

PROCEDURES, POLICIES, AND  
ESSENTIAL INFORMATION FOR THE  
MD TRAINING PROGRAM

2004-2005



**STANFORD**  
SCHOOL OF MEDICINE

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## MEDICAL SCHOOL ACADEMIC CALENDAR 2004-05\*: AUTUMN AND WINTER

### Autumn Quarter (Q1 and Q4)

August 23	Acess opens for Autumn quarter course enrollment
<b>August 30-September 1</b>	<b>New student orientation</b>
<b>September 2 (Thursday)</b>	<b>Instruction begins for medical students</b>
September 6	Labor Day (holiday)
September 16	Rosh Hashanah (holiday)
September 20	First day of clerkships for Period 4
September 21	Last day to arrange payment of University fees
September 23	Conferral of degrees - Summer quarter
September 25	Yom Kippur
September 27	Instruction begins for Stanford University (non-MD) courses
October 10 (pending)	Last day to file study lists
October 17 (pending)	Last day for adding courses
October 18	First day of clerkships for Period 5
October 24 (pending)	Last day for dropping courses
November 15	First day of clerkships for Period 6
November 25-26	Thanksgiving recess
November 29-December 5	End-Quarter Period
December 3 (Friday)	Last day of instruction
December 6-10	End-Quarter examinations
December 13-January 2	Vacation for preclinical and clinical students

### Winter Quarter (Q2 and Q5)

December 6	Acess opens for Winter quarter course enrollment
January 3	First day of clerkships for Period 7
January 3	Last day to arrange payment of University fees
January 4 (Tuesday)	Instruction begins
January 6	Conferral of degrees - Autumn quarter
January 16	Last day to file study lists
January 17	Martin Luther King Day (holiday)
January 23	Last day for adding courses
January 30	Last day for dropping courses
January 31	First day of clerkships for Period 8
February 21	President's Day (holiday)
February 28	First day of clerkships for Period 9
March 7-13	End-Quarter Period
March 11 (Friday)	Last day of instruction
March 14-18	End-Quarter examinations
March 21-25	Vacation for preclinical students

\* Subject to change

## MEDICAL SCHOOL ACADEMIC CALENDAR 2004-05\*: SPRING AND SUMMER

### Spring Quarter (Q3 and Q6)

March 7	Axess opens for Spring quarter course enrollment
March 28	First day of clerkships for Period 10
March 28	Last day to arrange payment of University fees
March 29 (Tuesday)	Instruction begins
March 31	Conferral of degrees - Winter quarter
April 10	Last day to file study lists
April 10	Application deadline for Spring Quarter degree conferral
April 17	Last day for adding courses
April 24	Last day for dropping courses
April 22 (Friday)	Last day of Quarter 6
April 25	First day of clerkships for Period 11
May 23	First day of clerkships for Period 12
May 27-June 2	End-Quarter period
May 30	Memorial Day (holiday)
June 1 (Wednesday)	Last day of instruction (Q3)
June 2 (Thursday)	Day before finals (no classes)
June 3-8	End-Quarter examinations
June 11	Medical School Commencement Ceremony
June 12	Stanford Main Campus Commencement Ceremony

### Summer Quarter

April 11	Axess opens for Summer quarter course enrollment
June 20-26	Vacation for clinical students
June 20	Last day to arrange payment of University fees
June 21 (Tuesday)	Instruction begins
June 26	Last day to file study lists
June 27	First day of clerkships for Period 1
July 3	Last day for adding courses
July 4	Independence Day Observance (holiday, no classes)
July 10	Last day for dropping courses
July 25	First day of clerkships for Period 2
August 6-11	End-quarter period
August 11 (Thursday)	Last day of instruction
August 12-13	Eight-week term examinations
August 22	First day of clerkships for Period 3
August 30	Quarter closes

\* Subject to change

# ESSENTIAL INFORMATION FOR ALL MEDICAL SCHOOL FACULTY, STAFF, AND STUDENTS

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- DIRECTORY INFORMATION
- CONSENT TO USE PHOTOGRAPHIC IMAGES
- STANFORD UNIVERSITY ID NUMBER
- SUNET ID
- IDENTIFICATION CARDS
- PERSONAL IDENTIFICATION NUMBERS (PINS)
- POLICY ON USE OF ELECTRONIC MEDIA IN THE CWP  
(CURRICULUM WEB PORTAL)
- LIST OF SCHOOL OF MEDICINE DEPARTMENTS AND  
INTERDEPARTMENTAL PROGRAMS
- COMMITTEES WITH STUDENT PARTICIPATION





## DIRECTORY INFORMATION

The University regards the following items of information as “directory information,” that is, information that the University may make available to any person upon specific request (and without student consent):

- Name
- Date of birth
- Place of birth
- Directory address and phone number
- Electronic mail address
- Mailing address
- Campus office address (for graduate students)
- Secondary mailing or permanent address
- Residence assignment and room or apartment number
- Specific quarters or semesters of registration at Stanford
- Stanford degree(s) awarded and date(s)
- Major(s), minor(s), and field(s)
- University degree honors
- Institution attended immediately prior to Stanford
- ID card photographs for University classroom use

Students may prohibit the release of any of these items listed above by designating which items should not be released on the Privacy function of Axess.

Students, faculty, and others with questions regarding student records should contact the Office of the University Registrar.

## CONSENT TO USE OF PHOTOGRAPHIC IMAGES

Registration as a student and attendance at or participation in classes and other campus and University activities constitutes an agreement by the student to the University’s use and distribution (both now and in the future) of the student’s image or voice in photographs, videotapes, electronic reproductions, or audiotapes of such classes and other campus and University activities.

If any student in a class where such photographing or recording is to take place does not wish to have his or her image or voice so used, the student should raise the matter in advance with the instructor.

## STANFORD UNIVERSITY ID NUMBER

The Stanford University ID is a number assigned to each student's academic record for unique identification. It is printed on the Stanford University ID card and on documents distributed by the Office of the University Registrar and other administrative offices.

## SUNET ID

The SUNet ID provides access to the Stanford University Network (SUNet) and its services, and identifies authorized users of these services. Each member of the Stanford electronic community creates a unique SUNet ID and password for him/herself.

SUNet IDs provide:

- Access services
- E-mail service
- Storage space within Stanford's distributed file system
- Usenet newsgroups
- World wide web services, including serving of personal web pages on the Leland system and access to Stanford Web Resources

## IDENTIFICATION CARDS

ID cards are available to registered students, faculty, and regular staff through the Stanford ID Card Office, Old Union, Room 100. The ID card serves as an identification card, an electronic key, and a debit card, allowing cardholders to use services for which they have privileges, to enter facilities, and to make purchases. Married students or students with a domestic partner (same or opposite sex) may obtain a courtesy identification card for their spouse/partner through the Stanford Card ID Office, Old Union. The spouse/partner card enables use of some campus services during terms for which the student is registered. Similar courtesy cards are also available to the spouses and same-sex partners of faculty and regular staff. ID cards bear a photograph of the cardholder. This photograph is maintained in an online database and, as stated above in Directory Information, is available for classroom use upon specific request and without student consent unless the student has designated that the photograph not be released. Photographs can be designated as private using the Privacy function of Axess.

## PERSONAL IDENTIFICATION NUMBERS

Students eligible to use online services such as Axess, obtain a PIN through the Office of the University Registrar. The PIN, coupled with the assigned University identification number, uniquely identifies the student and serves in a place of a signature on electronic forms. The PIN and SUNet ID password must remain confidential. It is a violation of University policy to use another's PIN or identification number to misrepresent yourself in any way. Use of another student's PIN or SUNet ID password can result in loss of student privileges or other disciplinary action.

## USE OF ELECTRONIC MEDIA

### Overview

Electronic educational materials have greatly changed Stanford University's education. While course websites, videotaped lectures, and electronic documents have facilitated education, the limits of use for these media are not always clear. The purpose of this notice is to set forth the policy for the Curriculum Web Project ("CWP") and answer some of the most important questions about use of educational media.

The CWP's materials, including website access and all files, are intended for people specifically given access to the curriculum for course-related purposes. This means that sharing of accounts, course files, web links, or other materials with anyone other than an enrolled or authorized individual is a violation of this policy. Upon completion of the curriculum these materials may not be retained.

These electronic materials are protected by federal copyright law. Copyright laws protect original works of authorship. The Copyright Act gives the owner of a copyright the exclusive right to do and authorize others to do certain things in regard to a copyrighted work, including: make copies, distribute the work, display or perform the work publicly, and create derivative works. These exclusive rights are subject to only limited exceptions. Electronic material located in CWP (and on the web in general) maintains copyright protection, and should not be distributed absent express permission from the copyright holder or unless a limited exception to the copyright law applies. For information on exceptions to the copyright laws, please review the Provost's Copyright Reminder, which is linked below. Unless otherwise noted, Stanford University owns the copyright to the lectures, exams, and content on CWP, and to use these materials beyond course-related purposes you must seek permission from the copyright holder. Distributing, re-using or re-purposing the materials contained in CWP without express permission or in compliance with copyright laws, is a violation of this policy and may lead to University discipline or civil or criminal liability under the copyright laws.

### Scenarios

When deciding what is an acceptable or unacceptable use of electronic media, you should consider the legal, ethical, and professional judgment of your actions. For example, consider the following scenarios:

#### **Scenario 1: Use of CWP and Course Websites**

*"I'm a first-year medical student and heard that there are some great materials used in a second-year course. I want to go onto that course's CWP website and download some of the materials so I can use them to study now. It's a part of my full curriculum anyhow."*

The School of Medicine has determined that you are entitled to use the CWP materials for your own educational purposes while enrolled in the School of Medicine. A medical student's code of professional ethics would suggest that he or she should use available materials in appropriate ways in keeping with their professors' wishes. You should ask a professor for permission to use certain materials if you are unsure whether or not it would be appropriate.

## **Scenario 2: Downloading Files to a Local Machine**

*“I’m studying hard for a final exam and am using the old final exams as study tools. Can I download all the exams to my hard drive so I can read them on my computer or do I have to print them out?”*

CWP’s policy is that exam materials must not be subject to retention by students and that content must not be further distributed. This suggests that while it would be acceptable to download or print an exam for immediate use, keeping it past the end of the course for yourself or to give to others would be against the policy. Additionally, professors have the right to determine when to release old examinations to current students and may prefer that student do not share old exams with each other. It would be unethical to distribute materials like examinations to others against professors’ wishes.

## **Scenario 3: Sharing Streaming Video Resources**

*“If I miss a lecture I frequently just watch the recording online. Can I show the videos to anyone other than students enrolled in my curriculum? Can I bookmark lectures and use them to review next year?”*

Students at the School of Medicine have the unique ability to watch live and recorded lecture videos over the Curriculum Web Portal. As these videos are considered part of the curriculum, you and other students have access to watch the files as long as you are enrolled. Similarly, students or other persons not enrolled in the School of Medicine curriculum are not allowed to view these movies and you should not distribute a link to the videos. After a video link is removed from a course, you should not continue to access a bookmarked link.

## **Scenario 4: Re-use of lecture slides and images**

*“I’m giving a small presentation and found a great image in a professor’s Power Point slides. If I mention during my presentation that this photo is from his slides, can I use the image without his permission?”*

The law states that you must request for permission to use copyrighted material. Fair Use statements say that educators may use copyrighted materials in non-recurring face-to-face educational activities even without asking for permission. However, in cases like this, an aspiring professional should consider requesting permission to use the images before repurposing them in any fashion. Additionally, it may be considered unethical to display images without giving explicit credit to the copyright holder.

## **Scenario 5: Use of library materials**

*“I’m a student and I found a good full-text article on the web for one of my classes. I got the password for the journal off the library’s website. Can I put a copy of the paper on my website so other students can easily access it?”*

In his Copyright Reminder (see link below), the Provost states that it is a violation of the law to circumvent any access control mechanism and access copyrighted materials. In this case, the library provides the article for your use but requires a password for you to get to the article so you should not download the file and post it elsewhere. It is important to keep in mind that in cases like this, having access to a file does not mean that you have permission to distribute a file. The best option would be to give others a web link to the Lane Library e-journal, which is available to authenticated Stanford affiliates.

## Scenario 6: Sharing of user accounts

*“My friend at the Harvard School of Medicine wants to see some of the images that we’re using in the Practice of Medicine. If she promises not to keep the files and just browse, can I loan her my account username and password?”*

Electronic materials for students in the Stanford School of Medicine are for people explicitly given access to them and it is unlawful to distribute materials to anyone not enrolled in the curriculum. Emailing restricted files or giving permissions to anyone not enrolled in the curriculum is against Stanford University’s official policies. Additionally, misuse of electronic materials may be considered a violation of Honor Code because students are expected to respect the rights for others, including copyright holders. While professionals commonly share sources with other professionals, in this case the best course of action may be to send your friend bibliographic references to documents or to suggest that he or she request permission from the copyright holder.

## Links

For more information on use of electronic educational materials, visit these sources:

- The Provost’s Statement on Copyrights:

<http://www.stanford.edu/dept/legal/Worddocs/copyright/Remfinal.pdf>

A document explaining how copyright laws apply to educational materials at Stanford, with special attention to use of digital media. This document references the TEACH Act laws.

- Stanford University Honor Code:

<http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>

The Honor Code is the University's statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. Another one of the guiding principles of Stanford University is the Fundamental Standard.

- Copyright and Fair Use from the Stanford Libraries:

[http://fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/index.html](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/index.html)

This comprehensive website explains how copyright, fair use, and permissions apply to the use of online and offline educational media.

## SCHOOL OF MEDICINE DEPARTMENTS AND INTERDEPARTMENTAL PROGRAMS

### Basic science Departments:

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- Biochemistry
- Developmental Biology
- Genetics
- Health Research and Policy
- (Medicine) Interdisciplinary
- Microbiology and Immunology
- Molecular and Cellular Physiology
- Molecular Pharmacology
- Neurobiology
- Structural Biology

### Clinical Departments:

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- Anesthesia
- Cardiothoracic Surgery
- Comparative Medicine
- Dermatology
- (Medicine) Interdisciplinary
- Medicine
- Neurology & Neurological Sciences
- Neurosurgery
- Obstetrics and Gynecology
- Ophthalmology
- Orthopedic Surgery
- Otolaryngology, Head and Neck Surgery
- Pathology
- Pediatrics
- Psychiatry and Behavioral Sciences
- Radiation Oncology
- Radiology
- Surgery
- Urology

### Interdepartmental Graduate Programs:

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- Biomechanical Engineering
- Biomedical Informatics
- Biophysics
- Cancer Biology
- Epidemiology
- Health Services Research
- Immunology
- Neurosciences

## COMMITTEES WITH STUDENT PARTICIPATION

- Alumni Association
- Alvin C. Rambar Award Committee
- Committee on Admissions
- Committee on Courses and Curriculum
- Committee on Performance Assessment and Advising
- Committee on Well-Being of Medical Students
- Council on Diversity
- Faculty Senate\*
- Financial Aid Advisory Committee
- Financial Aid Policy Committee
- Graduates on Student Health
- Lane Medical Library Committee
- Medical Scholars Fundraising Committee
- Medical Student Scholars Program Committee
- Office of Public Service Opportunities
- Pfeiffer Visiting Professorship Committee
- Preclinical Advising Committee
- Santa Clara County Medical Association
- Search committees for selected faculty and department chairs
- Western Student Medical Research Committee

\*The Presidents of the SMSA and BioMASS are nonvoting members.





# REQUIREMENTS FOR GRADUATION WITH THE MD DEGREE

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- SPECIFICATION OF REQUIREMENTS
- COURSES AND UNITS REQUIRED 2004-05
- COURSES AND UNITS FOR STUDENTS  
MATRICULATING 2002-03 AND PRIOR
- REQUIRED CLINICAL CURRICULUM



## REQUIREMENTS FOR GRADUATION WITH THE MD DEGREE\*

The requirements for the MD degree from the School of Medicine are established by the Faculty Senate and allow no exceptions. All MD degree candidates must be registered either for the quarter during which the degree is conferred or the previous quarter. Satisfactory payment of 13 quarters of full medical school tuition is required for graduation. Students must petition via Axess to graduate in order to have their degrees conferred. Students may graduate in any quarter by completing their degree requirements and petitioning by the deadline date for that quarter.

Students cannot graduate with any uncorrected failing grades in a preclinical course or any uncorrected failing or marginal performance grades in clinical clerkships. Students can graduate with one uncorrected marginal pass in a preclinical course with the exception of MED 208B or MED 208C (in the curriculum prior to 2003-04) or any of the Practice of Medicine courses in the new curriculum.

## ACADEMIC REQUIREMENTS FOR STUDENTS ENTERING IN 2004-05\*

Completion of a minimum total of 235 required academic units as specified (see table *Courses and Units Required for Graduation – Students Matriculating 2004-05*):

- 140 units in Q1-Q6 (quarters one through six);
- 93 units (fifteen and one-half months) in clinical clerkships
- 2 units in MED 295 – Certification in Advanced Cardiac Life Support (ACLS) prior to graduation

Completion of the requirements of a scholarly concentration

## ACADEMIC REQUIREMENTS FOR STUDENTS ENTERING IN 2002-03 OR EARLIER\*

Completion of a minimum total of 236 required academic units as specified (see table *Courses and Units Required for Graduation – Students Matriculating 2002-03 and Earlier*):

- 140 units in preclinical coursework
- 93 units (fifteen and one-half months) in clinical clerkships
- 1 unit in PEDS 209 – Clinical Nutrition online course
- 2 units in MED 295 – Certification in Advanced Cardiac Life Support (ACLS) prior to graduation

### **Completion of Academic Requirements in the Transition to the New Curriculum**

In accordance with Stanford's flexible curriculum, advisors will assist students who have extended their preclinical course work to complete a dual degree program or pursue an individual plan of study in arranging for completion of course requirements following installation of the new curriculum. All special arrangements for completion of course requirements will be reviewed and approved by the Associate Dean for Medical Education.

### **Clinical Performance Examination (CPX)**

Participation in the Clinical Performance Examination (CPX) is a requirement for graduation from Stanford University School of Medicine. The CPX is scheduled in September or October of the student's final clinical year. Performance criteria for competency are established by the Committee on Courses and Curriculum. Students who do not demonstrate minimum competency must follow a plan of remediation to correct the deficiency prior to graduation.

### **United States Medical Licensing Examinations (USMLE) Steps 1 and 2**

Students must receive an overall pass on Step 1 of the USMLE at the level set by the National Board of Medical Examiners (NBME). The examination must be taken no later than one year prior to graduation. Students must also receive an overall pass on Step 2 of the USMLE at the level set for passing by NBME. Students should apply for Step 2 by November 1 of their last year and sit for the examination by March 1.

Failure to meet these requirements will result in review by the Committee on Student Performance. A student must pass both parts to graduate. An institutionally administered USMLE may under certain circumstances serve to meet Step 2 requirements for the MD degree. Such institutionally administered USMLEs however, do not meet requirements for licensure to practice medicine.

The USMLE superseded the NBME exam, which was last administered in 1994. Candidates for certification by the NBME who have taken and passed either NBME Part I or NBME Part II but have not completed all three Parts of the NBME certification examination process prior to their phase-out will be certified by the NBME upon meeting all NBME eligibility requirements and successfully completing Part I of the NBME (or Step 1 of the USMLE), Part II of the NBME (or Step 2 of the USMLE), and Part III of the NBME (or Step 3 of the USMLE). USMLE will recommend that states accept such examination combinations for initial licensure if the examinations are passed prior to the year 2000.

The USMLE is now administered solely by computer at Sylvan Technology centers. With the full implementation of computer-based testing (CBT), paper and pencil administrations are no longer scheduled. Computer delivery of all Steps will occur throughout the year, except for the first two weeks in January. CBT for Step 1 began in May of 1999. CBT for Steps 2 and 3 will begin in mid-August (1999) and late November, respectively.

Up-to-date information on the availability of testing times at Sylvan is available at:

<http://www.sylvanprometric.com>

Scheduling permits for a practice test session may be obtained at: <http://www.usmle.org>

### **Licensure**

Meeting the graduation requirements for the MD degree at Stanford University School of Medicine does not guarantee eligibility for state licensure. Some states have peculiar curricular requirements for licensure, and students are advised to check with the Medical Board in states of possible residency for licensure requirements.

\* These requirements may be changed at any time.

# STANFORD UNIVERSITY SCHOOL OF MEDICINE MD PROGRAM CURRICULUM – OVERVIEW

	Autumn	Winter	Spring	
Year 1	<b>FOUNDATIONS OF MEDICINE I</b> <ul style="list-style-type: none"> <li>• Cells to Tissues</li> <li>• Molecular Foundations of Medicine</li> </ul>	<b>FOUNDATIONS OF MEDICINE II</b> <ul style="list-style-type: none"> <li>• The Nervous System</li> <li>• Immunology</li> <li>• Gross Anatomy of Head &amp; Neck</li> <li>• Introduction to Organ Systems</li> </ul>	<b>HUMAN HEALTH &amp; DISEASE I</b> <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Pulmonary</li> </ul>	
	Gross Anatomy			
	<b>PRACTICE OF MEDICINE I</b>	<b>PRACTICE OF MEDICINE II</b>	<b>PRACTICE OF MEDICINE III</b>	
	<b>SCHOLARLY CONCENTRATIONS</b>			
Year 2	<b>HUMAN HEALTH &amp; DISEASE II</b> <ul style="list-style-type: none"> <li>• Renal/Genitourinary</li> <li>• Gastrointestinal/Liver</li> <li>• Endocrine/Reproductive</li> </ul>	<b>HUMAN HEALTH &amp; DISEASE III</b> <ul style="list-style-type: none"> <li>• Brain and Behavior</li> <li>• Hematology</li> <li>• Multi-Organ System</li> </ul>	<b>PRACTICE OF MEDICINE VI</b> TRANSITION TO CLINICAL CLERKSHIPS April <ul style="list-style-type: none"> <li>• 1-month intensive preparation for clerkships</li> </ul> May <ul style="list-style-type: none"> <li>• Study for USMLE</li> <li>• Begin clinical clerkships</li> </ul>	
	<b>PRACTICE OF MEDICINE IV</b>			<b>PRACTICE OF MEDICINE V</b>
	<b>SCHOLARLY CONCENTRATIONS</b>			
	Year 3, 4, [5]	<b>CLINICAL CLERKSHIPS</b>		
<b>8 Weeks</b> Internal Medicine Pediatrics Surgery		<b>6 Weeks</b> Obstetrics & Gynecology	<b>4 Weeks</b> Family Medicine Psychiatry Neurology Critical Care	<b>Electives</b> Ambulatory Practice (8 weeks) Subinternship
<b>APPLIED BIOMEDICAL SCIENCES</b>				
<b>SCHOLARLY CONCENTRATIONS</b>				
Block 1 FOUNDATIONS OF MEDICINE	Block 2 HUMAN HEALTH & DISEASE	Block 3 PRACTICE OF MEDICINE	Block 4 CLINICAL CLERKSHIPS	Block 5 APPLIED BIOMEDICAL SCIENCES



## COURSES AND UNITS REQUIRED FOR GRADUATION STUDENTS MATRICULATING 2004-05

### Autumn Year 1 (Q1)

	INDE 201	11
	Practice of Medicine I (C. Braddock)	
	SURG 203A	11
	Human Anatomy I (L. Mathers)	
Weeks 1-4	BIOC 205	3
	Molecular Foundations of Medicine (G. Chu)	
	INDE 216	3
	Cells to Tissues (J. Theriot/P. Cross)	
	SURG 201	1
	Basic Cardiac Life Support (R. Smith-Coggins)	
Weeks 5-13	BIOC 202	3
	Biochemistry Review Course (D. Brutlag)	
	DBIO 201	4
	Development and Disease Mechanisms (S. Kim/D. Kingsley/E. Porzig/M. Scott)	
	GENE 202	4
	Human Genetics (J. Ford)	
	<b>Total</b>	<b>40</b>

### Winter Year 1 (Q2)

	INDE 202	8
	Practice of Medicine II (C. Braddock)	
	INDE 220: HHD I	2
	Human Health and Disease: Basic Principles (J. Ferrell/N. Gesundheit)	
	MI 205	4
	Immunology for Medical Students (D. Lewis)	
	NBIO 206	8
	The Nervous System (B. Barres)	
	SURG 203B	4
	Human Anatomy II (L. Mathers)	
	<b>Total</b>	<b>26</b>

### Spring Year 1 (Q3)

	INDE 203	8
	Practice of Medicine III (C. Braddock)	
	INDE 221: HHD II	12
	(D. Regula/J. Whitlock/P. Cross) Cardiovascular System (B. Kobilka) Respiratory System I (P. Kao)	
	<b>Total</b>	<b>20</b>

### Autumn Year 2 (Q4)

	INDE 204	10
	Practice of Medicine IV (C. Braddock)	
	INDE 222: HHD III	15
	(D. Regula/J. Whitlock/P. Cross/R. Siegel) Respiratory System II (D. Regula) Renal/Genitourinary System (T. Meyer) Gastrointestinal/Hepatic System (A. Lowe) Endocrine/Reproductive System (N. Gesundheit)	
	<b>Total</b>	<b>25</b>

### Winter Year 2 (Q5)

	INDE 205	8
	Practice of Medicine V (C. Braddock)	
	INDE 223: HHD IV	12
	(D. Regula/J. Whitlock/P. Cross/R. Siegel) Brain and Behavior (C. DeBattista) Hematologic System (B. Glader) Systemic Micro (R. Siegel)	
	<b>Total</b>	<b>20</b>

### Spring Year 2 (Q6)

	INDE 206	9
	Practice of Medicine VI (C. Braddock)	
	<b>Total</b>	<b>9</b>

### Clinical requirements:

ANES 306 (M. Rosenthal)	6
INDE 301 (S. LeBaron)	6
MED 300 (R. Chiu)	12
NENS 301 (R. Fisher)	6
OB/GYN 300 (S. Blumstein)	9
PEDS 300 (E. Stuart)	12
PSYC 300 (R. Casper)	6
SURG 300 (S. Wren)	12
Selectives	18
Electives	6

**Total 93**

Total preclinical	140
Total clinical	93
MED 295 (ACLS)	2
<b>Total for graduation</b>	<b>235</b>

**COURSES AND UNITS REQUIRED FOR GRADUATION  
STUDENTS MATRICULATING 2002-03 AND EARLIER**

Autumn Year 1

Med 201	1	Physicians and Patients
BMI 209	1	Computers in Medical Education
SBio 211	7	Structure of Cells and Tissues
Surg 201	1	Basic Cardiac Life Support
Surg 219	13	Human Anatomy and Development
DBio 206	2	Development and Disease Mechanisms
<b>Total</b>	<b>25</b>	

Winter Year 1

Bioc 204	5	Medical Biochemistry
HRP 202	4	Fundamentals of Clinical Investigation
HRP 205	2	Health Care Systems and Health Policy
Med 202	1	Physicians and Patients
NBio 200	9	Nervous System
Psyc 201	2	Introduction to Psychiatry
<b>Total</b>	<b>23</b>	

Spring Year 1

Bioc 203	4	Molecular Biology
Gene 201	4	Human Genetics
Med 203	1	Physicians and Patients
MCP 200	6	Cardiovascular Physiology
Path 230A	6	Pathology I
Psyc 204	3	Clinical Psychiatry
<b>Total</b>	<b>24</b>	

Autumn Year 2

M&I 201	9	Infectious Disease
MCP 202	1	GI Physiology
MCP 203	3	Renal Physiology
MCP 204	2	Respiratory Physiology
MPha 201	5	Pharmacology I
Path 230B	6	Pathology II
<b>Total</b>	<b>26</b>	

Winter Year 2

Med 205	3	Hematology
Med 208A	3	Physical Examination
M&I 200	4	Immunology
MCP 201/206	6	Endocrine Phys/Pathophys
MPha 202	5	Pharmacology II
Path 230C	6	Pathology III
<b>Total</b>	<b>27</b>	

Spring Year 2

Med 208B	7	Preceptorship
Med 208C	7	Clinical Problem-Solving
<b>Total</b>	<b>14</b>	
Peds 207	1	Nutrition (self-study)

**TOTAL PRECLINICAL 140**

**Clinical requirements:**

ANES 306 (M. Rosenthal)	6
INDE 301 (S. LeBaron)	6
MED 300 (R. Chiu)	12
NENS 301 (R. Fisher)	6
OB/GYN 300 (S. Blumstein)	9
PEDS 300 (E. Stuart)	12
PSYC 300 (R. Casper)	6
SURG 300 (S. Wren)	12
Selectives	18
Electives	6
PEDS 209 (Clinical Nutrition course)	1

**Total 94**

Total preclinical	140
Total clinical	94
ACLS	2
<b>Total for graduation</b>	<b>236</b>



## REQUIRED CLINICAL CURRICULUM

CLERKSHIP#	DEPARTMENT	TITLE	UNITS
To be completed within the student's first 12 months:			
MED 300A	Medicine	General Medicine Core	12 (2 months)
SURG 300A	Surgery	General Surgery	12 (2 months)
Two of the clerkships below (assigned by draw process) must also be completed within student's first 12 months:			
MED 301A	Medicine	Family Medicine Core	6 (1 month)
OBGYN 300A	Obstetrics & Gynecology	Basic Gynecology & Obstetrics	9 (1.5 months)
PEDS 300A	Pediatrics	Child Health	12 (2 months)
PSYC 300A	Psychiatry	Basic Core Psychiatry	6 (1 month)
These clerkships may be completed any time prior to graduation:			
NEUR 301A	Neurology	Neurology Core Clerkship	6 (1 month)
ANES 306A	Anesthesia	Critical Care Clerkship	6 (1 month)
Fundamentals of Ambulatory Practice	Basics in Clinical Care (Selective I)		6 (1 month)
	Ambulatory Care (Selective II)		6 (1 month)
Subinternship (chosen from approved list)			6 (1 month)
ELECTIVE			6 (1 month)
<b>Total clinical units required for graduation</b>			<b>93 (15.5 months)</b>

\* Students must also be certified in Advanced Cardiac Life Support (MED 295), achieve a passing score on the Clinical Performance Examination (CPX), and achieve a passing score on USMLE Step 1 and Step 2.

+ Students matriculating 2002-03 and earlier must complete **Clinical Nutrition (PEDS 209)** through self-study via the web prior to graduation

### Selective Clerkship Requirements

Students will complete one month of clerkships in three categories chosen from a designated list. Qualifying clerkships are approved by the Committee on Courses and Curriculum (CCC) and may be removed from the list of approved clerkships at any time. Additions to the approved lists of clerkships take effect immediately for all students; deletions from the lists take effect for the students who begin clerkships in the next clerkship year.

Students wishing to substitute another clerkship not on the list may petition the CCC for approval prior to enrolling in the clerkship. Students should know that approval of substitutions for selective clerkships is rarely given. Retroactive approval of selective clerkship substitutions will not be granted.

Selective clerkships may be completed at another medical school through the "away" clerkship process. This means that the Stanford clerkship director must certify that a clerkship experience at another medical school is equivalent to the designated clerkship at Stanford. The student then enrolls in the clerkship with the Stanford number and the letter "w" following to indicate it was done at another location.

**Selective 1: Basics in Clinical Care (satisfies one month of Fundamentals of Ambulatory Practice)**

Goals

Through experiences that broaden their general professional education in areas not covered in a core clerkship, students will:

- Achieve excellence in command of the fundamentals of clinical medicine with emphasis on skills required of all physicians.
- Gain a solid foundation in general medicine as a basis for understanding and treating disease.

Requisites

- Emphasizes common problems in an area essential for a generalist.
- Provides knowledge, skills and attitudes that will enhance development as a well-rounded physician

Approved Clerkships

DEPARTMENT	CLERKSHIP #	CLERKSHIP NAME	LOCATION
Dermatology	300A***	Dermatology	SUMC
Interdisciplinary	309A	Surgical Specialties	Various
Interdisciplinary	337A	Women's Health	SUMC
Ophthalmology	300A**	Ophthalmology	SUMC
Ophthalmology	300E	Ophthalmology	VAPAHCS-Livermore
Orthopedic Surg	303C	Rehabilitation Medicine	SCVMC; PAMC
Orthopedic Surg	304A*	Physical Medicine and Rehabilitation	SUMC
Orthopedic Surg	306A,B,C	Orthopedics	SUMC; PAVAMC; SCVMC
Psychiatry	327E	Alcohol and Chemical Dependency	Sequoia
Radiology	301A	Diagnostic Radiology	SUMC
OTOHNS	307A*	Otolaryngology	SUMC
Surgery	313A,C,D***	Emergency Medicine	SUMC; SCVMC; KPMC
Urology	308A,B,C	Urology Clerkship	SUMC; PAVAMC; SCVMC

\* 2 week rotation; students must complete an additional 2-week rotation to receive credit as a selective.

\*\* May be taken as 2 week or 4 week rotation.

\*\*\* Derm 300A, Neur 300C, Neur 310A, and Surg 313A,C,D can fulfill Basics in Clinical Care *or* Ambulatory care selective (not both).

**Selective II: Ambulatory Care (satisfies one month of Fundamentals of Ambulatory Practice)**

Goals

Through an intensive ambulatory experience, students will:

- Become competent at managing problems in an ambulatory setting.
- Strengthen ability to perform a directed history and physical examination.
- Appreciate longitudinal management of chronic disease.
- Develop time management skills during patient encounters.
- Develop a sense of obligation to the health of the public.

Requisites

- At least 75% of experience should be in an ambulatory/outpatient setting.
- Student accepts direct responsibility for patients, including being first to encounter patient, performing procedures, counseling patients, and writing notes and orders.
- Provides opportunities for patient follow-up.

Approved Clerkships

Students can take two 2-week clerkships or one 4-week clerkship:

DEPARTMENT	CLERKSHIP #	CLERKSHIP NAME	LOCATION
Anesthesia	304A	Chronic Pain Management	SUMC
Dermatology	300A**	Dermatology	SUMC
Medicine	306A	Endocrinology	SUMC, PAVAMC, SCVMC
Interdisciplinary	310A	Continuity of Care	Various
Medicine	322A	Medical Oncology	SUMC
Medicine	333A	Ambulatory Internal Medicine	SUMC
Medicine	338A	HIV Outpatient Elective (HOPE)	SUMC, PAVAMC, other
Medicine	342A	Geriatric Medicine	SUMC
Interdisciplinary	344E	Family Medicine Elective	SJMC
Interdisciplinary	345E*	Family Medicine Elective	Office sites
Ophthalmology	310C	Ophthalmology Externship	SCVMC
Pediatrics	311E	Preceptor at Palo Alto Medical Clinic	PAMC
Pediatrics	315A	Adolescent Medicine	SUMC
Pediatrics	340D	Child Health Clerkship	KPMC
Surgery	313A,C,D**	Emergency Medicine	SUMC; SCVMC; KPMC

\* Can be taken for 2 or 4 weeks.

\*\* Derm 300A and Surg 313A,C,D can fulfill Basics in Clinical Care or Ambulatory care selective (not both).

## Subinternship

Students complete one clerkship from the list below.

### Goals

Through an intensive inpatient experience, students will:

- Assume a high level of patient care responsibility in preparation for residency.
- Strengthen their clinical and procedural skills.
- Improve their ability to manage complex, acutely ill patients.
- Learn to work as a team member.

### Requisites

- Student is responsible for direct management and care of patients with significantly higher level of responsibility than the core clerkship.
- Builds upon knowledge and skills learned during the core clerkship.
- Internship-like responsibilities, e.g., primary workup of new patients, writes orders, performs procedures, participates in daily care, takes night call, writes notes and dictates discharge summary.

### Approved Clerkships

DEPARTMENT	CLERKSHIP #	CLERKSHIP NAME	LOCATION
Cardiothor Surg	300A, 300C, 301B	Cardiothoracic Surgery	SUMC, SCVMC, PAVAMC
OBGyn	304A*	Inpatient Gynecology	SUMC
Medicine	304A	Cardiovascular Medicine	SUMC
Medicine	311D	Advanced Medicine	KPMC
Medicine	312C	Advanced Medicine	SCVMC
Medicine	314A	Advanced Medicine	SUMC
Medicine	321A	Advanced Medical Oncology	SUMC
Medicine	339B	Advanced Medicine	PAVAMC
NENS	307A	Pediatric Neurology Subinternship	SUMC
NENS	308A	Adult Neurology Subinternship	SUMC
Orthopedic Surg	318A	Subinternship in Orthopedic Surgery	SUMC
Pediatrics	313A	Neonatal Intensive Care	SUMC
Pediatrics	314A	Pediatric Intensive Care	SUMC
Pediatrics	335A	Ped Heme/Onc/ Bone Marrow Trans	LPCH
Pediatrics	338A, C	Subinternship in Pediatrics	LPCH, SCVMC
Surgery	334A	Advanced Vascular Surgery	SUMC
OTOHNS	336A	Subinternship in Otolaryngology	SUMC
Surgery	338A	Advanced Surgery	SUMC, PAVAMC
Urology	310B	Advanced Surgery/Urology	PAVAMC
Urology	338A	Advanced Urology	SUMC

\* Must be taken for 4 weeks.

## REGISTRATION AND STUDENT RECORDS

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- REGISTRATION INSTRUCTIONS
- CLERKSHIP PERIODS 2004-05
- POLICY ON DROPPING OF CLERKSHIPS  
LESS THAN TWO WEEKS BEFORE START OF PERIOD
- LEAVE OF ABSENCE AND REINSTATEMENT
- SPECIAL CATEGORIES OF STUDENTS
- ACADEMIC RECORDS / BUCKLEY AMENDMENT



## WHERE AND HOW TO REGISTER

As early as possible, but no later than the second Sunday of the quarter, students (including those with TMR status) must submit to the Registrar's Office, via Axess, a study list to enroll officially in classes for the quarter. Students can access the AXESS system on the Internet at website:

<http://www.axess.stanford.edu>

Students may begin entering study lists for any quarter, on the first day of final exams of the previous quarter. Students must enter their study lists by the end of the second week of each quarter in order to avoid late fees. Students registering for preclinical courses should include the appropriate information from the time schedule on their study lists. Students cannot receive credit for any preclinical coursework done in unregistered quarters. Clinical students are responsible for checking the clerkship schedule prior to completing their study lists. Students may not attend clerkships without having completed their registration.

A late registration fee will be assessed by the University registrar, as deemed appropriate for study lists submitted after the deadline. Students may petition to waive these late fees. Students with problems caused by holds on their registration may seek special consideration with approval of the School of Medicine registrar.

The University reserves the right to withhold registration from, and to cancel the advance registration or registration of, any student having unmet obligations to the University.

For full registration procedures, see the quarterly *Time Schedule*.

Students may add courses or units to their study lists through the end of the third week of classes. Courses may be dropped by students through the end of the fourth week of classes, without any record of the course remaining on the student's transcript.

Students wishing to take a leave of absence should first obtain the proper paperwork from the Office of Student Affairs. Students should then arrange to meet with one of the Associate Deans of Advising in the Office of Student Affairs to have the paperwork approved.

Students who have paid the equivalent of 13 quarters of full tuition are subject to Terminal Medical Registrant (TMR) status. Students will pay reduced registration fees but must register and receive evaluations for each clerkship they attend.

## ADD AND DROP DEADLINES FOR COURSES

Students may drop or add courses up to approximately four weeks into the quarter without a course instructor signature. After this deadline, appropriate course instructor signatures must be obtained. The add and drop deadlines are as follows.

Add Deadlines:      Autumn Quarter      October 17, 2004

                         Winter Quarter      January 23, 2005

                         Spring Quarter      April 17, 2005

Drop Deadlines:      Autumn Quarter      October 24, 2004

                         Winter Quarter      January 30, 2005

                         Spring Quarter      April 24, 2005

The penalty for dropping a course after the deadline without permission of the course instructor is a failure in the course. All drop/add petitions after the deadline must be submitted to the School of Medicine Registrar; they may not be submitted to the University Registrar. The course instructor can prospectively exempt (from the above drop/add rule) courses for which they are responsible.



## MEDICAL STUDENT CLINICAL CLERKSHIPS PERIOD DATES FOR 2004-2005

<b><u>PERIOD</u></b>	<b><u>PERIOD START DATE</u></b>	<b><u>PERIOD END DATE</u></b>
Period 1	6/28/2004	7/25/2004
Period 1A	6/28/2004	7/11/2004
Period 1B	7/12/2004	7/25/2004
Period 2	7/26/2004	8/22/2004
Period 2A	7/26/2004	8/8/2004
Period 2B	8/9/2004	8/22/2004
Period 3	8/23/2004	9/19/2004
Period 3A	8/23/2004	9/5/2004
Period 3B	9/6/2004	9/19/2004
Period 4	9/20/2004	10/17/2004
Period 4A	9/20/2004	10/3/2004
Period 4B	10/4/2004	10/17/2004
Period 5	10/18/2004	11/14/2004
Period 5A	10/18/2004	10/31/2004
Period 5B	11/1/2004	11/14/2004
Period 6	11/15/2004	12/12/2004
Period 6A	11/15/2004	11/28/2004
Period 6B	11/29/2004	12/12/2004
Period 7	1/3/2005	1/30/2005
Period 7A	1/3/2005	1/16/2005
Period 7B	1/17/2005	1/30/2005
Period 8	1/31/2005	2/27/2005
Period 8A	1/31/2005	2/13/2005
Period 8B	2/14/2005	2/27/2005
Period 9	2/28/2005	3/27/2005
Period 9A	2/28/2005	3/13/2005
Period 9B	3/14/2005	3/27/2005
Period 10	3/28/2005	4/24/2005
Period 10A	3/28/2005	4/10/2005
Period 10B	4/11/2005	4/24/2005
Period 11	4/25/2005	5/22/2005
Period 11A	4/25/2005	5/8/2005
Period 11B	5/9/2005	5/22/2005
Period 12	5/23/2005	6/19/2005
Period 12A	5/23/2005	6/5/2005
Period 12B	6/6/2005	6/19/2005

Any questions regarding clerkship policies may be directed to Caroline Cheang at [cheang@stanford.edu](mailto:cheang@stanford.edu) or (650) 498-7619 directly.

## DROPPING CLERKSHIPS LESS THAN TWO WEEKS BEFORE THE START OF THE PERIOD

There have been occasions when a Stanford medical student enrolled in a clerkship fails to report for the first day of that clerkship, or provides late notification to the clerkship director that they plan to drop the clerkship. The Office of Student Affairs requires students to make clerkship-scheduling changes a minimum of two weeks prior to the beginning of the clerkship period. This ensures that students on the waitlist for that period can be accommodated and that clerkship directors can plan patient care and educational activities. Failure to adhere to this policy raises concerns about the professional conduct of a student.

Students who have a valid reason for wishing to drop a clerkship within two weeks of the beginning of the clerkship period may only do so by contacting the clerkship director and submitting written permission from the clerkship director to the Office of Student Affairs. Students who fail to show up for a clerkship, or drop the clerkship within two weeks of the start without permission will be asked to appear before the Committee on Student Performance to explain their reason for this action. If there is a second occurrence of a late drop or other evidence of unprofessional conduct, a notation to that effect will be included in the student's Medical School Performance Evaluation, or Dean's Letter.

## LEAVE OF ABSENCE

Medical students must register for all terms of each academic year (Autumn, Winter, and Spring quarters), from the admission term until conferral of the degree. The only exception to this requirement occurs when the student is granted an official leave of absence. Failure to register for a term during the academic year without taking an approved leave of absence results in denial of further registration unless and until reinstatement fee is paid. Registration in the Summer Quarter is not required and does not substitute for registration during the academic year.

Medical students who do not meet the requirement for continuous registration during the academic year must obtain an approved leave of absence, in advance, for the term(s) they will not be registered. The leave of absence must be reviewed for approval by the appropriate dean within the Office of Student Affairs. The granting of a leave of absence is at the discretion of the school.

New students may not take a leave of absence during their first quarter. However, new students may request a deferment.

Leaves of absence are granted for a maximum of one calendar year. Leaves requested for a longer period are approved only in exceptional circumstances (for example, mandatory military service). Extension requests must be made before the expiration of the original leave of absence to the Committee on Student Performance.

Leave of absence may not exceed a cumulative total of two years.

Students on leave of absence are not registered at Stanford, and therefore do not have the rights and privileges of registered students. With written prior approval from an Associate Dean of Advising, students can correct deficiencies and complete coursework resulting from an incomplete grade.

## REINSTATEMENT

Students who fail to be either registered or approved for a leave of absence by the start of a term are required to apply for reinstatement through the Office of Student Affairs before they can return to the same degree program. The decision to approve or deny reinstatement is made by the Committee on Student Performances, which is not obliged to approve reinstatements of students. Reinstatement decisions may be based on the applicant's academic status when last enrolled, activities while away from campus, the length of the absence, and the perceived potential for successful completion of the program, as well as any other factors or considerations regarded as relevant by the school. Reinstatement information is available from the Office of Student Affairs. A fee is required. Reinstatement applications must be submitted 60 days prior to the first day of the term for which reenrollment is requested.

## SPECIAL CATEGORIES OF STUDENTS

Students who have already paid the equivalent of 13 quarters of full tuition and who wish to register for additional quarters prior to receiving the MD degree are eligible for TMR tuition rates. The rules for clerkship scheduling, registration, academic credit, and the standards for academic performance are the same for TMR students as they are for students registered at the full MD tuition rates. The student transcript will list all courses satisfactorily completed. Note: Medical students may still be required to pay full tuition rates for some courses offered on the main campus.

Under special circumstances students may have the privilege of registering as “special students”. Students who register in the special fee category pay TMR rate per quarter. No coursework is listed on transcripts and no academic or residency credit is granted for that quarter. The categories of students registering as special students may include:

- (1) Students who register to devote their full effort to remedial study at the recommendation of an Associate Dean for Advising or the Committee on Student Performance.
- (2) Students, including participants in the Medical Scientist Training Program, who elect to do full time research without credit under the direction of a faculty member.
- (3) Students taking clinical work away for no academic credit. This status provides coverage for malpractice insurance and permits students to be eligible for participation in a Stanford group insurance plan.

## ACADEMIC RECORDS

### **Transcripts**

The notations used on official University transcripts are pass (+), fail (-), continuing (N), no grade reported (\*), and exempt (EX). Also noted is the passage of Steps 1 and 2 of the United States Medical Licensing Examinations. Transcripts are sent at the request of students through AXESS.

### **Academic files**

The Office of Student Affairs establishes a file for students to collate data and to provide assistance to Deans in counseling and in preparing the Medical Student Performance Evaluation (MSPE). The academic file contains confidential information, which is available to the following parties without prior permission from the student:

- (1) Dean of the School of Medicine, Senior Associate Dean for Medical Education, Associate and Assistant Deans for Advising;
- (2) Committee on Student Performance, whenever the Committee is reviewing a student's performance;
- (3) Chair of the Committee on Admissions;
- (4) Committee of Five of the Faculty Senate when asked by the Dean of the School of Medicine or the Committee on Student Performance to review a case;
- (5) A duly appointed grievance hearing officer, a duly appointed ad hoc committee on the Suitability for the Practice of Medicine;
- (6) University or School of Medicine Ombudsperson on a need-to-know basis.
- (7) Other university officials on a need-to-know basis.
- (8) Staff of the Office of Student Affairs.

Access will also be granted to individual members of the faculty to whom a student has specifically given permission in writing on a form kept in each file. In this case, the advising and Committee on Student Performance sections are removed before the file is given to the faculty member.

### **Access to Student Records**

Access to student records (including Financial Aid files) is governed by the University's policy on the Privacy of Student Records in the Stanford Bulletin. See also the section below on the provisions of the Buckley Amendment.

### **Procedures for Inspecting Records and for Correcting Inaccuracies or Misleading Information**

Students wishing to inspect and review their transcripts and academic files should consult with any of the Associate Deans for Advising. If students believe any information in the file is inaccurate or misleading

(other than the evaluation of performance in clerkships, page 78), they should consult with the person who provided the information. If the matter remains unresolved, the student should contact any of the Assistant and/or Associate Deans for Advising. If the matter still cannot be resolved, the student may consult the University Ombudsperson. See also the University's policy on the Privacy of Student Records in the Stanford Bulletin. See also the section below on the provisions of the Buckley Amendment.

## BUCKLEY AMENDMENT (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 1974)

The Association of American Medical Colleges has summarized some of the important provisions of the Buckley Amendment as described below:

- (1) Material covered by the Act as "education records" constitute recorded information related to the student that is maintained by the school or one of its agents and is used for making decisions about the student, or which may be transmitted to others outside of the institution.
- (2) Students may not see confidential letters of recommendation submitted for school records prior to January 1, 1975, provided the letters are not used for other than the original intended purpose. Further, students may waive the right of access to future confidential recommendations in the area of admissions, job placement, and receipt of awards. However, the waiver may not be required as a condition for admission, financial aid, or other services, and the student must be notified of the name of every person submitting confidential recommendations whether these are solicited by either the institution or the student, or are submitted on the initiation of the evaluator.
- (3) Private notes and materials designed as personal memory aids are not covered provided they are not made available to anyone else except a substitute teacher or counselor who would use them as a surrogate.
- (4) Challenges to records may be made only on accuracy and not on judgments; that is, the accuracy of the recording of a grade can be challenged, but not the grade itself.
- (5) "Directory information", such as name, address, and telephone number may be made available without specific permission of the student, but notice of the intent to publish such information must be given so that students with unlisted telephone numbers, for example, can indicate their wish that they not be published.
- (6) Students do not have the right to see parents' financial records submitted to the institution.
- (7) The right of access to records accrues solely to those who are or have been in attendance at the institution, not to rejected applicants.

See, in general, the University policy on the Privacy of Student Records in the *Stanford Bulletin*.

# ASSESSMENT OF STUDENT ACADEMIC PERFORMANCE

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- EVALUATION OF PERFORMANCE IN COURSES
- GRADING SYSTEM
- END-QUARTER POLICY STATEMENT
- FINAL EXAMINATIONS
- CORRECTION OF DEFICIENCIES IN COURSES
- STATEMENT ON GRADING AND EXAMINATIONS  
IN HUMAN HEALTH AND DISEASE
- EVALUATION OF PERFORMANCE IN CLINICAL CLERKSHIPS
- STANDARDIZED PATIENT TEACHING AND ASSESSMENT ACTIVITIES
- CORRECTION OF DEFICIENCIES IN CLINICAL CLERKSHIPS
- MEDICAL STUDENT PERFORMANCE EVALUATION  
(MSPE – A.K.A., THE DEAN'S LETTER)





## EVALUATION OF PERFORMANCE IN COURSES

All medical school courses are taken pass/fail. It is the prerogative of each course director to determine the best method for assessing student performance for his or her course. Learning activities such as quizzes, short papers, laboratory exercises, problem sets, presentations, and group discussions, may be offered on a graded or ungraded basis at the discretion of the course director. Attendance and participation may be required where small group interaction is essential to mastery of material in the course. Course directors are expected to announce criteria for passing a course by the end of the second week of the quarter, with any subsequent modification only upon approval of a majority of students in the class.

## GRADING SYSTEM

The following grading system is used to report the performance of students in all courses and clerkships taken while an MD degree candidate:

- Pass (+) indicates that a student has demonstrated to the satisfaction of the responsible department or teaching group that he/she has mastered the material taught in the course.
- Marginal Pass (MP) is reported by the faculty to the student and the Office of Student Affairs.
- Fail (-) indicates that a student has not demonstrated to the satisfaction of the responsible department or teaching group that he/she has mastered the material taught in the course.
- Incomplete (I) grades are given by an Associate Dean for Student Affairs. An incomplete indicates that extenuating medical or personal circumstances beyond the student's control have prevented completion of course requirements. Following approval by an Associate Dean for Advising, the Course Director is notified prior to the final examination. An incomplete can be corrected in a manner specified by the department or teaching group and must be corrected within one year (unless the Committee on Student Performance specifies otherwise). When a student takes a final or makeup examination following an incomplete, it becomes a pass, marginal pass or fail. If the student does not attempt to correct the incomplete within the agreed upon time, it becomes a fail.
- Continuing (N) indicates that the course has not concluded, and that the student is continuing the course.
- Exempt (EX) indicates that a course has been exempted by a placement examination. No credit has been granted. The student should register for "00" units so that the course appears on the transcript.

A student may not receive credit for repeating a course unless the content has changed significantly, as determined by the course director.

## END-QUARTER POLICY STATEMENT

The End-Quarter Period is a time of reduced social and extracurricular activity preceding final examinations. Its purpose is to permit students to concentrate on academic work and to prepare for final examinations. In Autumn, Winter, and Spring quarters, End-Quarter starts seven full days (to begin at 12:01 a.m.) prior to the first day of final exams. In Spring Quarter, final examinations begin on Friday; no classes are held on Thursday, the day before. In Summer Quarter, this consists of the weekend and the four class days preceding the final examinations, which take place on Friday and Saturday of the eighth week. (See the *Time Schedule* for dates.)

During the End-Quarter Period, classes are regularly scheduled and assignments made; this regular class time is used by instructors in whatever way seems best suited to the completion and summation of course material. Instructors should neither make extraordinary assignments nor announce additional course meetings in order to “catch up” in course presentations that have fallen behind. They are free, however, and even encouraged to conduct optional review sessions and to suggest other activities that might seem appropriate for students preparing for final examinations.

No graded homework assignments, mandatory quizzes, or examinations should be given during the End-Quarter Period except:

1. In classes where graded homework assignments or quizzes are routine parts of the instruction process.
2. In classes with laboratories where the final examination will not test the laboratory component. In such a case, the laboratory session(s) during the End-Quarter Period may be used to examine students on that aspect of the course.

Major papers or projects about which the student has had reasonable notice may be called due in the End-Quarter Period. Take-home final examinations, given in place of the officially scheduled in-class examination, may be distributed in the End-Quarter Period. Although the instructor may ask students to return take-home examinations early in the final examination period, the instructor may not call them due until the end of the regularly scheduled examination time for that course. Such a policy respects the principle that students' final examinations are to be scheduled over a period of several days. End-quarter examinations may not be held during this period. This policy preserves the instruction time for courses and protects the students' opportunities for extensive review and synthesis of their courses.

## FINAL EXAMINATIONS

Final examinations are scheduled by the Office of Student Affairs, which posts tentative dates and times by the end of the previous quarter and final schedules by the end of the second week of the quarter. Students anticipating conflicts in examination schedules should seek to resolve them with course instructors.

Final examinations are governed by the regulations below:

- (1) Students are expected to take the final examination unless at least 24 hours prior to the examination they have received formal written approval for either dropping the course from the course director or for obtaining an incomplete from an Associate Dean. Incompletes are given for significant personal or medical reasons beyond the student's control. If a student does not appear for the examination and has not been granted a drop or an incomplete, the student will receive a fail.
- (2) A three-hour period is reserved during examination week for the final in each course of more than two units. This period must be used, but not necessarily in its entirety, if an in-class examination is given. In courses with nonstandard meeting times, where ambiguity might exist about the period reserved for the final examination, the schedule should be clarified and students informed of the schedule no later than the end of the second week of the quarter.
- (3) Final examinations in one- or two-unit courses are given at the discretion of the faculty. Examinations in one- or two-unit courses must be completed by the beginning of the reading period.
- (4) When the final examination or its appropriate substitute is not an in-class examination (e.g., when an instructor assigns a take-home examination, paper, or project in lieu of an in-class examination), the schedule and format of the final examination, or its substitute, will be determined no later than the end of the second week of the quarter and, if changed subsequently, may be only a modification approved by the students.
- (5) Students with documented disabilities may require special examination accommodations. These students are required at the beginning of the quarter to go to the University Disability Resource Center (DRC) to be evaluated. The DRC determines if and what accommodations to recommend. An Associate Dean receives that recommendation and conveys that request to the course directors prior to the examination.
- (6) Feedback on written examinations is to be as complete as possible, correct answers distributed or posted promptly after the examination at a previously announced place, and students should receive their numerical score and its relationship to the class distribution curve in a manner that ensures student privacy. Students have the right to see their final examination and discuss it with a faculty member.

## CORRECTION OF DEFICIENCIES IN COURSES

Courses in the first two years are graded as pass, marginal performance, fail.

The faculty of every course must identify those students whose performance is marginal. A letter of marginal performance is sent to each student so identified and to the Office of Student Affairs. Students receiving such notification may meet with the appropriate faculty and discuss the requirements for achieving an unqualified passing grade. Once a student achieves a “pass”, the performance will no longer be recorded as “marginal” in the student’s record. Students with more than one uncorrected marginal performance will be counseled by an Associate Dean for Advising and reviewed by the Committee on Student Performance.

Students who fail a preclinical course must achieve a passing grade within one year of the failure and pass that course prior to undertaking clerkships if less than one year remains. Only the Committee on Student Performance has the power to change this requirement. The requirements for achieving a passing grade are determined by the responsible faculty. Students with a failing grade will be counseled by an Associate Dean for Advising and reviewed by the Committee on Student Performance.

Academic deficiencies in preclinical courses must be rectified prior to the beginning of clerkships or by a date specified by the Committee on Student Performance (which has the power in an appropriate case to modify any of the requirements in this paragraph). It is the prerogative of the department to determine the methods of correcting an academic deficiency and reassessing the student. The Committee on Courses and Curriculum is of the view that, as a general proposition, students should be given the opportunity to correct the deficiency in a timely fashion in order to prevent undue penalties (e.g., substantial financial and logistical difficulties) and to permit academic advancement when warranted.

Departments are encouraged to provide educational assistance to students failing required courses on the first year grid, preferably during the first summer quarter following receipt of a failing grade, and to reexamine them prior to autumn quarter registration. Students failing courses on the autumn and winter quarter grids for the second year should, as a general proposition, be given the opportunity to correct these deficiencies prior to July 1 of that academic year. Students who receive an incomplete grade because of extenuating medical or personal circumstances should, once again as a general rule, be given the opportunity to correct the incomplete grade within a reasonable period of time in a manner specified by the department or responsible teaching group. Courses such as those in the Practice of Medicine sequence, where hands-on activities and small group interactions constitute a significant portion of the course, may require retaking of the course the following year.

## HUMAN HEALTH AND DISEASE (Q3-5): STATEMENT ON FEEDBACK, GRADING AND EXAMINATIONS

### **Feedback**

The course directors hope that you enjoy the course and are inspired to read further and ask questions. The syllabus and your Pharmacology text should supplement the lectures and provide you with the tools necessary to prepare for the final exam and for the upcoming USMLE Step 1. Please feel free to contact the faculty and/or the Teaching Assistants should you have any questions or suggestions to facilitate your learning or improve the course in the future.

We are very interested in your feedback in making this the best class possible. Students are strongly encouraged to attend class and take an active role in the course. Please ask appropriate questions, as this is very helpful to the lecturers and preceptors. It helps them to appropriately gauge the students' levels of interest and understanding.

Each lecture in our syllabus begins with a page for formative evaluation of the session. Please place your written comments in the box at the rear of the room. Your anonymous comments should be concrete, constructive and directed toward improving the session.

### **Grading**

You will receive a Pass or Fail assessment (AXESS) after each quarter. Your grade will be based on your combined score from the scheduled mid-course examinations, the integrated final examination and the weekly problem sets. You must achieve a passing sub-score in each course discipline to pass the course overall. Any student with marginal or failing performance will be expected to develop a plan of remediation with their advising Dean and the course directors.

### **Policy for missed exams**

Every student is expected to sit for each mid-term examination and each end-quarter integrated examination in the Human Health and Disease course. A formal Dean's excuse, from their medical school advisor, is required to make-up any missed course examination (the 2004 advising Deans are Terry Blaschke, Susan Knox, Denise Johnson, and Kuldev Singh).

A Dean's excuse may be issued before a regularly scheduled examination to accommodate some essential extracurricular event or after an examination for illness.

A score of zero will be credited towards a student's final score if an examination is missed without the advising Dean's excuse.

If a Dean's excuse is issued before a regularly scheduled mid-block or end-block examination to accommodate some essential extracurricular event, the student will be expected to take an examination at Stanford on the next weekday morning. If the Dean's excuse extends beyond the second date because of some essential activity away from Stanford, then the examination will be sent to the student and must be completed and returned within 24 hours. No other mid-block or end-block examination will be arranged for students with excuses granted before a scheduled examination. Failure to make such an arrangement will result in a score of zero on that examination. A student who misses an examination with a Dean's excuse for illness should contact Dr. Whitlock and appropriate arrangements will be made.

Every student is expected to sit for the integrative end-quarter examination. Any student who misses the final examination and has a Dean's excuse must take a special final examination one week later. A score of zero will be credited towards a student's final score if the integrated final examination is missed without their advising Dean's excuse.

### **Problem Sets**

The weekly problem sets are designed to complement the lecture topics. There are approximately 8 weekly problem sets each quarter. Problem sets are open-book and may be completed individually or as a study group. Answers to the weekly problem sets are provided by the Teaching Assistants at the weekly review sessions. The problem sets are graded and are applied to the end-quarter and final scores. In order to receive credit for your Problem Set: you must have at least 75% correct; complete it on-time.

## **EVALUATION OF PERFORMANCE IN CLINICAL CLERKSHIPS**

Evaluation of performance in required clinical clerkships is accomplished through a combination of direct observation, multiple choice examinations, and/or standardized patient examinations. A faculty member is responsible for each clerkship. This individual meets with the students at the beginning of the clerkship to provide orientation and to explain the goals. The faculty member is also responsible for providing a written evaluation of the student's performance and signing this evaluation, although the data may be obtained from other faculty and house staff. Written evaluations of clerkship performance should be completed no later than four weeks after the end of the clerkship. If there is disagreement concerning a written clerkship evaluation, the student should first request a review by the department chair or his/her designate. If the disagreement remains unresolved, the student may request review by an Associate Dean for Advising. If the matter is not resolved, the student may request review by the Committee on Student Performance.

## **STANDARDIZED PATIENT TEACHING AND ASSESSMENT ACTIVITIES**

The Standardized Patient teaching and assessment activities are designed to provide a simulated setting for teaching and assessment of the clinical and interpersonal skills of medical students. Real patients or actors are trained to consistently recreate the same situation or problem each time they encounter a student. The program currently focuses on three areas: Practice of Medicine (POM), Family Medicine clerkship, and Internal Medicine clerkship. Family Medicine and Internal Medicine clerkship students are assessed once at the end of the clerkship. A typical examination consists of eight stations or cases and is administered over approximately four hours. Feedback is provided in two parts: numerical scores in the area of clinical and interpersonal skills, and narrative representing the standardized patient's overall assessment of the student's performance.

## CORRECTION OF DEFICIENCIES IN CLINICAL CLERKSHIPS

Marginal performance. The faculty of every clerkship must identify students whose performance is marginal. A letter of marginal performance is sent to students so identified and to the Office of Student Affairs. Students receiving such notification are required to meet with the appropriate faculty and discuss the requirements for achieving an unqualified passing grade. When a “pass” is achieved, the performance will no longer be recorded as “marginal” in the student’s record.

A student with a marginal performance will be counseled by one of the Associate Deans for Advising and reviewed by the Committee on Student Performance. All marginal performances in clerkships must be corrected prior to graduation.

Failing performance. Students who fail a clerkship must achieve a passing grade within one year of the failure. The requirements for achieving a passing grade are determined by the responsible faculty. Students with a failing grade will be counseled by one of the Associate Deans for Advising and reviewed by the Committee on Student Performance. Unless the failure is rectified, the student will not be permitted to graduate.

## MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE – A.K.A., DEAN’S LETTER)

The Medical Student Performance Evaluation (MSPE) is written to program directors of residencies as a requirement for students to obtain positions for postgraduate training. The letter is a narrative summary of the student’s performance and accomplishments in medical school. Achievements on clinical clerkships and recognition of special experiences, such as research and community service, are included in the letter.





## POLICIES ON STUDENT PERFORMANCE

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- COMMITTEE ON STUDENT PERFORMANCE
- SATISFACTORY ACADEMIC PROGRESS
- PROFESSIONALISM
- SUITABILITY FOR THE PRACTICE OF MEDICINE



## COMMITTEE ON STUDENT PERFORMANCE

Courses of action for students having academic difficulty are established by the Committee on Student Performance (CSP), a standing committee of the Medical School Faculty Senate. The policies under which it operates are set by the Medical School Faculty Senate. Although the CSP considers and takes action on matters pertaining to the progress of students in meeting requirements for the MD degree, it has no authority to change or modify graduation requirements. It may advise the Senate concerning criteria for students' standing and promotion.

### **Membership**

The CSP is composed of five voting members, including its chair. The Associate and Assistant Deans for Advising serve as ex officio nonvoting members. Voting members are faculty of the School of Medicine who have been on the Academic Council or Medical Center Line for at least the previous three years. Department chairs are ineligible. An effort is made to have each department represented periodically. Three of the five members of the CSP are members of the Clinical Unit. All voting members of the CSP are required to be in attendance (either physically or via speaker phone) for the decision of terminating a candidate from the MD program; if a member cannot be in attendance (as above), an alternate will be chosen by the Committee of Five.

### **General Policies**

- (1) The primary responsibility of the CSP is to review the academic progress and problems of students on its agenda, to make decisions concerning their standing, and to prescribe academic programs for students needing to correct deficiencies in order to achieve their goal of acquiring the MD degree.

*Note: The CSP strives for consistency in prescribing remedial programs to correct the academic deficiencies of students. With respect for the individuality of students and when circumstances warrant, the CSP may exercise its discretion to deviate from the usual prescription in order to take into consideration special circumstances.*

- (2) The CSP considers requests for:
  - (a) an extension of medical education beyond six years to complete the MD degree and beyond eight years to complete MD/PhD degrees.
  - (b) leaves of absence that either individually or cumulatively exceed a total of one year.
  - (c) reinstatement.
- (3) The CSP may reconsider prior decisions if requested by the chair of the committee or the Dean of the School of Medicine.
- (4) The CSP makes the final decision on Dean's awards given to graduating students.

### **General Operating Procedures**

- (1) Meets at least once quarterly.
- (2) The chair may call special meetings.
- (3) The agenda for meetings is generally distributed at least one week in advance to each member.
- (4) Except for the chair and any of the Associate or Assistant Deans for Advising, members will not discuss decisions or pending actions with students.
- (5) One of the Associate or Assistant Deans for Advising will notify and request to meet with students who appear on the agenda prior to a CSP meeting.

### **Conditions Under which Students Must Appear on the Agenda**

- (1) Two or more uncorrected marginal performances in preclinical courses at any given time.
- (2) One or more failures in preclinical courses.
- (3) One or more marginal performances in clerkships.
- (4) One or more failures in clerkships.
- (5) Failure to participate in and demonstrate minimum competency in the comprehensive Clinical Performance Examination (CPX).
- (6) An overall failure on Steps 1 or 2 of the United States Medical Licensing Examinations.
- (7) Failure to meet previously imposed requirements of the CSP or to make Satisfactory Academic Progress (as defined below).
- (8) A request to take more than six years to complete the MD degree or eight years to complete MD/PhD degrees. If a student plans to take more than six years (MD) or eight years (MD/PhD), exclusive of time spent during a leave of absence, the student must request approval by the CSP, preferably at the end of the fourth (MD) or sixth (MD/PhD) year and no later than the fifth (MD) or seventh (MD/PhD) year, in order to facilitate academic and financial planning. The student should provide reasons for the requested extension and submit specific plans for completing the degree.
- (9) A request for a leave of absence of more than one year (four quarters). Any leave of absence beyond one year must be justified on a yearly basis.
- (10) Review requested by any of the Associate or Assistant Deans for Advising.
- (11) Reconsideration of a previous CSP decision at the request of the chair when there is new information bearing on that decision.
- (12) Reconsideration of a previous CSP decision in view of new evidence or procedural error when requested by the Dean of the School of Medicine.

### **Actions of the CSP**

Actions that may be taken by the CSP include, but are not limited to the following:

- (1) Take no action.
- (2) Direct student to advising resources.
- (3) Prescribe a remedial course of action that must be followed by student.
- (4) Deny student further registration in the MD program.
- (5) Recommend against conferral of the MD degree.

### **Requirements of Students with Specific Academic Difficulties**

The following are the usual actions by the CSP in the stated situations. The committee may, however, prescribe some other course of action depending upon the individual student circumstances.

- (1) Two or more uncorrected marginal passes in preclinical courses. A student is allowed to have only one uncorrected marginal performance in preclinical courses at any given time. If two or more uncorrected marginal performances accumulate, the student is required to correct all but one of them. This must be accomplished within 12 months of receiving the most recent marginal performance.
- (2) One or more failures in preclinical courses. The students are strongly encouraged to correct these prior to registration for the subsequent academic year; if not corrected prior to the next offering of the course, students are required to take the next formally offered final examination in that course; an unqualified pass is required to correct a marginal pass or fail. Students may not begin clerkships until they have satisfactorily completed all required preclinical courses (unless specifically given permission by the CSP because of extraordinary circumstances).
- (3) One or more uncorrected marginal performances in clerkships. Students are required to meet with appropriate faculty, determine the requirements for achieving an unqualified passing grade, and then satisfy those requirements. Students cannot receive the MD degree with an uncorrected failure or marginal performance in a clerkship.
- (4) One or more failures in clerkships. See comments in number (3) above.
- (5) Overall failure of Step 1 or 2 of the USMLE:
  - (a) Step 1: Students who fail overall the first attempt at Step 1 will ordinarily be withdrawn from clerkships at the end of the current clerkship period. Students must, until an overall pass is achieved, take no clerkships except pathology unless approved by the CSP. Students who receive an overall failure and who then subsequently pass Step 1 must sit for Step 2 no later than August prior to June of the expected graduation.
  - (b) Step 2: Students who fail Step 2 must retake and pass overall prior to graduation. If Step 2 is failed in the quarter prior to expected graduation, the student may take and pass an

equivalent internal examination in order to graduate. However, this examination does not satisfy requirements for licensure.

- (7) Significant academic difficulties in courses and/or clerkships as determined by an Associate or Assistant Dean for Advising (including incompletes, dropped courses, withdrawals from registration, marginal performances and failures - even if corrected). For students with significant academic difficulties, the CSP has the prerogative of taking a range of actions, including but not limited to the following:
- (a) Requiring students to take Step 1 of the United States Medical Licensing Examinations (USMLE) at a specified time.
  - (b) Restricting access to any clerkships until students have either sat for or received an overall passing score on Step 1.
  - (c) Placing a student on academic probation with a prescribed and restricted curriculum (e.g., discontinuing research projects and/or community service) for a time period specified by the CSP.
  - (d) Requiring a remedial curriculum (including repeating courses whether or not previously passed).

#### **Restrictions Pertaining to Students Who Have Been on the Agenda**

Students who have appeared on the agenda of a CSP meeting as a result of academic deficiencies in preclinical courses must sit for USMLE Step 1 prior to beginning clerkships.

#### **Rights of Students in Relation to CSP**

- (1) To receive from an Associate or Assistant Dean for Advising an explanation as to why they qualify to appear on the agenda for review.
- (2) To discuss academic progress and problems with an Associate or Assistant Dean for Advising and to have an opportunity to participate in formulating for the CSP a proposal for a remedial program.
- (3) To have an opportunity to submit a written statement.
- (4) To be invited to appear in person at the scheduled CSP meeting during the presentation of their case prior to the deliberation of the CSP. Note: Whenever students appear before the CSP, they may have an advocate of their choice accompany them to the meeting. An attorney is not an appropriate advocate.
- (5) Under ordinary circumstances, to receive in writing within 10 working days after the meeting a report of the action of the CSP and to have an opportunity to discuss the action with an Associate or Assistant Dean for Advising.
- (6) To have an opportunity to request in writing to the chair that a decision of the CSP be reconsidered if new information is available.

- (7) To follow the formal grievance procedures with the appeal of the CSP decision being made to the Dean of the School of Medicine.

## STATEMENT ON SATISFACTORY ACADEMIC PROGRESS (ESTABLISHED BY THE CSP)

### Units

In order to make satisfactory academic progress towards the MD degree, each medical student must meet both of the following requirements:

- (1) Take a per quarter number of general medical school units (any units listed in the Medical School Catalog).

Each registered medical student must take a minimum of 9 general medical school units during Autumn, Winter and Spring quarters. Students wishing to register for Summer quarter must take a minimum of 3 general medical school units.

Students in Masters or PhD programs that have required courses outside of the medical school (either programs in another Stanford school or interdepartmental medical school programs such as MIS) will be monitored for a per-quarter requirement to be set by the appropriate program director.

- (2) Take, and successfully complete, a cumulative number of required medical school units by the end of August of each year.

MD students must have taken and successfully completed a minimum of 34 required units by the end of the first year, 68 by the end of the 2nd, 102 by the end of the 3rd, 136 by the end of the fourth, and 236 by the end of the sixth.\*

MD/PhD students must have taken and successfully completed a minimum of 23 required units by the end of the first year, 46 by the end of the 2nd, 69 by the end of the 3rd, 92 by the end of the 4th, 115 by the end of the 5th, 136 by the end of 6th and 236 by the end of the eighth year.

The cumulative required number of units will be adjusted for those students (1) who have satisfactorily placed out of required Stanford medical school courses or have completed required medical school courses as Stanford undergraduates and (2) who are on an approved leave of absence.

### Performance

All academic deficiencies must be corrected in the time limit set for the student by the CSP.

### Number of years

If a student plans to take more than six years (MD) or eight years (MD/PhD) exclusive of time spent during an approved leave of absence, the student must request approval by the CSP, preferably at the end of the fourth (MD) or sixth (MD/PhD) year and no later than the fifth (MD) or seventh (MD/PhD) year, in order to facilitate academic and financial planning. The student should provide reasons for the requested extension and submit specific plans for completing the degree. MD students who are not scheduled to begin

clerkships by the summer of their fourth year will be reviewed and MD/PhD students will have a similar review in their sixth year. The maximum time allowed does not include periods of approved leave of absence, but no combination of program and approved leaves of absence shall exceed ten years without CSP review and approval. For transfer students, quarters completed prior to entering are subtracted from the maximum time frame.

## SCHOOL OF MEDICINE STATEMENT ON PROFESSIONALISM

The following statement on professionalism adapted from statements of the American Boards of Internal Medicine and of Pediatrics was adopted by the Medical School Faculty Senate at its June, 2002 meeting as a preliminary guideline:

Professionalism comprises those attributes and behaviors that serve to maintain patient interests above physician self-interest. Professionalism extends beyond interactions with patients and their families, however. Professionalism also involves relationships and interactions between all those involved in medical education and the delivery of patient care including physicians, students, administrators, and allied health professionals. It has implications for research activities and interactions with for-profit companies, governmental agencies, and other outside entities. Professionalism should pervade all of our activities in medicine and should include:

- A commitment to the highest standards of excellence in the practice of medicine and in the generation and dissemination of knowledge.
- A commitment to sustain the interests and welfare of patients.
- A commitment to be responsive to the health needs of society.

The elements of professionalism include altruism, accountability, responsibility, excellence, duty, honesty, integrity, and respect for others. Physicians, students of medicine, and all staff participating in medical student education and patient care at Stanford University School of Medicine are expected to aspire to these ideals, further defined as:

**Altruism** is the unselfish regard for and devotion to the welfare of others and is a key element of professionalism. Self-interest or the interests of other parties should not interfere with the care of one's patients and their families.

**Accountability and responsibility** are required at many levels – individual patients, society and the profession. First there must be accountability to one's patients and to their families. There must also be accountability to society for addressing the health needs of the public and to ensure that the public's needs are addressed. One must also be accountable to the profession to ensure that the ethical precepts of practice are upheld. Inherent in responsibility is reliability in completing assigned duties or fulfilling commitments. There must also be a willingness to accept responsibility for errors.

**Excellence** entails a conscientious effort to exceed ordinary expectations and to make a commitment to life-long learning. Commitment to excellence is an acknowledged goal for all physicians and students of medicine. A key to excellence is the pursuit of and commitment to providing the highest quality of health care through lifelong learning, education, and reflection. One must seek to learn from errors and aspire to excellence through self-evaluation and acceptance of the critiques of others.



**Duty** is the free acceptance of a commitment to service. This commitment entails being available and responsive when “on call,” accepting inconvenience to meet the need of one’s patients, enduring unavoidable risks to oneself when a patient’s welfare is at stake, advocating the best possible care regardless of ability to pay, seeking active roles in professional organizations, and volunteering one’s skills and expertise for the welfare of the community.

**Honesty and integrity** are the consistent regard for the highest standards of behavior and the refusal to violate one’s personal and professional codes. Honesty and integrity imply being fair, being truthful, keeping one’s word, meeting commitments, and being forthright in interactions with patients, peers, and in all professional work, whether through documentation, personal communication, presentations, research, or other aspects of interaction. They require awareness of situations that may result in conflict of interest or that result in personal gain at the expense of the best interest of the patient.

**Respect for others** is the essence of humanism, and humanism is central to professionalism. This respect extends to all spheres of contact, including but not limited to patients, families, other physicians, and professional colleagues, including nurses, residents, fellows, and medical students. One must treat all persons with respect and regard for their individual worth and dignity. One must listen attentively and respond humanely to the concerns of patients and family members. Appropriate empathy for and relief of pain, discomfort, and anxiety should be part of the daily practice of medicine. One must be fair and nondiscriminatory and be aware of emotional, personal, family, and cultural influences on patient well-being and patients’ rights and choices of medical care. It is also a professional obligation to respect appropriate patient confidentiality.

## SUITABILITY FOR THE PRACTICE OF MEDICINE

In granting the MD degree, the faculty of the School of Medicine endorses each student as being suitable for the practice of medicine. It is therefore the responsibility of the faculty to review any serious concerns of suitability to practice medicine brought to its attention. Guidelines for reviewing suitability concerns are presented below. Alleged violations of Stanford’s student conduct codes (including the Honor Code, Fundamental Standard, and Policy on Campus Disruption) are adjudicated by a different University process (see page 88). That conduct, however, whether or not found to constitute a violation of a student conduct code, may also raise concerns regarding suitability, requiring review under this process.

### Personal Communication

A faculty member (including any of the Associate or Assistant Deans for Advising) or any other individual should communicate a possible substantive deficiency in the suitability of a medical student for the practice of medicine to the Senior Associate Dean for Medical Education. This should be done as soon as practical after the deficiency is identified. The Senior Associate Dean for Medical Education will give the student a copy of these guidelines and arrange a meeting with the student and, as appropriate, the individual identifying the deficiency and/or any of the Associate or Assistant Deans for Advising. If the alleged deficiency can be explained or corrected in a mutually satisfactory manner, the matter need go no further.

To facilitate identification of students who may have deficiencies in their suitability for the practice of medicine, the Office of Student Affairs will maintain impermanent, auxiliary files of students as a repository for such concerns. If a concern about suitability is communicated to a student (see above), a memorandum recording the communication will be sent to the student and a copy placed in the student’s impermanent file. By having a central repository for such information, students who repeatedly provoke

suitability concerns can be identified. The impermanent file on suitability for the practice of medicine will also contain records on informal hearings and/or CSP considerations of students regarding suitability (see below). The Senior Associate Dean for Medical Education will personally maintain the impermanent files separately from the student's permanent files. Except as disclosure is necessary under this process, access to impermanent files will in general be restricted to any of the Associate or Assistant Deans for Advising, the CSP, and the student. The contents of any impermanent file on suitability are to be destroyed within one year after the student graduates.

### **Informal Hearing**

If the student, the identifier of the deficiency, or the Senior Associate Dean for Medical Education is not satisfied with the result of the personal communication described above, the holding of a private, informal hearing may be requested. It shall involve the student, an impartial third party, and any other individual (e.g., faculty member identifying the deficiency) whom the Senior Associate Dean for Medical Education thinks pertinent to resolve the matter. The Senior Associate Dean for Medical Education shall, after consulting with the student, appoint the impartial third party who shall not be the Dean of the School of Medicine or any other person involved in this suitability process. The purpose of the private, informal hearing will be to permit the student and any other involved individuals to present their version of the alleged deficiency and work out, if possible, with the help and advice of the impartial third party, a mutually satisfactory remedy. The third party will communicate in writing the results of the hearing to the Senior Associate Dean for Medical Education within seven working days of the meeting. At the discretion of the Senior Associate Dean for Medical Education, the written communication or other summary of any mutually satisfactory remedy may be placed in the student's permanent file. If there is no mutually satisfactory remedy, the written communication and any other records of the hearing will be placed in the student's impermanent file.

### **Formal Hearing**

If the matter cannot be satisfactorily resolved at the informal hearing, or if the student or the Senior Associate Dean for Medical Education is not satisfied with the outcome of the informal hearing, the Senior Associate Dean for Medical Education will call a special meeting of the CSP and inform its members of the matter. The CSP will determine whether to call a formal hearing. If no formal hearing is called, the Senior Associate Dean for Medical Education shall notify the concerned parties of that decision in writing and place a copy of the decision in the student's impermanent file.

A formal hearing is intended to provide an opportunity for the parties to present all relevant evidence and their views of the evidence to a body with the authority to recommend a remedy, including dismissal from the School of Medicine. That authority lies with the faculty. The Committee of Five (i.e., Executive Committee) of the Medical School Faculty Senate shall appoint, to hear the matter, an ad hoc Committee on Suitability for the Practice of Medicine, in accordance with the Senate's customary practice for convening an ad hoc committee. The Committee will be composed of four members of the full-time faculty and one member of the voluntary clinical faculty. Each member of the Committee on Suitability for the Practice of Medicine must attend the formal hearing. Decisions will be made by majority vote.

The chair of the Committee on Suitability for the Practice of Medicine shall establish the procedures for the formal hearing and conduct the formal hearing, and in doing so provide the following procedures for the benefit of the student:

- (1) The student will be informed in writing of the alleged deficiency to be considered, of the situation upon which the concern is based and of the scheduled date of formal hearing, which shall be at least 10 days after the date of this written statement. The written statement will also include a copy of this process and any special rules and procedures to be followed in the hearing. The student may request a reasonable extension of the hearing if necessary to prepare a defense.
- (2) The student will be allowed to inspect or receive a copy of his or her medical school files to which he or she would be entitled under Stanford's policy on the Privacy of Student Records (see page 69), including any material concerning the alleged deficiency.
- (3) No person who has first hand information concerning this matter, who may present evidence against the student or who otherwise is involved in this process may serve on the Committee on Suitability for the Practice of Medicine. A replacement, when necessary, will be appointed by the Committee of Five.
- (4) The student will be permitted to have an advocate accompany him or her at the hearing, but that advocate may not participate directly in the hearing. An attorney is not an appropriate advocate. The student shall notify the chair of the Committee on Suitability for the Practice of Medicine at least five days prior to the hearing of the identity of any advocate.
- (5) The student has a right to be present during the presentation of all evidence supporting the alleged deficiency, has the opportunity to question any witness who presents evidence against him or her at the hearing, and to rebut that evidence.
- (6) The student will be given a reasonable opportunity to present his or her version of the situation, using any relevant evidence and presenting witnesses on his or her behalf.
- (7) The student will be allowed to record those portions of the hearing at which he or she is present.
- (8) Unless the student asks for an open hearing, the data and discussions of the hearing will be kept confidential, and no record will be placed in the student's permanent file unless the charge of deficiency is substantiated.
- (9) Any findings and recommendations resulting from the formal hearing will be based solely upon the evidence presented at the hearing.

After the hearing, the Committee on Suitability for the Practice of Medicine shall convey its findings and recommendations in writing to the Committee of Five of the Medical School Faculty Senate in a timely manner. The Committee of Five will consider the findings and recommendations and issue a final decision in writing to the student in a timely manner. The Committee of Five will also inform the Senior Associate Dean of Student Services of the final decision.

The student may appeal in writing the decision of the Committee of Five in writing to the Dean of the School of Medicine as a formal grievance under (and within the time limit of) the Student Academic Grievance Procedures. The Dean may serve as grievance officer or may appoint a grievance officer to assist

and make recommendations to the Dean concerning the grievance. If the decision of the Committee of Five is upheld by the Dean of the School of Medicine, the student may further appeal to the Provost and then to the President of the University as provided by and within the time limit of the Student Academic Grievance Procedures.

## STUDENT AFFAIRS

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- OFFICE OF STUDENT AFFAIRS
- MEDICAL STUDENT ADVISING
- HEALTH AND COUNSELING SERVICES
- SECURITY, TRANSPORTATION, PARKING, AND HOUSING
- TUITION AND FEES
- FINANCIAL AID



## OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs (OSA) supports the School of Medicine and its student body by fostering an environment that values diversity and scholarly achievement. The OSA encourages students to take advantage of the curricular flexibility unique to this school by making use of academic options available on the University campus as well as in the medical center and by participating in community service locally and internationally. The office is organized under the operating units of Student Life, Advising, Student Financial Support Services, and Admissions, Outreach and Records.

More specifically, each operating unit of the OSA assists each individual student in attaining his/her professional goals by providing assistance with meeting financial needs, planning course schedules (including research) and addressing academic problems, achieving personal well-being, assuming the professional responsibilities required of a physician or scientist, choosing a career, and planning for post-graduate training.

Major responsibilities include: implementing and administering curricular policies; overseeing student registration; monitoring student progress; evaluating student performance; distributing financial aid for students; providing academic advising and counseling (including the orientation programs for incoming students); organizing special informational programs on career opportunities in medicine and the basic sciences; interacting with the leadership of the Stanford Medical Student's Association (SMSA), the Biomedical Associated Stanford Students (BioMASS); planning and organizing the Medical School commencement ceremony (including awards); preparing and publishing the Medical Student Guide and the monthly student newsletters; and supporting students applying for fellowships, scholarships, and visiting clinical clerkships. OSA provides support and assistance to incoming students in terms of logistical arrangements (email, lockers, mailboxes, etc.), health benefits counseling. In addition, assistance is also provided to students with special needs (married students, students with children, students with disabilities, etc). The office also includes programs to support women in medicine and the biosciences.

For questions contact the OSA staff (located in the Medical School Office Building MSOB Suites X327-X367) at (650) 723-6951 or fax (650) 725-7855.

### **Admissions, Outreach and Records**

Admissions and Outreach manages the recruitment and selection process of applicants to the School of Medicine degree programs. This office serves as a central point of contact for applicants to the MD and PhD programs and provides individual counseling and information about the school and its academic specialties. The office maintains a web-based directory of faculty research interests available to applicants and current students. In coordination with the Center of Excellence, the two offices manage minority recruitment and retention programs including summer research opportunities, undergraduate tutoring, and high school student exposure to careers in medicine and medical sciences.

### **Student Financial Support Services**

The Student Financial Services is a central point of contact for MD, PhD., and Postdoctoral students in the School of Medicine. The unit ensures that financial support is processed in a timely manner and that students are properly informed about the sources and timing of their awards. In addition, the unit coordinates financial planning seminars for all students and maintains web-based information on financial resources and possible funding opportunities.

### **Center of Excellence**

The Center of Excellence is a federally supported program to enhance the experience of underrepresented minorities in the medical school's student body, residency, fellowship programs, and faculty. The program also seeks to increase research and information on health problems impacting on minority populations and to integrate this information into the medical school's curriculum.

The Center of Excellence sponsors numerous activities, including minority student recruitment and retention projects, the Early Matriculation Program, United States Medical Licensing Examination Review Course, and minority health grand rounds. Community health preclinical and clinical electives are offered in local minority communities. For information on activities, contact the Center at 251 Campus Drive, Suite 347, Stanford, California 94305-5413. Telephone: (650) 725-0403; Fax: (650) 725-5538.

### **Student Life**

The following programs are administered and/or coordinated by Student Life staff:

251 Campus Drive, West;  
Medical School Office Building, Room 341  
Telephone: (650) 498-4945 or (650) 725-3944  
Fax: (650) 498-7171).

### **Medical Student Orientation**

A formal orientation program is held in early September for all incoming medical students. The orientation schedule is mailed to students during the summer before they begin medical school. Information concerning coursework, advanced placement, health insurance, counseling services, and "Getting Around Stanford", is provided before the students arrival and supplemented during the orientation program. Each entering student receives a copy of the Medical Student Survival Guide, a student publication with helpful hints about resources, student groups and activities, and life at Stanford, along with introductory commentary about the first year classes. To conclude the orientation, students are introduced to the medical interview, tour the Stanford clinical facilities, and participate in a formal induction ceremony

Stanford Wilderness Experience Active Orientation Trips (SWEAT) is a unique introduction to medical school. Four days prior to campus orientation, students gather to go backpacking in the Sierra in small groups consisting typically of six incoming students and three student leaders. The final night is an all-group gathering at the base camp in Bear Valley. The program emphasizes safety and cooperation and hopes that these values will provide, among other things, a springboard into the world of medicine. SWEAT began in 1992 and has been an overwhelming success ever since; in 1999-00, over 75% of the incoming class participated. All interested students are encouraged to become involved, either organizationally or as leaders or base camp staff.

### **Graduate Student Orientation**

Student Life also manages the Orientation program for the PhD and MS students in coordination with individual department programs for incoming students. This program is similar to the MD Orientation, and also includes a camping trip that is coordinated by the current students.



## STUDENT ACADEMIC AND CAREER ADVISING

The Advising Deans have primary responsibility for overall academic advising. The Advising Deans will get to know each student, meet regularly with them individually and track their progress throughout medical school. They provide advice regarding courses, clerkships and research activities and assist as needed when personal issues arise. They also facilitate small group discussion sessions with students on topics such as medical ethics, professionalism, etc. They provide career counseling and refer students to community and faculty mentors working in areas in which students have an interest. They organize meetings with program directors and prepare the Medical Student Performance Evaluation or “Dean's Letter” for graduating students

Preclinical course directors and clerkship directors answer questions about prerequisites and content and, with the Advising Deans, help arrange tutorial assistance when appropriate.

The preceptorship/mentorship program provides opportunities for students to develop a personal relationship with a member of the faculty or a community physician who can introduce the student to the science and practice of medicine. This relationship helps students gain early exposure to clinical medicine or research, begin to explore possible long-range career goals, and understand the responsibilities and rewards of academic medicine or practice.

Career advising is provided by the Advising Deans. In addition, one member of each clinical department serves as the consultant for questions about careers in that specialty. The Internet also provides a wealth of information about careers and residency programs. For example, the Fellowship and Residency Interactive Database (FREIDA) Online provides information on approximately 7,800 accredited graduate medical education programs as well as over 200 combined specialty programs.

**Advisors:** **Terry Blaschke:** [blaschke@stanford.edu](mailto:blaschke@stanford.edu), 725-4632  
(Grant Bldg. S009)

**Denise Johnson:** [mudlj@stanford.edu](mailto:mudlj@stanford.edu), 723-5955 (direct), 723-5672 (office)  
Christine Reyes, Asst.: [clreyes@stanford.edu](mailto:clreyes@stanford.edu)  
(3<sup>rd</sup> Fl. Hospital, H3680)

**Susan Knox:** [sknox@stanford.edu](mailto:sknox@stanford.edu), 723-5832 (Office)  
Chuck DeBari, Asst.: 728-4073, [cdibari@stanford.edu](mailto:cdibari@stanford.edu)  
(CCSR South 1245A)

**Kuldev Singh:** [Kuldev.singh@stanford.edu](mailto:Kuldev.singh@stanford.edu), 723-5517 (office)  
Reuben Ybera, Asst.: 725-5743  
(Blake Wilbur W3055 – 3<sup>rd</sup> Fl.)

To schedule appointments with an advisor: 724-0998, [mdadvising@med.stanford.edu](mailto:mdadvising@med.stanford.edu)

Char Hamada, Asst. Dean for Student Affairs: [hamada@stanford.edu](mailto:hamada@stanford.edu), 723-4462

Nancy Cubit, Advising Coordinator: [jcubit@stanford.edu](mailto:jcubit@stanford.edu), 724-9112

Robin Casey, Student Advising (Scheduling): [rlcasey@stanford.edu](mailto:rlcasey@stanford.edu), 726-1685

## HEALTH AND SUPPORT SERVICES

### Needlesticks

A needlestick hotline has been established for use in case of an emergency and you are not sure what to do. If you are stuck with a needle or other sharp, call this number for specific directions on where to go and what to do.

The hotline number is **extension 8-4000**.

When you call the number, you will be walked through the steps you should take to respond immediately to your emergency: whom to notify, where to go, and what to do. If ever in doubt, you can always report to the Emergency Room.

### Vaden Health Center

Vaden Health Center provides comprehensive, on-site health care on both an appointment and a walk-in basis to Stanford students currently enrolled in the university. A wide variety of services are available, including medical care, confidential personal counseling, general health and nutrition education, HIV prevention, and alcohol and other drug abuse prevention. Specific service areas include medical appointments, women's health appointments, Gynecology, Orthopedics, Urgent Care, Pharmacy, Physical Therapy, Counseling and Psychological Services (CAPS), Sexual Health Peer Resource Center and Health Promotion Services.

- Web Address: <http://vaden.stanford.edu/>
- Vaden is located conveniently on campus at 866 Campus Drive across from Wilbur Field.
- Regular hours during the fall, winter, and spring quarters:

Telephone      Monday – Friday, 8:00 a.m. – 8:00 p.m.  
*Saturday – Sunday (for urgent problems), 10:00 a.m. – 5:30 p.m.*

Appointments      Monday – Thursday, 8:00 a.m. – 5:00 p.m.  
Friday, 9:00 a.m. – 5:00 p.m.

*After-hours appointments available (for urgent problems only)*  
*Monday – Friday, 5:00 p.m. – 8:00 p.m.*

*Saturday – Sunday (for urgent problems), 10:00 a.m. – 5:15 p.m.*

Regular hours during summer quarter are Monday – Friday, 9:00 a.m. – 12:00 p.m. and 1:30 – 5:00 p.m.

Both Medical Services and Counseling and Psychological Services are available to help in urgent situations 24 hours a day, including when Vaden is closed.

Information	(650) 498-2336
Appointments	(650) 498-2336, extension 1
Medical Advice (24 hours)	(650) 498-2336, extension 1
Counseling and Psychological Services (CAPS)	(650) 498-2336, extension 2
After 5 p.m. and weekends	(650) 498-2336, extension 1
Health Promotion Services	(650) 498-2336, extension 5
Pharmacy	(650) 498-2336, extension 3
Physical Therapy	(650) 723-3195
HIV/AIDS Testing	(650) 498-2336, extension 1
Insurance Office	(650) 498-2336, extension 4
Sexual Assault and Harassment Prevention	(650) 725-9955

**Life-threatening situation 911**

**(from University phones dial 9-911)**

Medical Services at Vaden Health Center include: medical appointments, women's health appointments, urgent care, medical advice, allergy treatment, immunizations, travel advice, after hours medical care, physical therapy, pharmacy, laboratory, x-ray, gynecology, and orthopedics.

Please call ahead to Vaden to make an appointment with either a physician or nurse practitioner. If you are in need of urgent care during the day and if immediate attention is needed, call or come to Vaden and ask to see the triage nurse, who will refer you to the appropriate provider.

- Medical Emergencies

If there is a medical or psychiatric emergency that does not require hospital emergency room facilities and staff, students should go to Vaden. If a medical emergency requires treatment in the hospital emergency room, students should go to the emergency room at Stanford University Medical Center.

- Services Covered

Health services covered by the Vaden Health Center include routine visits to physicians and nurse practitioners; necessary examinations, treatments and dressings; most laboratory and X-ray tests and noninvasive procedures.

In order to avoid unnecessary expenses, students are urged to consult first with the Vaden Health Center before consulting with other faculty and clinics for medical care (except for emergencies).

- Services Not Covered

Please also refer to the insurance section, for many services not covered by Vaden may be covered by one's own health insurance policy.

Health Services not covered by the Vaden Health Center include in-hospital care (hospitalization, hospital emergency, or operating room care for an accident or injury); transportation by ambulance; outpatient surgical and fracture care; specialty consultation and related ancillary services, dental care, examination or X-rays; eyeglasses, contact lenses or examinations (eye disease and injury are covered); speech therapy; maternity care or complications of pregnancy; purely cosmetic surgery; special nursing service; extended psychiatric care; physical examination, chest x-rays and immunizations that are required for entrance to the University; radiation and laser therapy; surgery for sterilization or fertility studies; and conditions for which the student may desire treatment but that in the opinion of Vaden Health Center is not essential for the student's welfare.

- Other Fee-for-Services Available

Vaden, at a charge, can provide physical examinations for employment and scholarships, etc.; spouse care; physical therapy; allergy injections; travel immunizations; and immunizations required for the Entrance Medical Record (EMR).

- Pharmacy

Vaden's pharmacy provides prescription and over-the-counter medications. The costs are competitive with or lower than charges at neighboring pharmacies.

- Pregnancy Care

The following pregnancy care is available:

- (1) pregnancy tests: no charge at Vaden for students; a fee for spouses,
- (2) termination of pregnancy: by referral, and covered by the Stanford-sponsored health insurance policy or by one's own insurance, and
- (3) prenatal care and normal delivery: Cardinal Care.

Dental Care is not available on campus. Vaden offers a voluntary low-cost plan that provides coverage with preferred dentists. The plan offers discounted rates with no claims to file.

Disability Insurance is required of all MD students and costs \$61 per year (billed through registration in Winter Quarter).

Malpractice Insurance is provided by the University for all MD students and covers them year round as long as they are enrolled (registration during the summer is not required as long as they are enrolled, matriculating students).

### **Health Insurance Information for Incoming Students**

- Cardinal Care

While most services at Vaden are available to Stanford students without charge, all registered students are required to have health insurance, either with Cardinal Care, the University-designated insurance policy paid with Stanford registration fees or from an external carrier.

If a student decides to use Cardinal Care, the fees will appear on his/her quarterly University bill. The fees for a single student for the 2004-2005 University fiscal year are \$516 per quarter (up-to-date information is on the web site). This Cardinal Care student health insurance provides year-round coverage for medical expenses for injuries and illnesses.

Health insurance during unregistered quarters and/or for up to a year away from Stanford is available to students covered under Cardinal Care insurance plan. (The “year” terminates at the end of the summer quarter.) Forms to continue insurance are available at Vaden and must be completed by the second day of class of each unregistered quarter. Please note that students are not notified in advance that the insurance policy must be renewed.

- **Outside Insurance**

Students are automatically enrolled in Cardinal Care during registered quarters unless health insurance is waived through Axess. The health insurance waiver must be in place not later than the first day of any registered quarter. To waive out of Cardinal Care a student must enter Axess and follow the health insurance waiver link and complete the steps indicated. A health plan name and group policy number are required to complete the health insurance waiver. A student can waive health insurance for the entire academic year or for a quarter at a time.

Note for students with private health insurance: Many managed care plans provide only for emergency care outside their local service area. Students should review their policies to make sure coverage is adequate.

- **Spousal Insurance**

Students may apply to purchase a supplemental insurance plan for legal dependents. Information and applications are available at Vaden. Health insurance for domestic partners is also available.

Medical services for spouses and domestic partners are available at Vaden on a fee-for-service basis, and charges typically are lower than at other clinics. Medical care for spouses is also available in the community or at the Stanford University Clinic, on a fee-for-service basis.

For more information, call the insurance office at Vaden at (650) 723-2135.

### **Entrance Medical Requirements**

Before you can begin your studies at Stanford you must complete certain health-related forms, immunizations, and tests. Failure to complete these requirements will result in a hold being placed on your Winter Quarter registration. For complete information, forms, and instructions see the Vaden Health Center website at:

<http://vaden.stanford.edu>

- **Immunizations:** All entering medical students must have had the following immunizations or provide proof of immunity: measles, mumps, rubella (MMR), or individual measles, mumps, and rubella; diphtheria and tetanus (Td); hepatitis B; varicella (chicken pox); and polio. The hepatitis B vaccination series may be completed after arrival at Stanford within the first academic year.

- Health History: A health history is required of all students, regardless of their insurance or their intentions to utilize the services at Vaden Health Center. The information in your file is electronically secure and completely confidential. It cannot be released without your consent, except as required by law.
- Tuberculosis Screening: Tuberculosis testing (PPD) is required of all incoming medical students and annually thereafter. TB screening is available at Vaden Health Center for a fee.

### **Health and Safety Training**

Health Insurance Portability and Accountability Act (HIPAA) Training: In compliance with the Privacy Rule of the Health Insurance Portability and Accountability Act (HIPAA), the Stanford University School of Medicine requires all new medical students to complete Patient Privacy Regulation HIPAA Training before starting classes. Stanford's HIPAA Training is a web-based training that takes approximately one-and-a-half hours. The training is accessed with a SuNet ID at <http://hipaa.stanford.edu/training.html>. Medical students are required to complete Level 2.

Bloodborne Pathogens Training: The California OSHA Bloodborne Pathogen Standard requires that all individuals with occupational exposure to blood, blood products, or other potentially infectious materials complete a Bloodborne Pathogens training course annually. This requirement applies to all medical students. Stanford University Bloodborne Pathogens Training is a web-based training that takes approximately one half hour. The training is accessed with a Stanford University ID at <http://somsafety.stanford.edu>.

### **Personal Support Services**

The Director of Student Life and other members of the Student Life staff are always available to discuss personal concerns of students, and to recommend further counseling with the Advising Deans and/or one of the organizations or services below.

- Counseling and Psychological Services (CAPS)

CAPS, located on the second floor of Vaden Health Center, offers, without charge, evaluations and brief counseling to any registered Stanford student. Short-term counseling is defined as evaluation and treatment up to 10 visits a year. For couples counseling, only one person needs to be a registered student. Only students requesting or requiring longer, ongoing, psychotherapy incur fees.

Assistance is available for students experiencing personal problems or difficult situations while at Stanford, including stress, anxiety, depression, relationship distress, low self esteem, procrastination, sexual concerns, sexual assault/harassment, or family problems. Emergency response is available. Workshops and groups to support student adjustment at Stanford and to help with personal and social difficulties that interfere with academic and social functioning are also offered. African American, Asian American, Chicano/Latino, and gay counselors are available upon request. Services are confidential. The School of Medicine is never informed about students using CAPS without their explicit permission.

If longer-term treatment is indicated (more than 10 visits per year), it is available through CAPS or through outside services. If so, the financial aid officer in the Office of Student Affairs can assist

students by helping to arrange for a special loan to meet the financial need for such treatment. The Student Health Insurance Plan will co-pay up to \$50 per visit with a \$1,500 maximum per year.

Students can be seen on an urgent basis the same day. A clinician is on-call 24 hours for emergencies and can be reached by calling one of the following numbers: appointments and Information, (650) 498-2336; after 5 p.m. and weekends, (650) 498-2336; and CAPS Sexual Harassment & Sexual Assault Counseling, (650) 725-9955.

- Health Promotion Services (HPS)

HPS helps students to make informed, healthy decisions about their lifestyle and behavior through education and support. Areas of expertise include alcohol, tobacco, and other drug use; nutrition, weight management, body image and eating disorders, sexual assault and harassment; sexual health, relationships, intimacy, and gender issues.

Services include individual preventive counseling and resource referral, speakers, programs, events and workshops at student residences, community centers, and student organizations, and for new students. HPS also trains student volunteers and sponsors a variety of health outreach projects and events. Most services are free. Please call (650) 498-2336, extension 5, for further information.

- Medical Center Chaplain and Associate Dean of Memorial Church

The Medical Center Chaplain is always available to provide personal counseling for medical students. The Chaplain's office is located in the Stanford Hospital near the Emergency Department (H1401). Telephone: (650) 723-5760. Emergency number for nights and weekends: (650) 851-2615.

- Medical School Ombudsperson

The Medical School Ombudsperson is a designated impartial individual who strives to see that people are treated equitably and fairly. The Ombudsperson provides confidential assistance to faculty, students, housestaff and postdoctoral fellows regarding academic and employment-related concerns. The Ombudsperson helps generate options to facilitate informal problem-solving and conflict resolution and serves as an information resource and communications channel.

For further information, please contact the Medical School Ombudsperson, MSOB X301, Stanford University School of Medicine, Stanford, CA 94305-5404. Telephone: (650) 498-5744; Fax: (650) 498-5865.

- University Ombudsperson

The University Ombudsperson receives, examines, and channels the complaints and grievances of members of the University community and facilitates expeditious and impartial resolution. Although possessing no decision-making authority, the office has wide powers of inquiry. Services are conducted in a confidential manner and available to students, housestaff, fellows, faculty, and staff. For further information, please contact the University Ombudsperson, Stanford University, Bldg. 310, Room 104, Stanford, California 94305. Telephone: (650) 723-3682.

- The Bridge

The Bridge Peer Counseling Center is staffed by intensively trained volunteer student counselors. These peer counselors are willing to discuss any concerns with students, – e.g., academic frustrations, coming out issues, sex, substance abuse, loneliness, family or relationships. The Bridge provides information on a variety of other support services available in this geographical area. In addition, it sponsors support groups such as Alcoholics Anonymous and Emotions Anonymous as well as workshops on such topics as stress and time management. The Bridge is located at Rogers House, 549 Salvatierra Walk. Drop-in hours are seven days a week, 9:00 a.m. to 12:00 p.m. Telephone: (650) 723-3392 (24 hours per day).

- Office of Accessible Education

The Office of Accessible Education (OAE) at Stanford University is organized into four interrelated service centers: Student Disability Resource Center (SDRC), Schwab Learning Center, Assistive Learning Technology Center (ALTeC), and the Center for Universal Design in Education (CUDE).

Student Disability Resource Center (SDRC)

In accordance with the provisions of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, the SDRC coordinates and offers an array of accommodations and auxiliary aids and services to students with documented disabilities. The SDRC's goal is to enable students with disabilities to participate fully in the educational experience at Stanford while meeting the academic standards maintained by the university.

Students seek support from the SDRC for a wide range of disabilities, including mobility impairments, learning differences, chronic illness, psychological disabilities, and sensory disabilities.

Working collaboratively with a staff member, staff and student develop and implement an accommodation plan tailored to the student's disability-related needs. Direct support services include, but are not limited to:

- Note taking
- Oral or sign language interpretation
- Stenocaptioning
- Examination accommodations
- Modifications in course load or other academic requirements
- Books-on-tape
- Braille embossing
- Electronic text (e-text)
- Assistive technology screenings and training
- Housing accommodations
- Other accommodations as approved



DisGoCart: During the academic year the SDRC runs a free golf cart transportation service called DisGo for use by any member of the campus community who has a temporary or permanent mobility impairment or who uses a wheelchair. To arrange for an on campus ride, call 725-2484 (5-CHUG).

If you are a student with a disability for which you may need accommodations, call and register with the SDRC as soon as possible by phoning the main office number: (650) 723-1066. Arranging for your service needs is a shared responsibility; by contacting the SDRC early, staff can often begin making arrangements prior to the start of the quarter. The liaison at the Medical School, with whom the SDRC works closely to facilitate academic accommodations, is Charlene C. Hamada, Assistant Dean of Student Affairs/Director of Admissions; e-mail: hamada@stanford.edu, work phone: (650) 723-4462.

The SDRC is located at 563 Salvatierra Walk, Stanford University, Stanford, California 94305. Voice (650) 723-1066; TTY (650) 723-1067. The Center is open 9:00 am to noon and 1:00 pm to 5:00 pm Monday through Friday.

### Schwab Learning Center

The Schwab Learning Center serves students with learning differences (LD) and Attention Deficit Hyperactivity Disorder (ADHD). Emphasis is on a metacognitive approach to learning: students learn how to identify and use their own unique learning styles and strengths to maximize academic success. Among the services offered by the Schwab Learning Center are:

- Screening assessments for learning differences
- Individual learning style assessments and instruction in specific study strategies for academic enhancement
- Referral to outside professionals, as appropriate, for comprehensive psychoeducational testing (evaluations are subsidized for students with financial need)
- Tutoring in various academic disciplines
- On-site tutoring service for students at the Stanford Medical School
- ADHD coaching
- Orientation program for incoming and returning students

Students with Learning Disabilities/Differences and ADHD who are interested in receiving services offered by the Schwab Learning Center should phone the main office number: (650) 723-1066.

### Assistive Learning Technology Center (ALTeC)

Located on Meyer Library's second floor, ALTeC provides a wide array of resources to make information technology and education more accessible for those with disabilities. The Center's expert

staff can provide training and technical assistance, assess barriers to computer access, and recommend appropriate assistive technology or compensatory strategies. Among ALTeC's current accommodations are:

- A cluster of accessible high-end PCs and Macs
- Software for speech recognition, text-to-speech screen readers, screen magnification, and assistance with studying and writing
- Alternative input devices such as specialized keyboards and mouse substitutes
- Ergonomic computer workstations (some private) with independently adjustable keyboard and monitor positions
- CCTV video magnifiers and a refreshable Braille display
- Tutoring rooms with PCs and whiteboard capture systems

ALTeC's Alternative Format Production Facility (AFPF) converts printed text to computer files (e-text), large print, or Braille using high-speed scanners and Braille embossers. The Equipment and Software Loan Library (EaSLL) allows students to borrow certain assistive technology for evaluation purposes.

ALTeC's services are available to eligible students, faculty, and staff who need assistance due to a disability. Students should contact the SDRC at (650) 723-1066 for more information. Faculty and staff should contact Stanford's ADA/504 Compliance Office at (650) 723-0755 for a referral.

#### Center for Universal Design in Education

This is a research and development center under the auspices of the OAE. It serves to advance the development of instructional methods, tools, and strategies that are inherently flexible, customizable, and accessible to *all* students with different backgrounds, learning styles, abilities, and disabilities in a variety of learning contexts.

- The Stanford Help Center  
(<http://www.stanford.edu/dept/helpcenter>)

The Help Center offers professional counseling on a short-term basis. It is staffed by licensed clinical social workers and psychologists. No records are kept so that complete confidentiality can be assured by all using this service. The Help Center is available to Stanford University faculty, staff, their spouses and children under 21 years of age. A member of the staff is defined for purposes of this service as someone receiving a paycheck from the University, even for part-time employment. Thus, medical students who hold appointments as research or teaching assistants would qualify during the quarters of their appointment. Medical students having a spouse who is a University employee would qualify for services. Examples of problems considered include stressful relations with a significant other, job stress, parent-child problems, alcohol and other drug abuse, loss of loved one, and care of ill family members. In addition to individual appointments, there are workshops, peer support groups, or phone interviews for those wishing to speak anonymously with a counselor. The Center is located at 100 Encina Commons. Telephone: (650) 723-4577.

## SECURITY, TRANSPORTATION, PARKING, AND HOUSING

### **Security Services**

Stanford University Medical Center's Security Services Department provides escorts, door unlocks, access and key control. In addition they investigate thefts, crimes against persons, perform patient restraints, de-escalate violent situations, and coordinate Medical Center interaction with local police departments. Security Services also presents seminars on personal safety, rape prevention and Medical Center parking.

Security Services is staffed 24 hours a day, seven days a week. Telephone: (650) 723-7222.

### **Transportation and Parking**

Information regarding campus parking, shuttles, bike facilities and commute alternatives in the Bay Area is available from Transportation Programs. The main office is located at 340 Bonair Siding on the main Stanford campus; hours are Monday-Friday 7:30 am to 5:00 pm. Telephone: (650) 723-9362. Email is [transportation@stanford.edu](mailto:transportation@stanford.edu). Visit the website at: <http://www.transportation.stanford.edu>

### **Housing**

- On-Campus Housing

Approximately 45 percent of Stanford's graduate students enrolled at the home campus live in University housing. The residence program is based on the conviction that living and learning, social and intellectual life should be integrated, not separate. Graduate residences serve as focal points of intellectual, recreational, and social interchange.

Single graduate students are housed in furnished dormitory rooms, co-ops, and apartments. The costs vary greatly and are shown on the Housing Assignment Services' web site:

[http://www.stanford.edu/dept/hds/has/\\_tour/gradtour/rateschart.html](http://www.stanford.edu/dept/hds/has/_tour/gradtour/rateschart.html)

Rates include all utilities except telephones.

Couples without children and students with children live in furnished and unfurnished apartments in Escondido Village, a residential neighborhood on the eastern edge of campus. Students who are married, who have a same-sex or opposite-sex domestic partner, or who have dependent children living with them are eligible to live in housing for couples or students with children. At Stanford University, a domestic partnership is defined as an established, long-term partnership with an exclusive mutual commitment in which the partners share the necessities of life and ongoing responsibility for their common welfare. Couples without children are housed in one-bedroom apartments. Students with children are housed in two-, three-, or four-bedroom apartments, depending on the number of children in occupancy. Rents for these units are also shown on the above web page.

All housing assignments are made through a lottery system. New students who apply for housing by the May lottery deadline and are willing to live in any graduate residence are guaranteed housing. The University is generally able to meet the housing demand of all continuing, matriculated students with children and most couples without children. While Stanford is unable to assign all continuing, single, matriculated graduate students who apply for on-campus housing, the University generally comes close

to meeting the demand of those willing to live in any graduate residence. Single students who have limited housing choices may not be assigned housing because space in each individual residence is limited. A booklet describing housing on campus in more detail and explaining application procedures and housing policies is sent to each newly admitted student. Students can indicate housing preferences on the application form. The form should be returned to Housing Assignment Services, Stanford University, Old Union, Room 110, Stanford, California 94305-3012. Information on rental payment options, including deferment loans and installment plans, is available from the Bursar's Office, Stanford University, Old Union, P.O. Box 5069, Stanford, California 94309.

Single graduate students and couples without children are assigned to campus housing for one academic year at a time and must reapply for housing on a yearly basis. After moving into assigned spaces, students are responsible for the room rent for the entire academic year. Students with children are assigned campus housing for up to four years on a one-year, renewable contract. Students must submit a new housing application each year by the Lottery deadline and sign a new Residence Agreement to renew their contract. For additional information, visit the Graduate Housing Website at <http://www-leland.stanford.edu/dept/hds/has/newstu/grads.html>.

- **Off-Campus Housing**

Many students live off campus. Complete and up-to-date information on obtaining suitable housing can be found at Community Housing Services, Stanford University, Old Union, Room 110, Stanford, California 94305-3012. Community Housing Services maintains computerized listings of rental units available in the Stanford area. Listings are posted on bulletin boards at Community Housing Services and are available on Folio, a University computer system. Students can access Folio from terminals at Community Housing Services or from any public terminal on campus. Their web address is:

<http://www.stanford.edu/dept/hds/chs/index.shtml>

The Office of Student Life will provide additional assistance as appropriate to students' having difficulties finding housing.

## TUITION AND FEES

### **Tuition Payment Policies**

Tuition and student fees, payable on the first day of each quarter, entitle students to University community services, benefits of the University Health Service, use of Stanford University libraries, and use of required equipment in laboratory courses. Deferment of tuition payment is subject to a finance charge, unless the tuition is met by financial aid or Research Assistant/Teaching Assistant (RA/TA) tuition credit.

Students who have paid for 13 full quarters of tuition (16 for joint MD/PhD candidates) pay the TMR tuition rate.

Students who must repeat a clerkship as required for graduation must again pay tuition.

If employed as an RA or TA, students may register on a unit basis. (To be eligible for financial aid, a student must enroll in at least nine units.) The unit basis registration privilege is not available to students appointed as predoctoral fellows on training grants.

The units of work attempted must be in agreement with the tuition paid by the students.

Any student classified as a “special student” is eligible to register for the TMR rate plus Associated Students of Stanford University (ASSU) fees.

### **Tuition Rates for 2004-2005**

- Tuition (Courses)

\$12,105 Full-time, 9 or more units

- Terminal Medical Registration (TMR) rate

\$ 2,500 Applied after 13 full quarters paid for MD students and 16 full quarters paid for MD/PhD students (three at full graduate student rate)

### **Fees**

In addition to tuition, students are required to pay other fees related to their enrollment in the School of Medicine:

- All students registered at Stanford University must have health insurance, either with the Stanford-sponsored insurance, Cardinal Care, or with an external carrier. The fee for Cardinal Care will appear on the student’s tuition bill. Students choosing external insurance must notify the University. For specific information, see Health Insurance for Incoming Students ([vaden.stanford.edu](http://vaden.stanford.edu)).
- Major Medical Hospitalization insurance is required in addition to basic health insurance. The cost of the plan, offered as a supplement to Cardinal Care, is approximately \$560 per quarter for a single student.
- Medical Student Disability insurance is also required of all students and is currently \$61 per year.
- Associated Students of Stanford University (ASSU) fees are \$34 for autumn quarter, \$33 for winter quarter, and \$34 for spring quarter. No fees are paid for summer quarter enrollment.
- With the exception of ASSU fees, the fees above are included in the budgets for students on financial aid.
- Parking fees will be required of students who wish to park a car or motorcycle on campus, either adjacent to on-campus housing or at the Medical Center. Typical fees are \$486 per year for close-in parking, \$162 per year for more distant parking, \$54 per year for motorcycle parking.

## FINANCIAL AID

### **Eligibility**

Stanford University admits students of either sex and any race, color, religion, sexual orientation, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It prohibits discrimination, including harassment, against students on the basis of sex, race, age, color, disability, religion, sexual orientation, national and ethnic origin, and any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other University-administered programs. The following person has been designated to handle inquiries regarding this policy: the Vice Provost for Campus Relations, Office of Campus Relations, Building 310, Main Quad, Stanford University, Stanford, CA 94305-2100; (650) 723-3484 (voice), (650) 723-1216 (TTY), (650) 723-1791 (fax).

### **Citizenship**

U.S. citizenship or permanent residency is a prerequisite for financial aid. Foreign students must be able to demonstrate, with appropriate financial statements, that they have funds available to meet all educational costs prior to matriculation. Note: Although assistantship earnings may be available to help you meet your educational costs, they cannot be included as a resource in your documentation.

### **Enrollment**

To be eligible for financial aid, you must be enrolled for a minimum of nine units of medical school course work during the fall, winter, and spring quarters. During summer quarters, only three of the nine units must be medical school course work. Students working on advanced degrees outside of the medical school are not eligible for medical school financial aid and should apply for aid from the individual degree-granting department.

### **Financial need**

All financial aid administered by the medical school is based on demonstrated financial need, not academic achievement. The financial aid program requires that you, your parents (*if you are under 30 years old applying for Stanford-based financial aid*), and your spouse provide all financial information fully and accurately. All students regardless of age must promptly notify the School of Medicine Financial Aid Office in writing of any change in their financial circumstances during the year. Failure to report changes such as marital status, parental income, assets, scholarship aid, work income, etc., could result in a total loss of assistance, a revision of past awards, serious disciplinary action, or all three.

**Satisfactory academic progress for financial aid**

Federal law and regulations require that students receiving financial assistance from federal funds maintain satisfactory academic progress. The following policy presents the standards adopted by the Stanford University School of Medicine for students receiving financial aid. This policy supersedes prior policy.

1. Each student must maintain the following unit requirements:
  - a. Per quarter (autumn, winter, spring): nine medical school units each quarter (medical school course work includes all courses and research units offered through the medical school); summer: a minimum of nine units that must include three medical school units.
  - b. Per academic year: minimum of 36 medical school units each academic year.

Students planning not to register for a quarter, or to register for summer and take only three medical school units, must be careful that during each academic year they complete a minimum of 36 medical school units. No financial aid will be disbursed to a student who completes less than the minimum. Units for a course dropped will not be included.

2. Academic deficiencies must be corrected within the time frame established by the Committee on Student Performance.

3. Maximum Financial Aid Eligibility:

- a. For students in the MD program: five years (i.e., 20 quarters)
- b. For MD students working on a master's degree at the medical school: six years (i.e., 23 quarters)

Funding beyond the maximum time frames will be provided only if approved by an associate dean of student affairs because of significant mitigating circumstances.

The maximum time allowed does not include periods of approved leaves of absence. For transfer students, quarters completed prior to entering are subtracted from maximum financial aid eligibility.

4. Advanced degrees outside of the medical school do not qualify for financial aid funding through the medical school.
5. A student who has completed degree requirements, with the exception of the National Boards, will not be eligible for financial aid funding.

The medical school registrar will monitor all student records and will inform the School of Medicine Financial Aid Office and the Committee on Student Performance about those students whose academic progress may be in question.

STANFORD UNIVERSITY SCHOOL OF MEDICINE  
 QUARTERLY SALARY AND TUITION ALLOWANCE FOR 2004-2005  
 RATES (MD ONLY) EFFECTIVE SEPTEMBER 1, 2004

**Teaching Assistants Elective Courses**

Percent Appointment	Tuition Allowance	Departments Tuition Cost 81%	Schools Tuition Cost 19%	Quarterly Salary	TA Salary Semi-monthly
10%	<b>\$1,580.00</b>	\$1,280.00	\$300.00	<b>\$1,289.00</b>	\$214.83
15%	<b>\$2,370.00</b>	\$1,920.00	\$450.00	<b>\$1,934.00</b>	\$322.33
20%	<b>\$3,160.00</b>	\$2,560.00	\$600.00	<b>\$2,578.00</b>	\$429.67
25%	<b>\$3,950.00</b>	\$3,200.00	\$750.00	<b>\$3,223.00</b>	\$537.17
30%	<b>\$4,740.00</b>	\$3,839.00	\$901.00	<b>\$3,868.00</b>	\$644.67
35%	<b>\$5,530.00</b>	\$4,479.00	\$1,051.00	<b>\$4,512.00</b>	\$752.00
40%	<b>\$6,320.00</b>	\$5,119.00	\$1,201.00	<b>\$5,157.00</b>	\$859.50
50%	<b>\$7,900.00</b>	\$6,399.00	\$1,501.00	<b>\$6,446.00</b>	\$1,074.33

**Teaching Assistants Required Courses\***

Percent Appointment	Tuition Allowance	Departments Tuition Cost 19%	Schools Tuition Cost 81%	Quarterly Salary	TA Salary Semi-monthly
10%	<b>\$1,580.00</b>	<b>\$300.00</b>	\$1,280.00	<b>\$1,289.00</b>	\$214.83
15%	<b>\$2,370.00</b>	<b>\$450.00</b>	\$1,920.00	<b>\$1,934.00</b>	\$322.33
20%	<b>\$3,160.00</b>	<b>\$600.00</b>	\$2,560.00	<b>\$2,578.00</b>	\$429.67
25%	<b>\$3,950.00</b>	<b>\$750.00</b>	\$3,200.00	<b>\$3,223.00</b>	\$537.17
30%	<b>\$4,740.00</b>	<b>\$901.00</b>	\$3,839.00	<b>\$3,868.00</b>	\$644.67
35%	<b>\$5,530.00</b>	<b>\$1,051.00</b>	\$4,479.00	<b>\$4,512.00</b>	\$752.00
40%	<b>\$6,320.00</b>	<b>\$1,201.00</b>	\$5,119.00	<b>\$5,157.00</b>	\$859.50
50%	<b>\$7,900.00</b>	<b>\$1,501.00</b>	\$6,399.00	<b>\$6,446.00</b>	\$1,074.33

All appointments should be on a quarterly basis and appointed in 5% increments. The minimum appointment at the Med School has been set at 10%. Tuition rates are based on full MD Tuition of \$12,105 per qtr.

There is a 3.5% staff benefit rate applied on student RA/TA salaries.

Department's cost equals the Dept's tuition cost plus student salary for percentage appointed.

Departments must pay the tuition for students on TMR tuition; \$2,500 per quarter.

**Student's with TAships funded with Federal Work Study, tuition split is 50/50; adjustments done at fiscal year-end.**

\*Schedule for required courses approved by the Dean's Office for 81% tuition supplementation.

Prepared by: Martha C. Trujillo  
 Director of Financial Aid



**STANFORD UNIVERSITY SCHOOL OF MEDICINE  
 QUARTERLY SALARY AND TUITION ALLOWANCE FOR 2004-2005  
 RATES (MD ONLY) EFFECTIVE SEPTEMBER 1, 2004**

**Research Assistants**

<b>Percent Appointment</b>	<b>Tuition Allowance</b>	<b>Departments Tuition Cost 81%</b>	<b>Schools Tuition Cost 19%</b>	<b>Quarterly Salary</b>	<b>TA Salary Semi-monthly</b>
10%	<b>\$1,580.00</b>	<b>\$1,280.00</b>	\$300.00	<b>\$1,169.00</b>	\$194.83
15%	<b>\$2,370.00</b>	<b>\$1,920.00</b>	\$450.00	<b>\$1,754.00</b>	\$292.33
20%	<b>\$3,160.00</b>	<b>\$2,560.00</b>	\$600.00	<b>\$2,339.00</b>	\$389.83
25%	<b>\$3,950.00</b>	<b>\$3,200.00</b>	\$750.00	<b>\$2,924.00</b>	\$487.33
30%	<b>\$4,740.00</b>	<b>\$3,839.00</b>	\$901.00	<b>\$3,508.00</b>	\$584.67
35%	<b>\$5,530.00</b>	<b>\$4,479.00</b>	\$1,051.00	<b>\$4,093.00</b>	\$682.17
40%	<b>\$6,320.00</b>	<b>\$5,119.00</b>	\$1,201.00	<b>\$4,678.00</b>	\$779.67
50%	<b>\$7,900.00</b>	<b>\$6,399.00</b>	\$1,501.00	<b>\$5,847.00</b>	\$974.50



## OVERSIGHT OF THE MD PROGRAM

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- MEDICAL SCHOOL FACULTY SENATE
- COMMITTEES OF THE FACULTY SENATE



## SCHOOL OF MEDICINE FACULTY SENATE

Responsibility for all aspects of medical student education is vested in the Medical School Faculty Senate through its four standing committees. Standing committees report essential business at monthly meetings and present an annual summary report. Proposed changes in the criteria for promotion or the requirements for graduation must be approved by a majority vote of the Senate. Changes to the Articles of Organization must be approved by a majority vote of the Senate and communicated to the entire medical school faculty. The Senate consists of 37 departmental faculty representatives and 19 Senators-at-Large elected for a maximum of two three-year terms. Ex-officio non-voting members of the Senate include the chair of the Stanford Medical Student Association.

## COMMITTEES OF THE FACULTY SENATE

The standing committees of the Medical School Faculty Senate are:

- Committee on Admissions (CA)

The CA is responsible for all aspects of the identification and selection process for the medical student entering class, and also for the admission of transfer and advanced standing students. The CA consists of ten faculty members and two medical students and is assisted in the screening and interview process by a large cohort of faculty and medical student volunteers. Changes in the methods and procedures of CA must be approved by the Faculty Senate.

- Committee on Courses and Curriculum (CCC)

The CCC is responsible for developing, reviewing, and refining all plans for changes to the MD curriculum or other changes to the MD program graduation requirements. CCC recommendations for changes to the curriculum or other graduation requirements are forwarded to the Committee of Five and the Medical School Faculty Senate for discussion and approval. The CCC is responsible for assuring continuous quality improvement of courses and clerkships, and achievement of long-term programmatic goals. The CCC may request course or clerkship directors to revise or restructure their courses or clerkships for the purpose of reducing lecture time, to incorporate interdisciplinary topics, or for other purposes deemed necessary by the CCC to modernize the curriculum. The CCC is empowered to determine and implement the process for evaluation of courses and clerkships with staffing provided by the Dean's Office. The CCC can request that courses with unsatisfactory ratings undergo revision, and if unsatisfactory ratings continue, can recommend other courses of action including changing course leadership. The CCC has 12 voting members: four basic science faculty, four clinical unit faculty, chair (of either unit), two student representatives with two alternates, and the Senior Associate Dean for Medical Education. The Senior Associate Dean for Medical Education is designated as an ex-officio voting member of the CCC. The Senior Associate Dean provides leadership and direction in all aspects of medical student and graduate student education within the School of Medicine. The Senior Associate Dean may bring proposals to the CCC for consideration, advise on proposals brought to the CCC or raised internally, and is responsible for implementation of proposals related to the education program that are approved by the CCC and the Faculty Senate.

- The Committee on Performance Assessment and Advising (CPAA)

The CPAA considers and takes action on matters pertaining to the assessment of medical student academic performance in required courses, clerkships, and scholarly concentrations. The CPAA shall advise on and recommend to the Faculty Senate changes in academic policy that affect performance assessment and advising. It shall be the responsibility of the CPAA, together with the Dean and the Executive Committee of the School, to implement those policies recommended by the CPAA and adopted by the Senate. The CPAA reviews and advises the Dean's Office on the format and content of the Medical Student Performance Evaluation (MSPE, a.k.a., the Dean's Letter), and the structure and operation of the medical student advising and mentorship programs.

- Committee on Student Performance (CSP)

The CSP reviews the academic progress and problems of students on its agenda, makes decisions concerning their standing, and prescribes academic programs to help students correct deficiencies and achieve their goal of acquiring the MD degree. The Committee also makes the final decision on Dean's awards given to graduating students. The CSP is composed of five faculty members who have been members of the Faculty of the School of Medicine for at least the previous three years and the Associate Deans of Advising who are non-voting members.

- Committee on Medical Student Scholarship (CMS)

The CMS oversees the performance and achievements of the Medical Student Scholarly Concentrations and Medical Student Research Fellowships. The CMS shall make final decisions on the approval and disapproval of research fellowship awards to students, and on Scholarly Concentration criteria for assessment, completion, and evaluation. The CMS, the Dean, and the Executive Committee of the School are responsible for implementing those policies recommended by the CMS and adopted by the Senate. The CMS is composed of the Scholarly Concentration Directors and ex-officio members including the Senior Associate Dean for Medical Education and the Associate Dean for Medical Student Research and Scholarship. Each Scholarly Concentration Director of the CMS shall establish a subcommittee to review medical student research proposals in their area of expertise.

# SCHOOL OF MEDICINE POLICIES ON CLINICAL TRAINING

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- CONTRACTUAL AGREEMENT FOR PARTICIPATION IN CLINICAL CLERKSHIPS
- DEFINITION OF MEDICAL STUDENT PRACTICE ROLE
- MALPRACTICE LIABILITY FOR MEDICAL STUDENTS
- STUDENT PARTICIPATION IN CLINICAL ACTIVITIES INVOLVING PERSONAL RISK
- HOW TO TAKE CLERKSHIPS AT OTHER INSTITUTIONS
- PARTICIPATION OF STUDENTS FROM OTHER INSTITUTIONS IN CLERKSHIPS AT STANFORD





## CONTRACTUAL AGREEMENT REGARDING PARTICIPATION IN CLINICAL CLERKSHIPS

The clerkships scheduled in the Office of Student Affairs represent a professional commitment to fulfill a clinical responsibility. The following regulations apply:

- (1) Each student's clinical clerkship schedule is listed online in the Fishbowl System. Students are able to make changes to their schedule using their Fishbowl username and password. Students are expected to attend each clerkship to which they are assigned. Students wishing to add or drop a clerkship must adhere to the restrictions on adding or dropping clerkships. If the student is unable to meet the deadlines for dropping or adding clerkships, permission must be obtained from the clerkship director and the clerkship office.
- (2) Scheduling a clinical clerkship represents a multilateral agreement among the student, patients, faculty, the Office of Student Affairs (which ensures that tuition is paid for the period of instruction and that the student is legally covered under the University's malpractice policy for medical students), and fellow students with whom the allocation of clinical clerkship slots is shared. To protect all of the above parties, the penalty for not respecting this multilateral agreement is a formal failure of the clerkship. Graduation is contingent upon correcting any such failures.

## DEFINITION OF MEDICAL STUDENT PRACTICE ROLE

The Medical Board of California requests that medical students be carefully instructed about what they may and may not do in terms of writing orders or prescriptions for patients. Thus, the Office of Student Affairs, in collaboration with clinical department chairs, the Stanford-affiliated hospitals, and the nursing offices, has prepared the following description of the appropriate role of the Stanford medical student on a patient care team:

California state law allows specific exceptions for medical students to the general code, which requires that all medical acts must be performed by licensed physicians. The exception specifies that a student may do all things that a physician may do with the following two provisos:

- (1) That any medically-related activity performed by students be part of the course of study of an approved medical school.
- (2) That any medically-related activity performed by students be under the proper direction and supervision of the faculty of an approved medical school.

Medical students may write orders for drugs, treatments, etc., providing:

- The provisions of number 2 above are observed.
- The students are assigned to or are consultants to the service on which the order pertains.
- A licensed physician countersigns all orders before the orders are executed. Telephone orders of counter-signatures will be accepted from licensed physicians (including licensed housestaff). Medical students may locate and solicit the licensed physician's verification by telephone, but the licensed

physician must speak directly to the registered nurse and must actually sign the order before going off duty. The counter-signature is recorded as a telephone order. Routine admission orders are not exempted from the above provisions.

Medical students may act as subinterns, but they are still subject to the above provisions.

Medical students will identify their signatures with CC (Clinical Clerk), just as licensed physicians identify their signatures with MD. Medical students will also wear badges identifying them as medical students.

Students functioning in a preceptorship away from the Stanford University Hospital and its affiliates are subject to the above limitations. If a preceptorship is an out-of-state one, other state regulations may govern the role of the student in the preceptorship, and students should ascertain the provisions of these regulations.

## MALPRACTICE LIABILITY FOR MEDICAL STUDENTS

Stanford assumes the financial responsibility for medical malpractice liability incurred by registered medical students when participating in any clinical activities as part of their formal educational program at the Stanford University Medical Center, or at other Stanford-approved medical facilities. Stanford reserves the right without prior notice to modify its practices with regard to financial responsibility for medical malpractice liability. However, it is very important that Stanford medical students be certain they are protected when participating in clinical work in special situations. Therefore, students should ask the Office of Student Affairs for specific information if they will be:

- (1) Taking a clinical clerkship at another hospital or medical school in the United States while not paying tuition and not registered as a medical student at Stanford.
- (2) Taking a clinical experience in a foreign country while not paying tuition and not registered at Stanford.
- (3) Participating in any volunteer clinical work away from Stanford.
- (4) Working in a private physician's office.
- (5) Participating in any clinical activities not at Stanford that are not covered in (1) through (4) above.

## STUDENT PARTICIPATION IN CLINICAL ACTIVITIES INVOLVING PERSONAL RISK

(endorsed by the Medical School Faculty Senate on May 17, 2000)

The Stanford University School of Medicine has long had the policy that medical students learn to be physicians by participating in the care of patients under faculty supervision. Some of these patients may have an infectious or other disease that provides some risk to caretakers, including students. While every effort will be made to provide appropriate training and safeguards for students so that these risks are minimized, they cannot be totally eliminated.

Students are required to participate in patient care as one of their fundamental responsibilities during a clinical clerkship. Students are expected at all times to follow universal safety precautions in order to safeguard their own health. Under certain rare and extenuating circumstances where the risk to the student significantly outweighs either the educational benefit to the student or the health-care benefit to the patient, a supervising physician may suggest that a student be exempted from, or a student may ask permission from the supervising physician to be excused from, participation in certain aspects of patient care.

The clerkship director is responsible for providing clarification of this statement and resolving any disputes. In the event a dispute is unsatisfactorily resolved from the standpoint of either the student or the supervising physician, the matter may be referred to an Associate or Assistant Dean of Medical Student Advising for final review.

## HOW TO TAKE CLERKSHIPS AT OTHER INSTITUTIONS

Students wishing to take clerkships at other institutions in the United States or Canada should apply about six months in advance. Students who wish to take clinical clerkships abroad should apply to the foreign hospital or medical school one year in advance. Several catalogues of elective clerkships available at U.S. medical schools and a notebook containing additional information are in Lane Library. Electives in International Health are also listed in a notebook in the International Health Office in the hospital. Additional information is available from individual departments at Stanford or from the Office of Student Affairs of the medical school of interest. Correspondence should include the following information:

- (1) Your name and address.
- (2) Expected graduation date from Stanford University School of Medicine.
- (3) The clerkships you are interested in taking, including alternates if possible.
- (4) Approximate dates available (be as flexible as possible).
- (5) A statement that an Associate Dean for Advising will be pleased to write a letter of recommendation if required.
- (6) A request for housing information.

If the away institution requires a letter of good standing, the student may request one from Caroline Cheang in OSA. The Office of Student Affairs will provide the letter, have the application signed, and return these documents to the student for mailing along with any application fees, transcripts, or proof of immunization.

It is recommended that away clerkships be taken for credit. When the elective with the away institution is confirmed, credit can be requested by completing the Faculty Authorization Form for an Away Elective (ask Caroline Cheang for a copy of the form). Students should determine which clerkship offered at Stanford most closely resembles the away experience. For a core or selective clerkship, students must procure the signature of the faculty member in charge of that clerkship and the signature of an Associate Dean for Advising prior to beginning the clerkship. If the away clerkship is deemed to be equivalent to a clerkship that satisfies one of the selective clerkship requirements at Stanford, the away clerkship will satisfy the selective requirement. For a clerkship that is neither a core nor a selective clerkship, only the signature of an Associate Dean for Advising is required.

The away clerkship is added to the student's Fishbowl and Axxess schedules after the signed Faculty Authorization Form and a copy of the acceptance notification from the away institution are submitted to Caroline Cheang in OSA. The away clerkship will carry the same department name and number as the comparable Stanford clerkship but will bear the suffix "W." Students must register and pay tuition in advance of doing the away clerkship. An evaluation of clerkship work done at the away institution is required; this may be done by using Stanford clerkship evaluation forms, evaluation forms of the away-institution, or in letter form on the away institution letterhead.

Students who choose to take the away clerkship for no credit should check with the Medical School Registrar to ensure malpractice and health insurance coverage.

As a general rule, Stanford medical students are expected to take all of their core and selective clerkships at the home institution. Students with special circumstances who wish to take a core clerkship away from Stanford and use it to satisfy the core graduation requirement must petition the director of the core clerkship in advance for permission to do so, and must also have the approval of an Associate Dean for Advising. The substituted clerkship must be of the required minimum duration and be judged by the faculty director to be equivalent in quality and intensity to the Stanford clerkship. Students are cautioned that core clerkships at other medical schools often are not open to visiting students.

After scheduling an away clerkship, the student must drop any Stanford clerkship already scheduled for that period in accordance with the Drop Code designation for that clerkship. If plans for the away clerkship change, any available clerkship may be added back to the student's schedule.

## **PARTICIPATION OF STUDENTS FROM OTHER MEDICAL SCHOOLS IN STANFORD CLINICAL CLERKSHIPS**

Students from other medical schools who wish to attend Stanford on a temporary basis to engage in a clinical clerkship must be in good academic standing, must have completed their core clinical clerkships, and must have passed Step 1 of the United States Medical Licensing Examination. Please refer to the following website for more information:

<http://www.med.stanford.edu/osa/visiting/>

# STANFORD UNIVERSITY POLICIES

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- THE FUNDAMENTAL STANDARD AND THE HONOR CODE
- STATEMENT ON STUDENT ACADEMIC GRIEVANCE PROCEDURES
- SEXUAL HARASSMENT AND CONSENSUAL SEXUAL OR ROMANTIC RELATIONSHIPS
- OWNERSHIP AND USE OF STANFORD NAME AND TRADEMARKS
- COMPUTER AND NETWORK USAGE POLICY
- STUDENTS WITH DISABILITIES



## STANFORD UNIVERSITY POLICIES

As students at Stanford University, medical students are governed by the applicable rules, regulations and policies of the University. Many of these are set forth in the Stanford Bulletin, available from the University's Registrar (Old Union 133, m.c. 3005) and online at:

<http://www.stanford.edu/dept/registrar/bulletin/bulletin.html>

Certain particularly important policies are set forth below.

### **Judicial Affairs and Student Conduct**

In March 1996, President Gerhard Casper convened the Committee of 15 and requested a review of the student judicial charter. During the following year, the Committee of 15 conducted an extensive review of the existing judicial charter and process and drafted a new charter to take its place. The Student Judicial Charter of 1997 was approved by the Associated Students of Stanford University, the Senate of the Academic Council, and the President of the University during Spring Quarter 1996-97 and Autumn Quarter 1997-98, and became effective in January 1998. Cases of alleged violations of the Honor Code, Fundamental Standard, and other student conduct policies now proceed through an established student judicial process based upon the Student Judicial Charter of 1997, which can be found in its entirety at the Judicial Affairs Office website <http://www.stanford.edu/dept.vpsa/judicialaffairs/index.html>. Also found at that website are the policies, rules, and interpretations regarding them related to student conduct, including the penalty code applicable to those students responsible for violating such a policy or rule.

When a violation of the Fundamental Standard, or the Honor Code, or other policy or rule governing student conduct is alleged, or whenever a member of the University community believes such a violation has occurred, he or she should contact the Judicial Affairs Office, Tresidder Memorial Union, 2<sup>nd</sup> Floor, (650) 725-2485.

## THE FUNDAMENTAL STANDARD

The primary codes of conduct for students are the Fundamental Standard and Honor Code.

Students are expected to observe the Fundamental Standard of student conduct, which was stated by Stanford's first President, David Starr Jordan, as follows:

“Students are expected to show both within and without the University such respect for order, morality, personal honor, and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University.”

Actions which have been found to be in violation of the Fundamental Standard include:

- Physical Assault
- Forgery
- Sexual harassment or other sexual misconduct
- Misrepresentation in seeking financial aid, University housing, University meals, or other University benefits
- Driving on campus while under the influence of alcohol
- Misuse of computer equipment or e-mail

There is no standard penalty which applies to violations of the Fundamental Standard. Penalties range from warning to expulsion. Each case is in fact specific; considerations include: the nature and seriousness of the offense, the motivation underlying the offense, and precedent in similar cases.

## THE HONOR CODE

The Honor Code at Stanford is essentially the application of the Fundamental Standard to academic matters. Provisions of the code date from 1921, when the honor system was established by the Academic Council of the University Faculty at the request of the student body and with the approval of the President.

“A. The Honor Code is an undertaking of the students, individually and collectively:

- 1) that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
- 2) that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

“B. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms



of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

“C. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.”

Examples of conduct which have been regarded as being in violation of the Honor Code include:

- Copying from another’s examination paper or allowing another to copy from one’s own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for regrading without the instructor’s knowledge and consent
- Representing as one’s own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

In recent years, most student disciplinary cases have involved Honor Code violations; of those, the most frequent arise when a student submits another’s work as his or her own, or gives or receives unpermitted aid. The standard penalty for a first offense is a one-quarter suspension from the University and 40 hours of community service. In addition, many faculty members issue a “No Pass” for the course in which the violation occurred. The standard penalty for a multiple violation (for example, cheating more than once in the same course) is a three-quarter suspension and 60 hours of community service.

## STATEMENT ON STUDENT ACADEMIC GRIEVANCE PROCEDURES

The following policy was effective beginning in the 1999-2000 academic year and is subject to periodic review.

1. Coverage
  - a. Any undergraduate or graduate Stanford student who believes that he or she has been subjected to an improper decision on an academic matter is entitled to file a grievance to obtain an independent review of the allegedly improper decision, followed by corrective action if appropriate. A grievance is a complaint in writing made to an administrative officer of the University concerning an academic decision, made by a person or group of persons acting in an official University capacity, that directly and adversely affects the student as an individual in his or her academic capacity.
  - b. Grievance procedures apply only in those cases involving a perceived academic impropriety arising from a decision taken by: (1) an individual instructor; (2) a school, department or program; (3) a committee charged to administer academic policies of a particular school, department or program; or (4) the University Registrar or a Senate committee or subcommittee

charged to administer academic policies of the Senate of the Academic Council. They do not pertain to complaints expressing dissatisfaction with a University policy of general application challenged on the ground that the policy is unfair or inadvisable, nor do they pertain to individual school, department or program academic policies, as long as those policies are not inconsistent with general University policy.

- c. Students should be aware that the University Ombuds Office is available to all Stanford students, faculty and staff to discuss and advise on any matter of University concern and frequently helps expedite resolution of such matters. Although it has no decision-making authority, the Ombuds Office has wide powers of inquiry, including into student complaints against instructors.

## 2. Grievance and Appeal Procedures

- a. **Informal Attempts at Resolution.** The student first should discuss the matter, orally or in writing, with the individual(s) most directly responsible. If no resolution results, the student should then consult with the individual at the next administrative level, for example, the chair or director of the relevant department or program or, for those cases in which there is none, with the school dean. At this stage, the department chair or program director, if any, may inform the dean that the consultation is taking place and may solicit his or her advice on how to assure that adequate steps are taken to achieve a fair result. Efforts should be made to resolve the issues at an informal level without the complaint escalating to the status of a formal grievance.
- b. **The Filing of the Grievance:**
  - 1) If informal means of resolution prove unsatisfactory, the student should set forth in writing a statement of the decision that constitutes the subject of the dispute, the grounds on which it is being challenged, and the reasons why the grievant believes that the decision was improperly taken. The statement should also include a description of the remedy sought and the informal efforts taken to date to resolve the matter. It is at this point that the complaint becomes a formal grievance. The written grievance should specifically address the matters set forth in the Standards for Review in Section IV below. The grievance should include an allegation of any adverse effects on the grievant, known to the grievant at the time of filing.
  - 2) The grievance document should be submitted to the dean of the school in which the grievance arose; for a grievance concerning a decision of the University Registrar or of a Senate committee or subcommittee, the procedures set forth herein for grievances and appeals shall be modified as stated in Section III below. A grievance must be filed in a timely fashion, that is, normally within 30 days of the end of the academic quarter in which the adverse decision occurred or should reasonably have been discovered. A delay in filing a grievance may, taking all circumstances into account, constitute grounds for rejection of the grievance.
- c. **The Response to the Grievance:**
  - 1) The relevant dean shall consider the grievance. The dean may attempt to resolve the matter informally or make whatever disposition of the grievance he or she deems appropriate. The dean may, in appropriate cases, remand the grievance to a lower administrative level (including to the level at which the grievance arose) for further consideration.

- 2) The dean may also refer the grievance, or any issue therein, to any person (the “grievance officer”) who shall consider the matter and report to the dean as the latter directs. The dean shall inform the grievant (and the party against whose decision the grievance has been filed) in writing of any referral of the matter and shall specify the matters referred, the directions to the person to whom the referral is made (including the time frame within which the person is to report back to the dean), and the name of that person.
- 3) In undertaking the review, the dean or the grievance officer may request a response to the issues raised in the grievance from any individuals believed to have information considered relevant, including faculty, staff, and students.
- 4) Should attempts to resolve the matter informally not be successful, the dean shall decide the grievance, and shall notify the grievant (and the party against whose decision the grievance has been filed) in writing of the disposition made of the grievance and the grounds for the disposition at the earliest practicable date after his or her receipt of the grievance.
- 5) Normally no more than 60 days should elapse between the filing of a grievance and the disposition by the dean. If, because of absence of key persons from the campus or other circumstances or exigencies, the dean decides that prompt disposition is not possible, he or she shall inform the grievant (and the party against whose decision the grievance has been filed) of that in writing, giving the grounds therefore and an estimate of when a disposition can be expected.

d. The Filing of an Appeal:

- 1) If the grievant is dissatisfied with the disposition of the grievance at the decanal level, either on substantive or procedural grounds, he or she may appeal in writing to the Provost.
- 2) The appeal must specify the particular substantive or procedural bases of the appeal (that is, the appeal must be made on grounds other than general dissatisfaction with the disposition) and must be directed only to issues raised in the grievance as filed or to procedural errors in the grievance process itself, and not to new issues. The appeal should contain the following:
  - a) A copy of the original grievance and any other documents submitted by the grievant in connection therewith.
  - b) A copy of the determination made by the dean on that grievance.
  - c) A statement of why the reasons for the determination of the dean are not satisfactory to the grievant. This statement should specifically address the matters set forth in the Standards for Review in Section IV below.
- 3) The grievant shall file his or her appeal at the earliest practicable date after the grievant’s receipt of the determination by the dean. Normally, no more than 30 days should elapse between the transmittal of the dean’s decision on the grievance and the filing of the appeal. A delay in filing an appeal may, taking all circumstances into account, constitute grounds for rejection of the appeal.

e. The Response to the Appeal:

- 1) The Provost may attempt to resolve the matter informally, or refer the appeal, or any issue thereof, to any person (the “grievance appeal officer”) who shall consider the matter and report to the Provost as the latter directs. The Provost may also, in appropriate cases, remand the matter to a lower administrative level (including to the level at which the grievance arose) for further consideration.
- 2) The Provost shall inform the grievant (and the party against whose decision the grievance has been filed) in writing of any referral of the matter and shall specify the matters referred, the directions to the person to whom the referral is made (including the time frame within which the person is to report back to the Provost), and the name of that person.
- 3) Should attempts to resolve the matter informally not be successful, the Provost shall decide the appeal, and shall notify the grievant (and the party against whose decision the grievance has been filed) in writing of the disposition made of the grievance and the grounds for the disposition at the earliest practicable date after his or her receipt of the appeal. The decision of the Provost shall be final, unless the grievant requests a further appeal to the President pursuant to Section II F below, and the President agrees to entertain this further appeal.
- 4) Normally no more than 45 days should elapse between the filing of the appeal and the disposition by the Provost. If, because of absence of key persons from the campus or other exigencies, the Provost judges that prompt disposition is not possible, he or she shall inform the grievant (and the party against whose decision the grievance has been filed) of that fact in writing, giving the grounds therefore and an estimate of when a disposition can be expected.

f. The Request to the President:

If the student is dissatisfied with the disposition of the appeal by the Provost, he or she may write to the President of the University giving reasons why he or she believes the grievance result to be wrong (following the general format set forth in Section II. D. 2 above). No more than 30 days should elapse between the transmittal of the Provost’s disposition and the written statement to the President urging further appeal. In any case, the President may agree or decline to entertain this further appeal. If the President declines to entertain the further appeal, the decision of the Provost shall be final. If the President decides to entertain the further appeal, he or she shall follow the general procedures set forth in Section II. E. above, and the decision of the President shall be final.

3. Grievances Concerning Decisions of the University Registrar or of a Senate Committee or Subcommittee

- a. For a grievance concerning a decision of the University Registrar or of a Senate committee or subcommittee, the grievant shall file his or her grievance with the Provost, rather than with the dean, and the Provost shall handle that grievance in accordance with the procedures set forth in Section II.C. above.
- b. There shall be no appeal of the Provost’s disposition of that grievance, except as may be available under Section II.F. above.

4. Standards for Review and Procedural Matters
  - a. The review of the grievance or appeal shall usually be limited to the following considerations:
    - 1) Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant?
    - 2) Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the grievant?
    - 3) Given proper facts, criteria, and procedures, was the decision one that a person in the position of the decision maker might reasonably have made?
  - b. The time frames set forth herein are guidelines. They may be extended by the relevant administrative officer in his or her discretion for good cause.
  - c. Questions concerning the filing and appeal of grievances should be directed to the Office of the Provost.

## POLICY ON SEXUAL HARASSMENT AND CONSENSUAL SEXUAL OR ROMANTIC RELATIONSHIPS

For the complete text of the currently applicable version of this policy, see Administrative Guide Memo 23.2, Policy on Sexual Harassment and Consensual Sexual or Romantic Relationships at <http://www-portfolio.stanford.edu/200034>, which is also published in the Judicial Affairs Office website

[http://www.stanford.edu/dept/vpsa/judicialaffairs/\\_index.html](http://www.stanford.edu/dept/vpsa/judicialaffairs/_index.html).

### **Policy**

Stanford University strives to provide a place of work and study free of sexual harassment, intimidation or exploitation. It is expected that students, faculty, staff and other individuals covered by this policy will treat one another with respect.

Reports of sexual harassment are taken seriously and will be dealt with promptly. The specific action taken in any particular case depends on the nature and gravity of the conduct reported, and may include intervention, mediation, investigation and the initiation of grievance and disciplinary processes. Where sexual harassment is found to have occurred, the University will act to stop the harassment, act to prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

The University recognizes that confidentiality is important. Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment to the extent reasonably possible. Examples of situations where confidentiality cannot be maintained include circumstances when the University is required by law to disclose information (such as in response to legal process) and when disclosure is required by the University's outweighing interest in protecting the rights of others.

Retaliation and or reprisals against an individual who in good faith reports or provides information in an investigation about behavior that may violate this policy are against the law and will not be tolerated. Intentionally making a false report or providing false information, however, is grounds for discipline. Stanford is committed to the principles of free inquiry and free expression. Vigorous discussion and debate are fundamental to the University, and this policy is not intended to stifle teaching methods or freedom of expression generally, nor will it be permitted to do so. Sexual harassment, however, is neither legally protected expression nor the proper exercise of academic freedom; it compromises the integrity of the University, its tradition of intellectual freedom and the trust placed in its members.

### **What is Sexual Harassment?**

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

1. It is implicitly or explicitly suggested that submission to or rejection of the conduct will be a factor in academic or employment decisions or evaluations, or permission to participate in a University activity; or
2. The conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating or hostile academic, work, or student living environment.

Determining what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs. Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example,

- It may be conduct toward an individual of the opposite sex or the same sex.
- It may occur between peers or between individuals in a hierarchical relationship.
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
- It may consist of repeated actions or may even arise from a single incident if sufficiently egregious.

The University's Policy on Sexual Assault (see Stanford Administrative Guide Memo 23.3) may also apply when sexual harassment involves physical contact.

### **Procedures for Dealing with Sexual Harassment**

A brochure containing Stanford's Policy on Sexual Harassment and Consensual Sexual or Romantic Relationships and a list of sexual harassment advisers and resources is supplied to all new students and is also available from the Sexual Harassment Policy Office at 723-1583. The Medical School Ombudsperson is available as a confidential resource under the policy; telephone 498-5744. The contents of the brochure, including a current list of sexual harassment advisers, is available on the web at

<http://harass.stanford.edu/index.html#Advisers>

The policy is also published in its entirety as Administrative Guide Memo 23.2, and may be reviewed with local personnel administrators at any Personnel Office, and at the reference desk at Lane Medical Library. Copies of Stanford's policy on Sexual Assault, which complements the sexual harassment policy, and copies of the university grievance procedures are also available online and at the Sexual Harassment Policy Office.

If a student feels that s/he has been a target of sexual harassment, s/he can discuss the situation and obtain advice under the policy from any sexual harassment adviser or confidential resource. Individuals particularly desiring confidential consultation may discuss their concerns about sexual harassment with a confidential resource (such as an ombudsperson, a counselor at CAPS, or a University chaplain), or with an adviser without identifying the other persons involved or sometimes by not identifying themselves.

Particular attention is called to the following newly revised policy provision:

### **Consensual Sexual or Romantic Relationships**

In General - There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions, and parties in such a relationship assume those risks. In the University context, such positions include (but are not limited to) teacher and student, supervisor and employee, senior faculty and junior faculty, mentor and trainee, adviser and advisee, teaching assistant and student, coach and athlete, and the individuals who supervise the day-to-day student living environment and student residents. Because of the potential for conflict of interest, exploitation, favoritism, and bias, such relationships may undermine the real or perceived integrity of the supervision and evaluation provided, and the trust inherent particularly in the teacher-student context. They may, moreover, be less consensual than the individual whose position confers power believes. The relationship is likely to be perceived in different ways by each of the parties to it, especially in retrospect.

Moreover, such relationships may harm or injure others in the academic or work environment. Relationships in which one party is in a position to review the work or influence the career of the other may provide grounds for complaint by third parties when that relationship gives undue access or advantage, restricts opportunities, or creates a perception of these problems. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic involvement, this past consent does not remove grounds for a charge based upon subsequent unwelcome conduct.

Where such a relationship exists, the person in the position of greater power will bear the primary burden of accountability, and must ensure that he or she — and this is particularly important for teachers — does not exercise any supervisory or evaluative function over the other person in the relationship. Where such recusal is required, the recusing party must also notify his or her supervisor, department chair or dean, so that such chair, dean or supervisor can exercise his or her responsibility to evaluate the adequacy of the alternative supervisory or evaluative arrangements to be put in place. To reiterate, the responsibility for recusal and notification rests with the person in the position of greater power. Failure to comply with these recusal and notification requirements is a violation of this policy, and therefore grounds for discipline.

With Students - At a university, the role of the teacher is multifaceted, including serving as intellectual guide, counselor, mentor and advisor; the teacher's influence and authority extend far beyond the classroom. Consequently and as a general proposition, the University believes that a sexual or romantic relationship between a teacher and a student, even where consensual and whether or not the student would

otherwise be subject to supervision or evaluation by the teacher, is inconsistent with the proper role of the teacher, and should be avoided. The University therefore very strongly discourages such relationships.

## OWNERSHIP AND USE OF STANFORD NAME AND TRADEMARKS

Stanford registered marks, as well as other names, seals, logos, and other symbols and marks that are representative of Stanford, may be used solely with permission of Stanford University. Items offered for sale to the public bearing Stanford's names and marks must be licensed. For complete text of the currently applicable policy, including the University officers authorized to grant permission to use the Stanford name and marks, see Administrative Guide memo 15.5, Ownership and Use of Stanford Name and Trademarks at

[http://adminguide.stanford.edu/15\\_5.pdf](http://adminguide.stanford.edu/15_5.pdf)

## COMPUTER AND NETWORK USAGE POLICY

Users of Stanford network and computer resources have a responsibility not to abuse the network and resources and to respect the rights of others. For the complete text of the currently applicable policy, see Administrative Guide Memo 62 and 66. This policy provides guidelines for the appropriate use of information technologies. Users of University information must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users. Chat rooms, newsgroups, bulletin board, websites or other forums of communication that use the Stanford.edu, Stanford.org, other Stanford domains or use University computing facilities, should be established only in connection with legitimate activities of the University. See also Administrative Guide Memos 62 and 66.

## STUDENTS WITH DISABILITIES

Stanford University, in compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified.

Students with disabilities who believe that they need services or accommodations should contact the Disability Resource Center (DRC) as early as possible in advance of their need for such services or accommodations. See page 108 for further information about the DRC, on-line at

[www.stanford.edu/group/DRC/](http://www.stanford.edu/group/DRC/)

or contact the Office of Student Affairs. Such Services and accommodations are arranged through and by the DRC, and not by direct contact by the student with the professor or other School of Medicine official.



## LECTURE VIDEOTAPING POLICY

Educational Technology Services has modified the permission form for videotaping of lecturers based on your feedback and recommendations of the Stanford Legal Office and the Committee of Five. The overall process for course videotaping has not changed. We believe that taping courses offers a number of benefits to both faculty and students.

The new form addresses several points that were brought up in discussion, including:

- permission is revocable
- form provides ability for faculty to give blanket permission by course – or overall – for up to three years
- permission is for educational use only
- permission covers fair use of materials

Each lecturer must submit a completed and signed permission form to EdTech before their lecture can be taped and posted to the CWP (or other Stanford website). We will send every lecturer this form individually. However, we encourage you to notify your. The form should be completed and faxed, mailed or hand-delivered to:

Mary Ayers  
Educational Technology Services  
L-109  
Stanford, CA 94305-5123  
Fax: 650-726-7471

Lecturers that do not have a completed form on file will be approached with a release form by the video taper for permission before taping their lecture.

Please contact Mary Ayers, Resources Coordinator, at 650-736-2320 if you have any questions.

STANFORD UNIVERSITY SCHOOL OF MEDICINE

**Lecture Videotape Permission to Use**

I hereby grant Stanford University ("Stanford") permission to record, digitize, and distribute via a password-protected website and/or other electronic formats for educational purposes, my lecture(s) as noted below. I understand that my lectures will be available to School of Medicine students, faculty, staff, and other account holders. This grant includes rights for internal use for educational purposes and includes authorization to use my name, voice, likeness, biographic information, and supporting material in connection with each recorded lecture. This permission is revocable. I understand that the university will act in reliance on this permission. This permission extends to the following lectures:

\_\_\_\_\_ given at Stanford University on \_\_\_\_\_  
(course/seminar name) (list dates)

OR

All School of Medicine lectures for the next \_\_\_\_\_ years  
(1, 2 3, etc.)

with exception(s) as follows:

\_\_\_\_\_

\_\_\_\_\_

To my knowledge my lecture materials fall within Fair Use Guidelines.

Acceptable media usage in lecture, according to Fair Use guidelines:

- Showing a few copyrighted images from a book, article, or website
- Playing short portions of movies for informational purposes
- Displaying quotes from journal articles or stories, with citation

You should always give references when you use copyrighted material in lecture. If you have any questions or concerns about using copyrighted materials or lecture videotaping in general, please contact EdTech Services, 650-736-2320.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Organization: \_\_\_\_\_ Email: \_\_\_\_\_

Submit signed forms to:

Attn: Mary Ayers  
Educational Technology Services  
L-109  
Stanford, CA 94305-5123  
Fax: 650-725-7471