to request a tutor for their advisee. Occasionally a student will see the Academic Skills Coordinator first before conferring with their FA regarding the need for an individual tutor. In this case, the medical student will be referred back to their FA so as to keep the FA in the communication loop.

When a tutor is found, the advisee will be contacted directly via email or by phone and will be given the tutor’s name and phone number. The advisee is instructed to contact the tutor and to arrange a time and day for the tutoring sessions convenient to both of their schedules. Generally, the tutoring format is twice a week for 2 hours per session. Tutors and tutees provide the Academic Skills Coordinator with periodic updates on the tutoring sessions.

**General Tutorial Programs**

General Tutorials in the areas of Biochemistry, Anatomy, and Neuroscience are open to all First Year medical students and attendance is recommended whenever possible.

The Biochemistry General Tutorial Program is offered from September through October of the academic year. During these tutorials, Second Year medical students are available twice a week for 2-hour sessions to all First Year students.

An Anatomy General Tutorial Program is offered in November of the academic year and continues through June. The Anatomy tutorials take place in the Anatomy Lab and are conducted by Second Year medical students. Generally, the sessions take place twice a week and last for 2 hours per session.

The Neuroscience general tutorial program is also open to all First Year students and meets once a week for 2-hour sessions.

A Pathology general tutorial is open to all Second Year medical students and meets once a week for a 2-hour session.

**Becoming a Tutor**

Any medical student who wishes to become a tutor at UCI School of Medicine must contact the Academic Skills Coordinator and complete the appropriate forms and documentation prior to beginning tutoring.

The tutor must be in good academic standing and qualify in one of four ways:
• He/she must be recommended by a member of the faculty or staff
• He/she must have officially waived the course(s) to be tutored
• He/she must be a graduate student in good standing in the course(s) or area(s) to be tutored

Tutors will make every effort to accommodate the needs of the students to be tutored, consistent with continuation of the tutor’s own academic performance. When a conflict arises between a tutor’s responsibilities and his/her academic performance, then that student will notify the Academic Skills Coordinator and discontinue tutoring duties.

All tutors must submit monthly schedules of time spent tutoring.

**STUDENT LIFE OUTSIDE THE CLASSROOM**

**Medical Student Organizations**

Medical students pay dues to the Associated Students Organization (ASUCI). Through this organization, students are represented at the Statewide, Campus-wide and School levels. More specifically, medical student representatives serve on a committee, which is a subgroup of the ASUCI, the Associated Medical Students Government (AMSG). The School of Medicine’s Student Council, the Associated Medical Student Government Organization, appoints representatives to the AGSUCI. The student council consists of a president, two vice presidents, one representing the clinical science level and the other the basic sciences; a secretary, a treasurer, and two representatives from each class. Classmates elect the two representatives. This council is controlled by the students and coordinates many of its activities through Student Affairs. Among the projects undertaken by the Student Council are selection of representatives to faculty committees and to the AMSG, overseeing the peer review and peer counseling committees, and helping to support other student organizations, including:

- Fine Arts Club & Social Dance Class
- SOM Running Club
- JIM (Jews in Medicine) & Jewish Medical Ethics
- American Medical Association
- Orange County Medical Association
- Medical Students for Choice
- Vaccination Project
- American Medical Student Association
- Madres del Futuro – Student-run Prenatal Clinic
- Christians in Medicine & “The Life Project”
- American Medical Women Association
- Clinica Cariño
- FAIM & APAMSA (Asian Pacific American Medical Student Assoc.)
- The “Peds” Clinic
- White Coat Ceremony Tape Sales
- Plexus (Medical Humanities Journal)
- CEP Student Representatives
- Council of Course Directors (CCD), Clinical Subcommittee Student Representative
- Peer Review
- Committee on Promotions & Honors (P&H) Student Representatives – from Peer Review

Students are encouraged to be active in organized medical groups. These include the Orange County Medical Society, the California Medical Association, and the American Medical Association.
Student Advisory Board

AMSG Officers, AGS representatives, Class Officers, CEP representatives, Council of Course Directors- Clinical Subcommittee representatives, P&H representatives, Peer Review Committee members, Medical Scholars Program Co-Leaders, and Medical Scientist Training Program representatives are invited to serve on a Student Advisory Board to the Senior Associate Dean for Educational Affairs. Students meet monthly with the Senior Associate Dean to discuss areas of concern and interest to the student body and the school.

2008-2009 Class Leadership

AMSG Co-Presidents:  
Brian Kim, Anna Morgan

Treasurer:  
Jeremy Truntzer

1\textsuperscript{st} year class presidents:  
Bryan Brandon, Martin Hofmann

2\textsuperscript{nd} year class presidents:  
Laura Doan, Areo Saffarzadeh

3\textsuperscript{rd} year class presidents:  
Courtney Brennan, Nate Heckmann

4\textsuperscript{th} year class presidents:  
Dan Colby, Charitha Reddy

Committee on Curriculum & Educational Policy (CEP) Reps:  
Samuel Cohen, Erica Frumin

Committee on Promotions and Honors (P&H) Reps:  
Philip Bucar, Pouneh Nasseri, Amir Shbeeb

AMA/CMA/OCMA Student Reps:  
President: Janelle Marshall  
Delegate: Jonathan Lin  
OCMA Rep: Steve Marchenko

Alumni Association Student Reps:  
Marcus Williams  
Kim Ramirez

Basic Sciences Webmaster:  
Jennifer WU

MD/PhD Student Representative:  
Priel Schmalbach

MD/MBA Student Representative:  
Steven Chan

PRIME-LC Representative:  
Craig Harrison

Clinical Sciences Webmaster:  
Steve Chan, Kevin Rooney

VP of Basic Sciences:  
Diana Cholakian

VP of Clinical Sciences:  
Mike Eskander

AAMC Student Reps:  
Lauren Sundheimer, Allison Cassidy, Karun Gogna, Idris Leppla

Peer Review:  
MS4:  
MS3:  
MS2: Brian Shier, Michael Stone, Phuong Tran  
MS1:

Director of Communications:  
Lori Feffer

Clinical Course Directors Student Reps:  
MS3: Sara Khaghani, Ellika Sadr, John Shen

Clinical Foundations Student Reps:  
MS1 –  
MS2 –

AMSA Representatives  
Co-Presidents: Janelle Marshall, Jeremy Song  
VP Community Affairs: Wonita Youm  
VP PharmFree/Health Policy: Marcella Evans  
VP Health Policy: Edwin Kwon  
VP World AIDS Day: Mike O’Leary  
VP Exchequer: Patrick Ahearn
Research Opportunities

The School of Medicine offers many exciting opportunities for medical students to participate in basic science and clinical research. All medical students who are motivated to pursue research interests are encouraged to do so. The Office of Educational Affairs offers competitive sources for stipends for students who wish to participate in research projects with special attention paid to opportunities which allow for up to two-months of full-time research during the two-month vacation break between the first and second year. The UCI School of Medicine Dean’s Office Summer Research Fellowship Program provides stipends for students to participate in research at UCI. Lists of available faculty sponsors and their research interests are provided to aid students in their search for a sponsor. Students submit a brief (maximum two pages) research proposal to apply for Dean’s Office funding and faculty committees review the proposals and make recommendations regarding funding to the Senior Associate Dean for Educational Affairs. A list of external funding sources of support for student research is also made available and staff assistance is provided to students interested in applying for funding. Please contact Fran Stephens for more information: fstephen@uci.edu or 949-824-1959.

STUDENT SERVICES THROUGH MAIN CAMPUS

In addition to those student services that are provided by staff at the School of Medicine, offices that are located on the main campus provide many additional services. The locations and telephone numbers for those offices are contained in the current UCI Telephone Directory.

Office of Equal Opportunity and Diversity

The Office Equal Opportunity and Diversity provides consultation to the campus and UCI Medical Center on the interpretation and application of UCI policy and federal and state laws regarding equal opportunity and affirmative action. It also provides direction for the implementation and monitoring of the University’s plans involving staff, faculty, and business-related affirmative action.

The Office investigates and provides assistance in the resolution of complaints alleging discrimination, including sexual harassment, by students, faculty, and staff. In addition, it develops and administers affirmative action development programs for faculty and staff, and conducts educational workshops and programs to promote awareness and support of the University’s affirmative action and diversity programs. For further information, stop by 400 Berkeley Place, call (949) 824-5594, or visit their website http://www.eod.uci.edu/.

Grievances

If you feel that justice has not been served, the University Ombudsman is available to meet with you to explain the “System” and your rights. You may also contact your designated student government representative for counsel. If the matter is still unresolved, a Student Discipline and Grievance Review Board may be convened to hear the case and make a recommendation to the Vice Chancellor of Student Affairs and Campus Life. If you disagree with the Board’s recommendation, you may appeal to the Chancellor. In all cases of disciplinary action, the Chancellor’s decision is final. For further information, please speak with the Associate Dean of Student Affairs.

Office of the University Ombudsman

The Office of the University Ombudsman receives complaints, concerns or problems that medical students, residents and fellows may encounter at the medical school or UCI-Medical Center. The office is an informal resource. Users of the office are provided a confidential place to explore options to make informed decisions. When appropriate, the office will initiate an informal inquiry with the goal of facilitating or negotiating a resolution that is acceptable to all parties involved.

The Ombudsman acts as an independent, impartial, and confidential problem solver. The office advocates for
fairness and equity. If a matter cannot be resolved through the office, the appropriate referral will be made. The Office of the Ombudsman does not replace or substitute for formal grievance, investigative, or appeals processes made available by the university or medical school. The office does not have the authority to make decisions or decide policy.

However, the office can elevate legitimate matters or concerns to decision makers when appropriate. In addition, the Ombudsman can make recommendations regarding policy review and change as appropriate.

The Office of the Ombudsman also manages the Campus Mediation Program which provides alternative dispute resolution services to the medical school and medical center. The campus office is located in the Multipurpose Science & Technology Building (MSTB) Room 205. The office at the UCI-Medical Center is located in building 24. Office hours at the medical center are Tuesday's and Thursday's from 9:00AM to 5:00PM. Office hours for the campus office are Monday, Tuesday, Wednesday, Thursday and Friday from 8:00AM to 5:00PM. To schedule an appointment, please call (949) 824-7256. For more information about the office, please go to the following websites: [http://www.ombuds.uci.edu](http://www.ombuds.uci.edu) and [http://www.mediate.uci.edu](http://www.mediate.uci.edu)

**Campus Recreation Center**

A Non-Academic Department that is part of Intercollegiate Athletics and Campus Recreation, a Sub-Division of the Division of the Chancellor. Campus Recreation programs and services are funded through student fees and operational income with the purpose of complementing the university's mission by enhancing the campus community through recreational sports and fitness activities. ARC (Anteater Recreation Center) members are allowed access to the ARC and the use of all facilities during the available hours:

- 1,000 square foot weight/fitness room
- 36-foot high Rock Climbing Wall
- 3-court gymnasium with an elevated jogging track
- 1-court gymnasium with rounded corners for soccer and floor hockey
- 3 Racquetball Courts
- 25-yard by 25 meter, 10 lane lap and leisure pool
- Three 2,500 square foot group fitness and sports instruction rooms
- Over 35 drop-in group exercise classes a week
- Noon and evening lap swimming hours at the Crawford Hall Aquatics complex
- Participate in Intramural Sports and some Club Sports
- Current UCI Students and Faculty/Staff members who are members may purchase a membership for their spouse at a rate of $144 annually.

For more information on what campus recreation offers check out their website at [http://www.campusrec.uci.edu/](http://www.campusrec.uci.edu/).

**Career Center**

The Career Center services focus on Career Development (the process of career decision-making), Employment/Internship Search, and Graduate/Professional School selection and application. The Career Center is open throughout the year to currently enrolled UCI students. For more information on what Career Center offers check out their website at [http://www.career.uci.edu/](http://www.career.uci.edu/).

**Child Care**

If you are a parent and a student, you can get a helping hand from Child Care Services at UCI. There are six educational childcare programs, all located near Verano Place, offering services ranging from an infant-toddler center and a preschool through extended day care and a Montessori School. All interested families are urged to apply for enrollment early, as there is a waiting list for several of the programs. Several of the programs are listed below:
1. Children's Center - The Children's Center offers a full-day educational program for children between the ages of two and one-half and five. Families with incomes falling within the State Department of Education's guidelines may qualify for reduced tuition through the state's subsidy program. Priority enrollment is given to student families. All interested families are urged to apply early for enrollment to avoid a long waiting list.

2. Verano Preschool - The Verano Preschool provides a half-day learning experience for children. Tuition is prorated according to the number of sessions per week a child attends, with two-, three-, and five-morning sessions available.

3. Extended Day Care Center - The program offers after-school childcare for children from 5 to 12 years of age. The program complements the public schools' educational programs by focusing on curriculum areas, such as art and drama. Reduced tuition -- the State's subsidy program is available to eligible families, and priority enrollment is offered to student families.

4. Infant/Toddler Care - This program offers full-day care for six infants and 13 toddlers. Under funding from the state of California, priority is given to low income, full-time students. Because of the low number of places available, the waiting list is very long.

For more information on what UCI Child Care services offers check out their website at http://www.childcare.uci.edu/. You may also call the administrative office at 949-824-2100.

Lactation Station Available

The Health Education Center offers a lactation station for the campus community in the new Student Center, third floor, Room G319. The quiet, comfortable, secure room allows mothers to breastfeed or pump; and a diaper-changing station is located nearby. Resources on pregnancy and breastfeeding also are available. Most information can be found at 949-824-9355 (949.UCI.WELL) or www.health.uci.edu.

Counseling Center

The Counseling Center offers individual, group, and couples therapy at no cost to all UCI students who have paid Registration Fees. Support groups include Asian women, Chicanas, African-American men, African-American women, gay men, and lesbians. The Center also offers workshops and courses that are related to academic or personal concerns. The UCI Counseling Center is located in the heart of the U.C. Irvine campus and has been serving the UCI community since the early 70's. The Center is located on the second floor of the Student Services I building across the Student Center, next to the Cross-Cultural Center. For directions and location of the Counseling Center you may refer to building 105 in the UCI campus map.

The Counseling Center is a department within Counseling & Health Services cluster within the division of Student Services. We are concerned with issues facing the entire University community and provide services throughout the campus. In addition to providing clinical services, our staff teach classes and provide workshops in the residence halls, at off-campus weekend retreats and seminars organized by students, and at University orientation programs. Center staff also provides consultation and workshops to campus student organizations, academic departments, and other University offices. In addition, our psychologists teach courses offered through the schools of Social Sciences and Social Ecology.

For more information on what UCI Counseling Center offers check out their website at http://www.counseling.uci.edu/.

Center for Women and Men (CWM)

The center offers a variety of programs and services to the UCI community, including workshops and lectures, confidential peer counseling (drop-in or by appointment), support groups, and special events. The Center also has an extensive community referral index, a conference room, a lending library of books, and offers a Parent Locator for Medical Emergencies Service.
The Campus Assault Prevention Program (CAPP) is housed in the Center. It is a campus and community outreach program that educates students about assault prevention techniques and provides crisis intervention and follow-up services for assault survivors and those closest to them. The services offered include:

- Crisis counseling for sexual assault and relationship violence, including victims/survivors, their families and significant others.
- Presentations to raise awareness about gender stereotypes, dating and intimacy, and personal safety.
- Discussion/support groups: safe, confidential strategies for recovery.
- 24-hours/7 days Assault Response Hotline Team -- certified counselors respond to persons needing help/resources with sexual assault, violence, and related issues.

It works toward the elimination of all forms of sexual violence and for enhanced individual and community safety and well-being. Prevention education topics such as sexual assault and date rape, male/female sex roles and communication, and skills for violence-free relationships are offered to women and men. Educational opportunities include workshops, films, and support/discussion groups.

Basic and advanced self-defense training for women only is offered at least once a quarter by trained instructors. Also, 24-hour escort services are available through the Parking and Transportation Office. Call 824-8312 if you wish to arrange for an escort.

The Center is open Monday through Friday, 9 a.m. to 5 p.m. and is located in 100 Gateway Commons, telephone 824-6000. For more information on what CWGE offers check out their website at http://www.cwge.uci.edu/index.html

Lesbian Gay Bisexual Transgender Resource Center (LGBTRC)

The center provides educational programs and support services to UCI students, staff, faculty and the surrounding community. The center hosts programs and workshops designed to raise campus and community awareness of lesbian, gay, bisexual, transgender (LGBT) issues and heterosexism. Provides peer counseling for LGBT issues, leadership training, volunteer opportunities, and information/referral to campus and community resources. Provides meeting space and support for campus groups and classes. Houses a study lounge and library of books, periodicals, and videos on LGBT topics. Serves as a source of information and assistance to UCI's neighboring communities and as a model program for other schools and universities.

In collaboration with the UCI Counseling Center, the LGBTRC provides peer-counseling services to students who are interested in talking with someone individually about issues related to sexual orientation. The Peer Counselors receive training to provide support, information and referrals about LGBT issues. Peer Counselors also provide educational programs and workshops aimed at reducing homophobia and heterosexism on campus. The Peer Counseling Program assists students who may be questioning their sexual orientation, coming out or dealing with issues involving family and friends. Peers also provide support for heterosexual students who seek a greater understanding of LGBT issues. To make an appointment with a peer counselor, or to request a workshop, call the LGBTRC or drop in during peer counseling hours.

For more information on what LGBTRC offers check out their website at http://www.lgbtrc.uci.edu/index.html.

Disability Services Center

If you have any sort of disability, there are a number of support services available to you. The Disability Services Center, which is located in a trailer in Humanities Quad, telephone 824-7494, assists students from time of admission to graduation.

Services include specialized equipment for loan or use, test-taking assistance, taped textbooks, large print materials, accessible parking, referral for diagnostic evaluation for learning disabilities, reader services for the blind and learning disabled, priority registration, provision for note takers and interpreters, a van for on-campus transportation, and four electrically operated vehicles for transportation to places on campus inaccessible by van. Other services
include course-specific tutoring, liaison with professors for academic accommodations, special workshops such as 
career decision-making, and support groups for learning disabled students.

The office also operates a Disabilities and Computing Lab that provides adapted computer technology including 
speech output, scanning, screen magnification, Braille printout, special software for learning disabled students, and 
Braille and Speak machines. The Lab has adapted technology for PCs and Macs. Staff members can refer you to 
other services on campus that may be helpful, and they can assist you with government and community agencies, as 
necessary.

All buildings at UCI are accessible to wheelchairs. Housing and dining facilities accommodate students in 
wheelchairs.

For specific information regarding special services for disabled students and campus accessibility, please refer to the 
brochure “Disability Services Center ” available free from their office. You can also visit their website at 

Housing

Verano Place - Students over 25, graduate students, married students, and single parents are eligible to live in one of 
the on-campus family apartments in Verano Place. These apartments have considerably lower rents than 
comparable housing in the surrounding communities and offer an opportunity for frequent social contact through 
special programs, community dinners, and a variety of classes. All apartments have carpeting and draperies and 
include a stove and a refrigerator. Applications should be made at least 15 months in advance of the date you wish 
to move in.

Off-Campus Housing - Off-Campus Student Housing advisors maintain lists of rooms, apartments, and houses for 
rent in the surrounding community; roommates available and roommates wanted; lists of Realtors; and information 
and counseling on landlord/tenant rights. In addition, they maintain a computerized car-pooling service.

For more information on housing options at UCI, stop by the Office of Housing and Residential Dining located at 
209 Administration Bldg., call 824-7247, or visit their website at http://www.housing.uci.edu/. This office has 
icorporated Off-Campus Student Services into its information base and will provide overall housing advice to all 
perspective and current UCI students. In close proximity to the recruitment and enrollment offices, the Housing 
Office is working in partnership to facilitate the “one stop shopping” concept to providing service to students.

Police

Campus police provide a variety of services on campus and have the authority to enforce the law on campus, within 
one mile of the campus, and any place in the state if they are in pursuit of an offender or suspected offender. They 
are available on a 24-hour basis for mental health emergencies. Dial 911 for any police, fire or medical emergency. 
For more information please visit their website at http://www.police.uci.edu/.

Student Activities Office

There are nearly 200 registered campus organizations at UCI. If you are interested in getting involved, the Student 
Activities Office is the clearinghouse for student clubs and organizations. The office can be reached at 949-824- 
5181, or visit their website at http://search.dos.uci.edu/clubs/index.html.
INDEX
INDEX

A
Academic Disqualification, 13, 58
Academic Grievance Procedures, 78
Academic Misconduct, 63
Academic Performance, 24, 55, 56
Academic Record, 55, 56
Academic Senate, 56, 61, 63, 78
Accommodation, 76
Acquiring a Tutor, 92
Ad Hoc Committee, 70
Adherence of the Technical Standards, 75
Administrative Holds, 66
Advanced Patient-Doctor, 44
Alcohol, 62, 65
Alpha Omega Alpha Honor Medical Society (AOA), 87, 91
Ambulatory Medicine, 41
Anatomy/Embryology, 27
Appeal, 95
Appeal of Sanctions, 67
Appeal Procedure, 15
Appeal to the Dean, 71
Associate Dean of Student Affairs, 65, 66
Associated Graduate Students of UCI (AGSUCI), 93
Associated Students Organization (ASUCI), 93
Athletics, 87
Auxiliary Aids, 76
Available Grades, 56
Away Courses, 46

B
Basic Science Advisor (BSA), 49
Basic Science Courses, 55
Battery, 81, 82
Becoming a Tutor, 92
Behavior and Social Abilities, 75
Binding Written Agreement, 70
Biochemistry, 25, 26
Burden of Proof, 70

C
California Medical Association, 93
Campus Assault Prevention Program (CAPP), 97
Campus Recreation, 96
Career and Residency Counseling, 91
Career Center, 96
Censure, 71
Center for Women and Men (CWM), 97
Chancellor, 72
Charges of Sexual Assault, 82
Cheating, 37, 61, 63
Child Care, 96
Class Leadership, 94
Clerkship Examination Failure (First Attempt), 39
Clerkship Examination Failure (Second Attempt), 39
Clerkship Grading Policy, 39
Clerkship Orientation, 33
Clerkship Proctoring and Exam Administration, 36
Clinical Clerkship Deferments, 33
Clinical Clerkship Scheduling, 33
Clinical Courses, 32, 91
Clinical Pathology, 26
Clinical Practice Examination (CPX), 24
Clinical Rotations, 16
Clock Hours, 15
COM Disciplinary Procedures, 65
Committee on Curriculum & Educational Policy (CEP), 4, 45
Committee on Promotions & Honors (P&H), 4, 32, 38, 48, 50, 55, 60, 61, 63, 65, 72
Communication Abilities, 75
Conduct Probation, 72
Confidentiality, 62, 82
Continuing Resolution, 70
Controlled Substances, 65
Correction of Grades, 56
Council of Clerkship Directors, 10
Counseling Center, 97
Course Director, 26, 37, 49, 50, 56
Course Failure, 58
Course Repetition, 56
Course Waivers, 49
Courses in Progress, 15
Curricular Affairs, 8
Curriculum Modifications, 48
Curriculum Petition, 48, 50
D
Dean of the School of Medicine, 72
Degree Credit, 56
Degree Requirements, 24
Department, 56, 57, 89, 96
Department of Education, 88
Destruction of Property, 63
Diplomas, 61, 73
Disabilities, 76
Disability Documentation and Disclosure, 76
Disability Services, 76
Disability Services Center, 98, 99
Disciplinary Action, 63, 71
Discipline, 61, 63
Disclosure of Information, 83, 88
Discrimination, 62, 95
Dismissal, 58, 63, 72
Disorderly, 64
Disposition of Case, 67, 68
Disruption of Research, 64
Disruptive Behavior, 38
Disturbance of the Peace, 64
Dress Code, 36
Drugs, 62
Dual Degree Program, 13
Due Process, 61, 82
E
Educational Affairs, 32
Educational Objectives, 23
Educational Support Committee, 10
Electives (UCI), 45
Emergency Medicine, 44
Enrollment, 16, 49, 50, 57, 89, 96, 99
Evaluation, 56, 57, 78, 88, 98
Examinations, 62
Examinations (Proctoring), 32
Exclusion, 71, 72
Exclusion from Activities, 72
Exclusion from Classes, 72
Executive Committee, 76
Explosives, 65
Extended Curriculum, 48, 49, 58
Extended Curriculum Petition, 49
Extramural Electives, 46

F
Faculty Advisor, 48, 56, 72
Faculty Committees, 93
Failure, 24, 49, 55, 56, 58, 62
Failure to Comply, 66
Family Medicine, 42
Family Medicine Clinical Practice Exam (FMCPX), 42
Fighting Words, 64
Final Report for Research Credit, 48
Financial Aid, 50, 60, 61, 83
First Year Curriculum, 27
Forgery, 63
Formal Hearing, 61
Foundations Faculty Core Advisors, 10
Fourth Year Scheduling, 33
Free Clinics, 26

G
General & Systemic Pathology, 31
General Information, 61
General Tutorial Programs, 92
Good Academic Standing, 59
Grade Point Average (GPA), 56
Grade Requirements, 14
Grading, 56, 61, 78
Graduation Check, 60
Grievances, 95
Grounds for Discipline, 63

H
Harassment, 62, 64, 81
Hazing, 64
Hearing, 61, 72, 76
Hearing Process, 82
Holidays, 34
Honor Code, 62, 63
Honors and Awards, 60
Housing, 98, 99

I
Illness, 36
Inappropriate Accommodations, 78
Incomplete, 57, 58
Incomplete Courses, 15
Informal Hearing, 66
Informal Resolution, 65
Initiation, 64
Intellectual Abilities, 74
Intensive Care Unit, 44
Interest Groups, 91
Interim Suspension, 72
Late Fees, 16
Leave of Absence, 16, 50
Leaves of Absence and Research Fellowships, 13
Lesbian Gay Bisexual Transgender Resource Center (LGBTRC), 98
Letter Grades, 56
Letters of Recommendation, 89
Lewd Conduct, 64
Loss of Privileges, 72
Mailboxes, 36
Match Workshop, 91
MD Curriculum, 25
Medical Biochemistry, 28
Medical Education, 6, 7, 9, 55, 56, 57, 78
Medical Microbiology, 31
Medical Scientist Training Program (MD/PhD), 52
   Graduate Department, 52
   Steering Committee, 52
Medical Student, 65
Medical Student Organizations, 93
Medical Student Performance Evaluation (MSPE), 89
Medical Student Work Related Injuries and Occupational Exposures, 18
Misrepresentation, 62
Misuse, 63
Monitoring the Basic Science Years, 55
Monitoring the Clinical Science Years, 55
Motor Abilities, 75
Narrative Evaluation, 40
Needle Stick Injury, 20
Neuroscience (4th year), 44
No Show, 39
Notation In Progress (IP), 57
Notation No Report (NR), 58
Notice, 65
Notification of Alleged Violations, 65
Notification of Sanctions, 67
Observation, 74
Obstetrics and Gynecology, 43
Occupational Risk Training and Prevention, 18
OEOD, 95
Office of Educational Affairs, 87, 89
Ombudsman, 72, 78, 89, 95
Operating Room, 26
Orders, 36
Peer Review Committee, 63, 65, 67
Personal Day Vouchers, 35
Personally Identifiable Information, 88
Petition to Discontinue Courses, 49
Physical Abilities, 74
Physical Abuse, 61, 64, 72
Physical Assault, 64
Physiology/Pathophysiology, 30
Plagiarism, 63
Plagiarizing, 62
Police, 99
Policy on Handling of Student Evaluations, 40
Policy on USMLE Step 1 & Step 2, 24
Postgraduate Medical Education, 89
Precedents, 70
Preparation of the Clerkship Grade, 40
Private Health Insurance, 20
Private Practice, 26
Promptness, 36
Psychiatry, 43
Public Information, 87

R
Radiology, 45
Rape, 64, 81, 82, 98
Readmission to COM, 72
Registration, 21
Registration In Absentia, 50
Reinstatement of Financial Aid, 15
Remedial Courses, 15
Requirements for Graduation, 24
Research, 26, 48, 50, 61
Research Electives, 47
Research Opportunities, 95
Residency Application Workshop, 91
Responsibilities, 75
Restitution, 73
Review of Student Records by Students, 88
Revisions, 36

S
Safety, 75
Sanctions, 66, 71
Satisfactory Academic Progress, 14
Satisfactory Academic Progress, 50
Satisfactory Academic Progress for Financial Aid Purposes, 12
Schedule Changes, 33
Seating Arrangements, 37
Second Year Curriculum, 30
Senior Associate Dean of Educational Affairs, 70
Senior Subinternship, 45
Sex Offenses, 64
Sexual Assault, 64, 81, 82, 98
Sexual Harassment, 64, 81, 95
Shelf Exam, 38
St. George Society, 93
Stalking Behavior, 64
State of Emergency, 65
Stop Announcement, 37