



BROWN

BROWN UNIVERSITY

PROGRAM IN LIBERAL MEDICAL EDUCATION

ACADEMIC AFFAIRS POLICIES HANDBOOK

For PLME classes matriculating prior to September 2007

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I. INTRODUCTION

This handbook was created to familiarize you, as a Program in Liberal Medical Education student, with policies, procedures and guidelines related to PLME academic affairs. It is important for students to know what is expected of them. If you believe unique circumstances justify a deviation from usual practices, you should consult with the appropriate administrator.

If any confusion exists concerning these policies, questions should be directed to me at 863-1140.

Julianne Ip, M.D.
Associate Dean of Medicine (PLME)

II. ACADEMIC REQUIREMENTS OF THE PROGRAM IN LIBERAL MEDICAL EDUCATION

The Program in Liberal Medical Education (PLME) is designed as an eight-year program combining liberal arts and medical education, enabling each student to pursue their own interests (humanities, social sciences, natural sciences) in depth as they prepare for careers as physicians. The PLME requires the student to obtain two degrees: a Bachelor of Arts or Sciences and the Doctor of Medicine. Also, it encourages those students with research interests to work toward a graduate degree (MMS, MA, MS, or PhD).

The PLME is concerned with the general education of the future physician. This means that its graduates must be prepared to enter the next phase of their professional education (typically a hospital-based residency program) and also be equipped for a life of scholarship and service as broadly cultured, caring individuals. To achieve these goals through the PLME, the student is expected to display initiative and intellectual discipline in a rigorous academic program, while the faculty and PLME advising deans contribute flexibility, guidance and support.

The PLME has introduced several innovations in medical education, **including a competency-based curriculum that defines nine abilities** and a core knowledge base expected of all graduates in the MD Class of 2000 and beyond. The integrated nature of the PLME allows students to acquire those competencies throughout their eight-year program of education. Each course within the core curriculum of the Medical School identifies which abilities and parts of the knowledge base it addresses. Students may also meet the competency requirements through individualized study, group independent study projects (GISPs), or alternative courses that might be arranged as collaborative learning opportunities.

The Nine Abilities

As stated in *An Educational Blueprint for Brown Medical School*, "Brown's nine abilities encompass a broad range of expectations for future physicians, ranging from traditional clinical skills to the more elusive aspects of the art of medicine. Each of the abilities includes a list of specific criteria that the student is expected to master at a certain level of achievement, depending upon the student's stage of professional development."*

1. Effective Communication
2. Basic Clinical Skills
3. Using Basic Science in the Practice of Medicine
4. Diagnosis, Management, and Prevention
5. Lifelong Learning
6. Professional Development and Personal Growth
7. Social and Community Contexts of Health Care
8. Moral Reasoning and Clinical Ethics
9. Problem Solving

*Students interested in learning more about "The Nine Abilities" may refer to "An Educational Blueprint for Brown Medical School" and the MD 2000 Student Handbook. A copy is available in the Curriculum Affairs Office in the Biomed Center, Room 203. Contact Richard Dollase, EdD, Director, Curriculum Affairs, 863-3198, Richard_Dollase@brown.edu or stop by BMC 203. http://www.biomed.brown.edu/Medicine_Programs/MD2000/MD2000.html.

The key is an individualized educational plan. Achievement of individual objectives, frequent periodic review by PLME advising deans, and demonstration of competence, proficiency and skills in critical areas of knowledge constitute the milestones on the way to the M.D. degree. Each student, in close collaboration with his/her advising dean, will develop an **individualized educational plan in the spring of their sophomore year**. The plan should include an outlined program of studies, including concentration plans, a statement of personal goals, plans for advanced degrees, honors and enrichment activities.

The following pages will serve as a guide for the PLME student to develop his/her educational plan. *It is vital to remember that these recommendations are for the PLME and that, in addition, each student must fulfill the requirements for a concentration program leading to a bachelor's degree.**

There is a great deal of flexibility inherent in the PLME guidelines to allow for individualization of plans. If a student thinks he/she has achieved competence outside of the guidelines (i.e. summer courses, advanced high school courses, independent study, etc.) they are encouraged to seek out their advising dean for deliberation and discussion. Advanced placement credit is addressed more specifically in these guidelines. Also, *Inside Brown – A Guide for Entering Students*, includes pertinent information on advanced placement. Regarding departmental placement exams (e.g., biology, mathematics), students should inform the PLME Office of their "placement out" of a course. A form for this purpose is available in the PLME Office.

GOALS OF STUDY OF THE NATURAL SCIENCES

We are practicing medicine in an era that has seen an explosion of information in the natural sciences. This has major implications for physicians-in-training. Knowledge of the natural sciences provides a foundation for understanding health and disease and for acquiring the medical knowledge so critical to diagnosis and treatment. We expect our students to be grounded in the natural sciences and quantitative reasoning.

The PLME basic curriculum recommendations are presented on the following pages. *Remember that in addition to meeting PLME competency requirements, you must fulfill the requirements of your concentration.*

*Please refer to the Brown Course Announcement.

1. PLME BIOLOGY COMPETENCY

Biology, the study of living organisms, is the foundation of the study of medicine. Students should have a broad overview of living systems in order to be prepared for the basic medical sciences and clinical medicine. Understanding the underlying patterns and processes of living systems is essential in developing an appreciation of the nature of biological life.

I. Bio 20–*The Foundation of Living Systems* or equivalent

Can place out of Bio 20 by:

- a. AP score of 4 or 5, or
- b. Pass the Biology Placement Test

II. AND

For students entering the PLME prior to 2007, one or more of the following courses are highly recommended:

Bio 17–*Biotechnology in Medicine*
Bio 28–*Introductory Biochemistry*
Bio 32–*Vertebrate Embryology*
Bio 40–*Biological Design: Structural Architecture of Organisms*
Bio 47–*Genetics*
Bio 48–*Evolutionary Biology*
Bio 50–*Cell and Molecular Biology*
Bio 51–*Introductory Microbiology*
Bio 53–*Immunology*
Bio 80–*Physiology*
Bio 85–*Biological and Social Context of Disease*
BiN 1–*The Brain: An Introduction to Neuroscience*
BiN 65–*Biology of Hearing*

Students with exceptional preparation in biology should explore with their PLME advising dean more advanced courses and/or independent work.

Students concentrating in biology should see their concentration advisors to discuss additional biology course requirements.

2. PLME CHEMISTRY COMPETENCY

In preparation for understanding biochemistry, metabolic physiology, nutrition and genetics, a student must have competency in chemistry. A firm grounding in inorganic and organic chemistry sufficient to understand pathways for intermediary metabolism and the regulation of physiologic processes, and biosystems is inherent.

ALL PLME STUDENTS MUST FULFILL CHEM 33 AND CHEM 35 COMPETENCIES.

For those students who would benefit from additional preparation before taking Chem 33, Chem 10–*Introductory Chemistry* is intended as a preparatory course. The PLME recommends *that every PLME student should consult his/her PLME advising dean about chemistry placement.* This will ensure proper placement into the chemistry sequence. The PLME advising dean may refer certain students to the Chemistry Department for individual advice and placement. We anticipate that the vast majority of PLME freshmen will begin with Chem 33–*Equilibrium, Rate and Structure.*

For all students without AP credit or IBC, there will be a mandatory Chem 33 placement test to determine those students who have to begin with Chem 10 rather than Chem 33.

EXCEPTIONS for the Mandatory Chem 33 Placement Test:

a. Students with an Advanced Placement Chemistry score of 4 or 5

Students with AP Chemistry scores of 4 or 5 are certainly prepared for Chem 33 and should start with that course. A score of 4 or 5 earns credit for Chemistry 10 upon successful completion of Chemistry 33.

b. Students who have had IB-Chemistry or equivalent

Students concentrating in the sciences should see their concentration advisors regarding possible chemistry requirements.

3. PLME MATHEMATICS COMPETENCY

Introductory level knowledge of calculus (Math 9 or equivalent)

Can place out of math by:

- a. AB Calculus score of 4 or 5 earns credit for Math 9.
- b. BC Calculus score of 4 or 5 earns credit for Math 9 and 10.
- c. BC Calculus score of 3 earns credit for Math 9.
- d. Pass the calculus placement test

Students concentrating in mathematics should see their concentration advisors as well regarding possible chemistry requirements.

4. PLME PHYSICS COMPETENCY

Students need to be able to comprehend and to apply the concepts of physics to basic medical science, particularly physiology. Understanding the physical sciences ensures comprehension of the integration of structure and function of living systems.

PLME students must fulfill:

- a. Physics 3 and 4, or
- b. Physics 5 and 6, or
- c. Engineering 3 and 4

Can place out of physics by one of the following:

- a. SAT-II Physics score of 650 or above
- b. AP physics course score of A⁻ or above
- c. AP examination score of 4 or above as follows:
 - (i) in both Physics C (Mech) & Physics C (Elec & Mag)
 - or-
 - (ii) in Physics B

If a student feels they have met the physics competency *outside of these guidelines* (previous academic work or independent study), they should also seek the advice of the Associate Dean of Medicine (PLME).

Students concentrating in the sciences should see their concentration advisors regarding possible physics requirements.

5. BEHAVIORAL SCIENCE ASPECTS OF MEDICINE — UNDERGRADUATE YEARS

Understanding the way human beings feel, behave and react to illness constitutes the most ancient and revered tradition of medicine. The power and sophistication of modern medical technology and drugs sometimes tends to overshadow medicine's roots as a caring profession. Yet the day-to-day activities of most practicing physicians involve more caring than curing. The impressive technological advances in medicine make it even more important for the future physician to be expert in the behavioral aspects of medicine.

Students should therefore have sufficient educational background to ensure adequate introduction to the insights, language and methodology of the behavioral sciences. To this end, students are encouraged to pursue a course in normal development prior to entering medical school course.

Recommend at least one introductory course, such as:

- Psych 1 (for those with no previous introduction at all to psychology)
- Psych 30 (Personality)
- Psych 81 (Child Development)

Other possibilities would include courses such as:

- Anthro 20 (Culture and Human Behavior)
- Anthro 23 (Culture and Health)
- Cognitive Science 63 (Children's Thinking)
- Education 80 (Intro to Human Development and Education)

6. HUMANITIES AND SOCIAL SCIENCES

Medicine is practiced in a social context. A well-educated physician should draw upon the perspectives, modes of analysis, and scholarship represented in the humanities and social sciences, as he/she shapes both personal values and an outlook on life. Every student is required to integrate aspects of the humanities and social sciences into his/her educational plan. No particular subject matter competence is required. Rather, the student will structure his/her education in consultation with appropriate advising deans, consistent with personal and career goals, and in accordance with the following guidelines:

- i. Students who **concentrate** in the humanities or social sciences will be deemed to have **demonstrated competence in this area**. (See listing of humanities and social science concentrations at http://www.brown.edu/Administration/Institutional_Research/annrep/index2005.htm Table for Undergraduate Concentrations Completed: Selected Years).
- ii. Students who concentrate in the sciences will be **required to prepare an integrated program of study involving courses in the humanities and/or social sciences** in conjunction with their PLME advising deans. The objective is a coherent plan and significant scholarship, rather than an arbitrary number of courses. **EXCEPTIONS:** community health, and human biology (race and gender track).
- iii. **All PLME students are encouraged to develop skills of written expression.** PLME advising deans will assist each student in planning a curriculum that includes appropriate writing experience (e.g. seminar, papers, a thesis).

7. BASIC MEDICAL SCIENCES

The preclinical phase of medical education is characterized by intense, didactic and experiential education in the biomedical sciences. This builds upon the foundation in natural sciences that the student will have previously acquired, and prepares the student for entering the clinical years.

Medical knowledge has expanded so rapidly that it is impossible for a student to acquire all there is to know in a couple of years. The goal of the basic medical science curriculum is to provide students with sufficient understanding of human biology and disease to permit continuous lifelong learning.

SEE **MD CURRICULUM** at <http://bms.brown.edu/academics/curriculum.html>

8. CLINICAL EDUCATION

The clinical years represent the culmination of the predoctoral education of physicians-in-training. All the previous learning in the natural, social, behavioral, and basic medical sciences as well as the humanities are applied to the actual care of patients. The teaching setting switches from the classroom to the bedside. Students are integrated into the health care team and assume an active role in the caring process. Under the direct supervision of residents and attending physicians, students do histories and physicals, perform procedures, write daily progress notes, examine bodily fluids and tissues, interpret x-rays, scans, and other laboratory results, and suggest orders for medications, treatments, investigations, and further care. It is an exciting, exhilarating, and exhausting experience.

With the increasing need for flexibility in each physician's training, clinical education at Brown has moved away from "requiring" the "traditional" inpatient rotations.

- i. At least 58 weeks of clinically based medical education will be undertaken, ordinarily including clerkships in medicine, surgery, pediatrics, obstetrics & gynecology, psychiatry, community health, and family medicine (Bio 301, 390, 450, 490, 510, 540 and 580).
- ii. Students will be observed and evaluated directly on a daily basis as they acquire clinical reasoning and technical skills. These core clerkships involve students in a balance of hospital and ambulatory care settings.
- iii. Longitudinal Ambulatory Clerkship
A longitudinal ambulatory experience of at least six months encompassing as long a consecutive period as feasible is required to provide a continuity outpatient experience.
- iv. Advanced Clerkships
A "subinternship" in medicine, pediatrics, or surgery of at least one month's duration is required in the year of completion of the PLME.
- iv. Certain academic areas (e.g. epidemiology, public health, ethics and human values) will span the entire curriculum. Because these subjects span multiple disciplines, no specific courses are required, but students are encouraged to seek elective experiences consistent with their interests.

SUMMARY

These guidelines are meant to help you develop yourself. Savor your overall education at Brown, choose widely and wisely from all it has to offer. Resist the temptation to view the bachelor's and M.D. degrees as your singular educational goals. Medicine is not a trade that can be learned in a given period of time, but rather is an evolving profession which requires a lifetime of independent scholarship.

The PLME offers you a broad, flexible preparation for continued individual and professional growth whatever your ultimate career choice, as we recognize there is no single unique path to professional competence, social utility or personal satisfaction.

III. PROFESSIONAL DEVELOPMENT FOR PLME UNDERGRADUATES

PLME students develop professionally throughout their eight years at Brown. There are many activities, programs and experiences that students are involved in that contribute toward their personal and professional growth. Those students who are at Brown for the eight-year program have the opportunity to participate in professional development (PD) activities, but the intent is not to pre-professionalize the undergraduates. Rather, they are encouraged to benefit from the plethora of activities that support their self-awareness, academic excellence, ethical development and social responsibility.

GOALS FOR PROFESSIONAL DEVELOPMENT

This curriculum is designed to foster in our students:

- A commitment to excellence, honesty and integrity in their academic, personal and professional lives
- The ability to work collaboratively with faculty, peers, patients, other health professionals and members of the community
- A conviction that the welfare of their patients and society has priority over their own self-interest
- Increased self-awareness and the ability to balance personal priorities with an appreciation of the interests and concerns of others
- Habits of lifelong learning and the pursuit of their intellectual and creative interests, both professional and personal

Brown's notion of liberal learning, with substantive focus on flexibility and choice, enables each student to select from a variety of opportunities, while addressing individual interests and needs. Participation, while planned individually, occurs with other PLMEs, medical students and along side or collaboratively with practicing physicians. While the goals for professional development are the same as those for the medical school, the objectives for undergraduates are developmentally appropriate.

At regularly scheduled meetings with the PLME advising dean, students will discuss their interests and create a plan to address the goals of professional development. Together, they will select from among the menu of opportunities, or create new ones.

IV. EVALUATING THE ACADEMIC PROGRESS OF STUDENTS IN THE PLME

The flexibility and individuality inherent in the Program in Liberal Medical Education (PLME) require that close attention be given to quality assurance.

The provisions that follow are not designed to preempt, preclude, replace, or in any way alter the process of evaluating academic progress or academic standing of undergraduate students at The College. They pertain only to academic standing in the Program in Liberal Medical Education. Good standing in the Program in Liberal Medical Education during the undergraduate years (see definitions below) requires good standing in the College. PLME students separated from the College for academic reasons are automatically separated from the PLME. Readmission to the College is a necessary but not sufficient condition for readmission to the Program in Liberal Medical Education.

GENERAL PROVISIONS

1. **A Medical Committee on Academic Standing (MCAS)** for the PLME will oversee the academic progress of students throughout the entire program.
2. A subcommittee of the MCAS, the **PLME Academic Affairs Committee (PLME-AAC)**, will review the academic progress and performance of all PLME students at the end of each regular semester during their undergraduate years. The PLME Academic Affairs Committee may determine that a student should be placed on *academic warning*. Such students will be notified in writing.
3. Decisions to place PLME students on *academic probation* or to *dismiss students from the PLME* may be made only by the MCAS. When students are placed on "academic probation" or recommended for dismissal, both students and their parents will be notified in writing.
4. A student dismissed from the PLME during the undergraduate years is not necessarily dismissed by the College. That decision is the responsibility of the College Committee on Academic Standing (CAS). However, a student dismissed from the College for academic reasons is automatically dismissed from the PLME. A dismissed student who is readmitted to the College may apply for readmission to the PLME. **PLEASE SEE REAPPLICATION PROCESS TO THE PLME.**

Awards and Honors

During their undergraduate years, PLME students are eligible for awards and honors bestowed by Brown University. Selection for such awards and honors follows established University procedures.

External Examinations

Brown medical students must take Steps 1 and 2 of the U.S. Medical Licensing Examination prior to graduation from the Medical School.

– Approved by the Medical Council October 4, 1985.

–Addendum (November, 1986): The Medical College Admission Test (MCAT) is not required for students enrolled in the Program in Liberal Medical Education.

V. EXPECTATIONS FOR ACADEMIC PERFORMANCE IN THE UNDERGRADUATE YEARS

To remain in **good academic standing** within the Program in Liberal Medical Education, students are expected to meet these minimum guidelines.

1. Maintain an overall grade point average of **3.0 or higher**.

NOTE: PLME students who elect to take courses on an S/NC (Satisfactory/No Credit) basis, must ask the professor of the course to complete a Course Performance Report (CPR). CPR forms are available in the Registrar's Office on the third floor of University Hall. These Course Performance Reports assist the PLME Deans in the PLME academic evaluation process, and offer students individual feedback from the professor of the course selected for S/NC. Students who need any help in obtaining requested CPRs should contact the PLME Office (863-3133, 863-9790).

2. Demonstrate consistent and satisfactory progress in meeting competency requirements in basic preclinical sciences (biology, chemistry, mathematics, and physics), in the behavioral sciences, and the humanities and social sciences. All requirements are reasonably expected to be attained within an eight-year period leading to the M.D. degree. (A longer period of time may be allowed for students taking a leave of absence, seeking advanced degrees, selecting work-study options, or for extenuating circumstances other than poor academic performance.)

Students who fail to maintain the minimum expectations for academic performance may be issued an **academic warning**. This signifies a serious concern on the part of the PLME administration that academic performance or progress is falling below minimum expectations. Significant academic deficiency or failure to improve performance or progress after an academic warning may result in the student being placed on **academic probation**.

Academic probation represents a formal notice to the student that his/her academic performance or progress is below minimum expectations and that failure to improve performance or progress to an acceptable level may result in the student being dismissed from the PLME. The notice of academic probation will include specific statements indicating the academic actions and levels of performance the student must take in order to remain in the PLME, and the time frame in which this is to be accomplished. Academic probation includes parental notification.

3. Students in good academic standing may elect to take leaves of absence for study, work, travel, self-exploration, or for other reasons without any adverse effects on their academic standing. Such activities are encouraged. See "Important Information about Leave-Taking Guidelines."

Academic performance in the Brown Summer Studies Program will be considered on the same basis as work done during a regular academic semester.

Credit for courses taken at other institutions must be approved in advance through established University procedures. With appropriate faculty approval, it is often possible to fulfill PLME competency requirements through summer session courses taken away from Brown. These courses count towards a Brown degree if they meet certain criteria of the College. Students must discuss this option with the Associate Dean of Medicine, PLME (Dean Ip), prior to enrolling in such courses. Also, students should discuss this option with their concentration advisor relative to concentration requirements.

VI. THE RELATIONSHIP BETWEEN THE PLME AND THE COLLEGE'S DISCIPLINARY PROCESS

PLME students prior to the receipt of the bachelor's degree are subject to the rules and regulations governing all other students in the College. Both with respect to academic discipline (such matters as plagiarism or cheating on an examination) and with respect to non-academic discipline (such as abuse of alcohol, or disorderly behavior), PLME students will be subject to the same policies and procedures for adjudicating alleged infractions as are all undergraduate students at Brown.

The PLME, as a matter of principle, will not attempt to duplicate hearings or other procedures. Further, the PLME will not serve as a review mechanism or appeals board.

The PLME expects that candidates for the degree of Doctor of Medicine will behave in accordance with the highest traditions of the profession. Thus a determination by an appropriate University body that a student is guilty of a violation of either an academic or a non-academic regulation may have a bearing upon the determination that a student is fit to continue his/her progress towards the M.D. degree. The PLME may decide that as a result of such a violation, the student is no longer fit to receive the M.D. degree and may separate the student from the PLME.

For that reason, the PLME will establish procedures, in consultation with the Dean of the College, to assure that we are notified promptly if a PLME student is determined to be guilty of such a violation, and of any penalty imposed by the duly designated College authorities.

The Dean of Medicine (or his representative) retains the authority to determine the extent to which a disciplinary action in the College impinges upon the student's status in the PLME. It is anticipated that very few such cases will arise. The Dean of Medicine may, from time to time, establish such procedures as will treat the student in a fair and equitable manner, consistent with the norms of the profession.

VII. IMPORTANT INFORMATION ABOUT LEAVE-TAKING

From the Office of the Dean of the College

ON LEAVING:

In order to make the separation procedure as orderly and simple as possible, each student should read the following information carefully and resolve those concerns which are applicable to his or her situation before leaving campus.

Consult a Class Dean: Students planning to take a leave of absence should consult with a Dean to discuss their plans for time away and file the leave-taking form which will be shared with all University offices. The deadline for leave-taking is MAY 1 for the fall and DECEMBER 1 for the spring.

Study Abroad: Students planning to study outside of the United States should consult the Office of International Programs and Exchanges at Rhode Island Hall.

Study in the United States: Students planning to study at another institution in the United States should meet with Dean Shaw, Room 313, University Hall.

PLME STUDENTS must notify the Associate Dean of Medicine (PLME) about their decision to take a leave of absence after they have consulted with a Class Dean. This should be done prior to leaving campus. PLEASE SEE REAPPLICATION PROCESS TO THE PLME.

NOTIFY THE FOLLOWING OFFICES:

Residential Life, Wayland House, Box 1864, x3-2251

Notification of vacancy of rooms to facilitate key and possible rental refunds. (Proxy system: Students on leave may select another student on campus to serve as their agent in the housing selection process.)

Bursar's Office, Brown Office Building, Box 1839, x3-2484

Review current student account.

Financial Aid Office, Brown Office Building, Box 1827, x3-2721

Students with loans must contact the Financial Aid Office to establish a repayment schedule. Remember that applications for financial aid are due April 15.

Student Service Window, Faunce House

File a change of address card so mail can be forwarded, failure to do so will result in mail being returned to sender.

Physical Education Department

Return University athletic equipment – empty lockers -- return keys.

PLEASE NOTE: If your permanent mailing address has changed, or changes while you are on leave of absence, you must notify the Registrar's Office immediately.

ON RETURNING:

Any student who was not officially enrolled in the University at the end of the semester immediately preceding the semester of return MUST seek readmission by sending notification IN WRITING to a Dean of the College (Box 1939, Brown University, Providence, RI 01912).

If returning for Semester I: no later than **May 1**

If returning for Semester II: no later than **November 15**

Readmission requests received after these dates may be denied because of enrollment limits.

Medical Leaves and Withdrawals: Clearance from University Health Services and permission from Dean Carla Hansen or Dean Robert Samuels in the Office of Student Life (Box P, x3-3800) required.

Academic Dismissals: Formal petition to the Committee on Academic Standing will be required. Address questions and petitions to Dean Robert Shaw (Box 1875, x3-2315).

*After a dismissal, readmission to The College does not mean automatic reinstatement into the PLME. A student who has been readmitted to the College may, after successful completion of at least one semester of courses approved by the Associate Dean of Medicine, petition the PLME Academic Affairs Committee for readmission into the PLME.

For PLME students who fall into any of the above categories: Readmission to the PLME is not automatic upon reinstatement to the University. Please contact the Associate Dean of Medicine (PLME), Julianne Ip, M.D., Box G-A1 (x3-3098). PLEASE SEE REAPPLICATION TO THE PLME.

If returning for Semester I: no later than **May 1**

If returning for Semester II: no later than **November 15**

CONTACT THE FOLLOWING OFFICES:

Residential Life Office, Wayland House, Box 1864, x3-2251

Students are urged to make arrangements for housing before taking a leave of absence, if possible, but no later than **February 1** if returning for Semester I, or **December 1** if returning for Semester II.

Bursar's Office, Brown Office Building, Box 1839, x3-2484

Students should be aware that any indebtedness to the University will prevent readmission. ****Note:** All readmitted students, i.e., students not enrolled at the end of the previous semester, will be charged a \$55.00 Readmission Fee.

Financial Aid Office, 8 Fones Alley, Box 1827, x3-2721

If you are requesting financial aid, you should write to the Director of Financial Aid, Box 1827, at the earliest possible date, to make your need known and to request complete application materials. Remember that applications for financial aid are due April 15.

Registrar's Office, University Hall, Box K, x3-2500

Will send a registration packet to all readmitted students, which will contain Course Announcement and registration card. Contact this office **ONLY** if the packet should be sent to other than home address.

Transfer of course credit for work done elsewhere: Obtain retroactive evaluation forms (UH 319), have credit evaluated by appropriate faculty members as soon as possible after return to Brown and be sure to have an official transcript sent to the Registrar (Box K) to verify work completed.

Dean of the College, University Hall, Second Floor

Arrange to meet with a Class Dean if you wish to discuss course selection and academic plans.

VIII. REAPPLICATION TO THE PLME

1. LEAVE of ABSENCE —Before leaving Brown University for ANY reason on LOA, a PLME student must notify the Associate Dean of Medicine (PLME). The PLME student will be readmitted to the PLME according to the following procedures:

- a. **Study Abroad:** If a student chooses to study abroad, they are on LOA from the College. The student must submit a letter requesting readmission to the PLME. This readmission is handled administratively by the Associate Dean of Medicine (PLME). The PLME student is routinely readmitted.

The only caveat would be a student who had academic difficulty before they took their LOA to study abroad. In general, this would not be an issue since students must be in good academic standing in order to study abroad. However, a PLME student may have been on academic warning or academic probation prior to their LOA. The student is returned to the PLME provisionally on "academic warning" or "academic probation" for the first semester following their return to Brown. After one semester, the PLME Academic Affairs Committee reviews his/her academic standing and continuation in the PLME.

For all students in GOOD academic standing:

- b. **Personal LOA:** Students who wish to take a LOA must receive permission for the LOA from the Associate Dean of Medicine (PLME). The Associate Dean of Medicine (PLME) will need to hear, in writing, from the PLME student yearly to extend the LOA. The PLME student must notify the Office of the Associate Dean of Medicine (PLME) by May 1st for a Fall Semester readmission or by December 1st for a Spring Semester readmission.
- c. **Medical LOA*:** The following pertains to students on LOA for medical reasons. The student must work with the Office of Student Life and Brown Health Services to assure that their health has improved to the point that they may return. The Associate Dean of Medicine (PLME) will work with the OSL to coordinate this effort. The PLME student must request readmission in writing to the Associate Dean of Medicine. Additionally:
 - 1) A letter from the student's physician is required.
 - 2) Co-director of BHS reviews letter and makes recommendation to OSL;
 - 3) Plan is made for continued therapy and intervention;
 - 4) The Brown Medical School, through the Associate Dean of Medicine (PLME) will ascertain if the PLME student can meet the Technical Standards for the Medical School. Per the Technical Standards Protocol, a committee will be initiated if there is any concern.
- d. **Psychological LOA*:** The College has a protocol for readmission for students on a LOA for psychological reasons. The Associate Dean of Medicine (PLME) will work with the Office of Student Life and Psychological Services to assure that the student's psychological health has improved to the point that they may return. The protocol involves a letter to the Associate Dean of Medicine (PLME) requesting readmission as well as:
 - 1) A letter from the treating therapist;
 - 2) A meeting with Brown Psychological Services for an evaluation;
 - 3) A plan for continued therapy and intervention;

- 4) The student also must not impose excessive demands on the College or PLME staff in terms of needs for support.
- 5) The Brown Medical School, through the Associate Dean of Medicine (PLME) will ascertain if the PLME student can meet the Technical Standards for the Medical School. Per the Technical Standards Protocol, a committee will be initiated if there is any concern.

For all students who are on academic warning or academic probation prior to their LOA (personal, medical or psychological), the above protocols will be followed EXCEPT:

The PLME student should complete **ONE (1)** semester of 4 courses upon readmission to Brown the College before they are considered for readmission. It is recommended that one or more of the four courses demonstrate progress in meeting the PLME competencies. After one semester the student will notify the Associate Dean of Medicine (PLME) of their interest in returning to the PLME and their reapplication, including the one semester's grades, appropriate information regarding medical or psychological status, and letter of intent to return, will be reviewed by the PLME-AAC.

For all students who are in their final semester or who have completed an undergraduate degree but not yet matriculated into Brown Medical School prior to a psychological leave, the above protocols will be followed EXCEPT:

The PLME student should complete one year pursuing a full-time job or college courses (not at Brown University) and provide a letter to the Associate Dean of Medicine (PLME) from an employer or a college dean (not from Brown University) detailing the student's responsible interaction with co-workers and employer, or fellow students and faculty.

2. DISMISSAL—For students who request readmission

PLME students who have been dismissed for any reason must re-apply through the Brown Medical School Office of Admissions and Financial Aid for admission to medical school. Therefore, all dismissed PLME students who request readmission to the medical school will be considered with the standard admission students, Post Bac, and Early Identification (EIP) applicants.

3. WITHDRAWALS—For students who request readmission

The Office of Admissions and Financial Aid will handle all withdrawals and processing of re-admissions according to their procedures for admission to the medical school. This would make all applicants who have withdrawn from the PLME who apply to the medical school compete with the standard admission students, Post Bac students, and Early Identification (EIP) students.

4. DEFERRALS

- a. PLME students who defer their entry into the Brown Medical School following promotion to the Medical School will be allowed to hold their place in the Medical School for up to two years by seeking yearly approval for their deferral from the Associate Dean of Medicine (Medical Education and Student Affairs).
- b. If the PLME student is not allowed to continue their deferral, they will be withdrawn. They may reapply as a withdrawn student (see above III).

* *The transcript does not differentiate between medical or psychological leave.*

IX. APPENDIX A—MEDICAL CAREERS FOR STUDENTS WITH DISABILITIES

Brown University has as its primary aim the education of a highly qualified and diverse student body. The University offers equal educational opportunities and reasonable accommodations for the needs of qualified students with disabilities. Section 504 of the Federal Rehabilitation Act of 1973, recently reinforced by the Americans with Disabilities Act (ADA) of 1990, maintains that no qualified individuals with disabilities shall, solely on the basis of their disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity in higher education.

Brown maintains a special unit within the Office of Student Life - Disability Support Services (DSS) - which offers assistance to undergraduate, graduate, and medical students with special needs and helps to facilitate their integration into the campus community. Students who have a mobility, vision, or hearing disability are required to self-identify and register with DSS. Students with a learning disability or attention deficit disorder are required to file a written diagnosis by a qualified professional with Dean Robert Shaw, 313 University Hall, Box 1875.

A career in medicine requires that candidates for the M.D. degree be capable of attaining competence in the knowledge, skills, abilities, and personal values expected of all graduates of the Brown Medical School, with reasonable accommodation. Enclosed for your review are Brown's policies regarding the technical standards for medicine and the procedures for their evaluation. If you believe that you may have a problem in meeting the technical standards due to a disability, please contact Dr. Julianne Ip, Associate Dean of Medicine (PLME), at (401) 863-3098, promptly to permit specific discussion of your situation. If you do not contact Dean Ip, we understand you to be stating that you will be able to meet the competency requirements for medicine without any accommodations.

TECHNICAL STANDARDS FOR MEDICINE

Selection Factors

Students applying to an M.D. degree-granting program at Brown University are selected on the basis of academic achievement, faculty evaluations, evidence of maturity, motivation, leadership, integrity, and compassion. They must be capable of meeting the competency requirements expected of all graduates, with reasonable accommodation, enumerated in the document *An Educational Blueprint for Brown Medical School*. Technological compensation can be made for some disabilities in certain of these competency requirements. Candidates accepted for admission who will need special accommodations cannot be admitted unless those supportive services are available, as determined by the Dean of Medicine and Biological Sciences. The processes for assessing whether applicants will be able to meet the competency requirements for the M.D. degree, with reasonable accommodation, are described in Appendix A.1.

Applicants are assessed without regard to sex, race, religion, color, national or ethnic origin, age, physical disability, or sexual preference. A strong affirmative action program is maintained in all of the admission entry routes. Applications are encouraged from students of medically-underrepresented minority groups (including Portuguese-Americans) and from Rhode Island residents. Admission to the medical school is based on individual merit and performance and not on personal convictions, preferences, or happenstance of birth unrelated to academic performance.

SRS rev. 7/8/94

Originally approved by the Medical Council, 4/18/86

Appendix A.1

PROCESS FOR ASSESSING WHETHER APPLICANTS MEET TECHNICAL STANDARDS FOR MEDICINE

1. No inquiry will be made on the application forms concerning disability. Brown's policies regarding technical abilities and skills necessary to meet the competency requirements are included with the letter of admission, and students are asked at that time to contact the Associate Dean for Medical Education if they have any concerns about their ability to meet these standards.
2. Applicants who are identified as having a disability through volunteered information, supporting credentials, or interviews will have an assessment of their ability to meet the competency requirements only after a determination is made of their admissibility to the medical program.
3. Those applicants with disabilities deemed admissible to the medical school will be requested to have submitted on their behalf appropriate documentation in regard to the disability from a qualified health professional. The health professional will be asked to provide an opinion on the candidate's ability to meet the competency requirements for the M.D. degree. The applicant may also be requested to respond to that question.
4. The responses will be submitted to a committee appointed by the Dean of Medicine and Biological Sciences. This committee may ask for a review of the supporting documentation by appropriate members of the faculty in regard to the applicant's meeting the competency requirements. The committee will ascertain what accommodations, if any, the medical program would need to make in order that the applicant might be able to meet the competency requirements, and assess the feasibility of any needed accommodations.
5. The committee will review the information received to determine if the applicant will be able to meet the competency requirements, with reasonable accommodations on the part of the medical program, if necessary.
6. The committee will recommend to the Dean of Medicine and Biological Sciences acceptance of applicants who can meet the competency requirements or will recommend nonacceptance if they cannot.

PROCESS FOR ASSESSING STUDENT'S ABILITY TO CONTINUE IN THE MEDICAL SCHOOL SHOULD DISABILITY OCCUR AFTER MATRICULATION AT BROWN UNIVERSITY

1. A student who develops a disability after matriculation at Brown University may be identified to the Medical Student Affairs Office through a variety of sources, e.g., reporting of accident or illness by peers, family, friends, or faculty and subsequent follow-up with health professionals managing the care.
2. If the degree to which the student has become disabled raises questions related to meeting the competency requirements after a review by the Associate Dean for Medical Education, a meeting of an ad hoc committee will be set up to discuss the situation. The student will be asked to meet with the committee members, unless the disability is so severe that the student needs to be represented by another individual. The health professional responsible for the student's care will also be asked to provide information. In some cases, it might be more appropriate to have a health professional, not directly involved in the care, serve as a consultant to the committee on the issues surrounding the disability.

3. The ad hoc committee will develop a recommendation as to the student's ability to successfully pursue a medical education based on his or her ability to meet the competency requirements of the medical program. These educational accommodations will be discussed with the appropriate course directors to be certain that there is agreement on how the student will be managed. If facilities accommodations are recommended, the committee will discuss these with the appropriate individuals to be certain that the need for the disabled student can be provided. The committee's recommendations will be discussed with the student or his or her representative in the event that the student cannot attend.
4. When the recommendation is that the disabled student can meet the medical program's competency requirements, the committee will develop a report on any educational program accommodations that, if made, will still meet the competency requirements.
5. Should the decision of the committee be to recommend to the dean that the student be dropped from enrollment in the medical program, the normal due process appeals mechanism will be in effect, and the Student Affairs Office will work with the individual as appropriate on potential alternative career options. For students in the Program in Liberal Medical Education continuum, being dropped from the program due to inability to meet the competency requirements for medical education does not necessitate the withdrawal of the student from the undergraduate college if that phase of the student's education has not been completed.

IX. APPENDIX B—PLME ENRICHMENT ACTIVITIES

- A. Part-time activities during the academic year
- B. Full-time activities during vacation periods
- C. Full-time activities for prolonged periods of at least 6 months to 1 year, on leave of absence from university

ACADEMIC INTERNSHIPS (A)

Offered in: education, health and medicine, environment, community organization and action, social services, historical and cultural, women's issues, law, journalism and TV, advertising/PR
Contact: Gretchen Peterson, RI Hall #111/Andrews Terrace #103, 863-2419

ACADEMIC SUPPORT CENTER (A,B,C)

www.brown.edu/Student_Services/Resource_Center/tutoring/main.ph
www.brown.edu/Student_Services/Resource_Center/ssc
Tutoring programs; study skills
Contact: Andrews Terrace #103, 863-9891

BIOLOGY UNDERGRADUATE AFFAIRS OFFICE (A,B,C)

Central resource for present and potential biology concentrators; independent study in biology; summer and year-round opportunities in the life sciences at Brown and away from Brown
Contact: Dean Marjorie Thompson, Arnold Lab #122, 863-3133

BROWN ALUMNI ASSOCIATION (BAA)—<http://alumni.brown.edu>

Connect with alumni volunteer career advisors through **ACCess** (Alumni Career Connections), Brown's free on-line career networking program

CAREER DEVELOPMENT CENTER (A,C)—<http://www.careerdevelopment.brown.edu>

Individual counseling sessions for self-assessment and career exploration; resources for researching job opportunities; Brown JobLink accesses a wide variety of job and internship opportunities; resume and cover letter critiques by staff and peer career counselors; mock interviews; career panels and programs. Contact: Pembroke Hall, 172 Meeting St., 863-3326

COLLEGE VENTURE PROGRAM (C)—<http://www.theventureconsortium.org>

Provides students on leave-of-absence with exciting, challenging work opportunities, full-time, paid positions in a variety of fields including the environment, education, social change, government and the arts. Contact: Resource Center, RI Hall #111, 863-3013

COMMUNITY HEALTH ADVOCACY PROGRAM (CHAP) (A)

Involves medical students and PLME students working cooperatively with the Greater Providence community to help ensure that all persons have access to health care information and social services by providing health education information and resources to after school programs, senior centers, Boys and Girls Club, and community organizations.

Contact: Bettye Williams Clanton, Coordinator, Biomed Center #229, 863-1751

CURRICULAR RESOURCE CENTER (A,B,C)—

http://www.brown.edu/Student_Service/Resource_Center/rc
Experiential learning, taking time away from Brown, travel, Venture Programs; funding/fellowship info, resource scholars & artists presentation and performance series, independent concentrations (ICs), independent/group independent studys (ISPs & GISPs), academic internships (AIs), departmental undergraduate group (DUG) support
Contact: RI Hall #111, 863-3013

ENVIRONMENTAL STUDIES, CENTER FOR (A)

Offers interdisciplinary environmental studies courses, lectures, and seminars.

Contact: Osvaldo Sala, Director, 135 Angell St., 863-3449

FOREIGN STUDIES FELLOWSHIPS (A)—International Health Institute
Contact: Geraldine Cordeiro, Biomed Center, Rm. 495, 863-1186

HOSPITAL VOLUNTEER OPPORTUNITIES (A,B)

Butler Hospital: Kathleen Cotta, 455-6245
Emma Pendleton Bradley Hospital: Steve Chase, 432-1000 x195
Hasbro Children's Hospital: Cynthia Smith, 444-6577; Coordinator for Arts at Lifespan: Paula Most, 444-3153
Memorial Hospital of RI: Lynn Foster, 729-2325
Miriam Hospital: Vicki Scott, 793-2510
Rhode Island Hospital: Ms. Adrienne Walsh, 444-8635/awalsh@lifespan.org
Veterans Administration Medical Center: Ms. Lucille Beland, 457-3002
Women and Infants Hospital: Denise Roncarati, 274-1100, x1469
(Specific hospital lab volunteer opps available at the Biology Undergraduate Affairs Office)

MEDICINE IN ACTION PROGRAM (A)—<http://bms.brown.edu/students/MIAP>

Firsthand look at physicians in their working environments
Contact: PLME Office, Hilary Sweigart 863-9790, or Joan Fullerton 863-3133

MINORITY MEDICAL AFFAIRS, OFFICE OF (OMMA)

Counseling (academic & personal) for all students at both the undergraduate and medical school levels; advocates for underrepresented minority students and faculty; links faculty, minority alumni, and other medical professionals with minority medical students; programs and events for medical and undergraduate students (i.e., tutoring, test-taking approaches, receptions, workshops); guidance regarding fellowship and scholarship awards; advises and assists the Daniel Hale Williams Medical Society; coordinates meetings and events for the Committee on Multiculturalism
Contact: Dean Alicia Monroe, M.D., Arnold Lab #222C, 863-3335, Dean Mercedes Domenech, M.D., 863-3335.

THE PROGRAM IN LIBERAL MEDICAL EDUCATION (PLME) UNDERGRADUATE AFFAIRS OFFICE (A,B) —<http://bms.brown.edu/plme>

Central resource office for students enrolled in the PLME, offering information on advising, academic program guidelines and curriculum; educational planning process; Medicine in Action program; Summer Research Assistantship program; PLME Senate events (e.g. Whole Patient & Whole Physician Programs); and enrichment activities.
Contact: Hilary Sweigart, Manager for PLME Student Affairs, Arnold Lab suite 124, 863-9790

PUBLIC SERVICE/HOWARD R. SWEARER CENTER (A,B,C)

http://www.brown.edu/Departments/Swearer_Center/
Coordinates forty-five community-based partnerships in which students are central to the planning, coordination and implementation of services
Contact: Claudia Decesare, 863-2338

RI HIGHER EDUCATION ASSISTANCE AUTHORITY (A)

Clearinghouse for work-study, volunteer, and credit placements in the public, non-profit, and governmental sectors in more than 80 career fields.
Contact: 734-2200

STUDENT EMPLOYMENT/HUMAN RESOURCES (A,B,C)

<http://www.Brown.edu/studentemployment>
Contact: 863-2597

STUDY ABROAD: OFFICE OF INTERNATIONAL PROGRAMS (C)—<http://www.brown.edu/OIP/>Contact: RI Hall #106, 863-3555, Email: OIP@brown.edu

STUDY AT OTHER U.S. INSTITUTIONS (C)

Obtain information from the racks outside University Hall #313

SUMMER FELLOWSHIP FOR THE ARTS AND HUMANITIES IN MEDICINE (B)

http://bms.brown.edu/research/arts_medicine.htm

Recognizes interdisciplinary areas and value of arts and humanities in medicine

Contact: PLME Office, Hilary Sweigart, 863-9790 or Joan Fullerton, 863-3133.

**SUMMER RESEARCH ASSISTANTSHIP PROGRAM (PLME and Brown Medical Students)
(B)**

<http://bms.brown.edu/research/summer.html>

Research must be conducted at Brown or at an affiliated hospital, under the direction of a member of the Brown faculty

Contact: PLME Office, Hilary Sweigart, 863-9790 or Joan Fullerton, 863-3133

WOMEN IN MEDICINE, OFFICE OF (OWM)

Dedicated to the advancement of women students, residents, faculty, and physicians in the Brown medical community; offers educational programs to meet the needs of its many constituencies.

Contact: Debra Abeshaus, Arnold Lab, 863-2450