

**PROGRAM IN LIBERAL MEDICAL EDUCATION  
ACADEMIC AFFAIRS POLICIES HANDBOOK**

**PLME Class of 2025**



**BROWN**

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## 1. INTRODUCTION

This handbook was created to familiarize you, the Program in Liberal Medical Education (PLME) student, with the expectations of the PLME and the opportunities afforded you as you begin your journey towards your medical degree. We have included the policies, procedures, and guidelines related to PLME academic affairs and the requirements for promotion to The Warren Alpert Medical School (AMS). It is important for PLME students to recognize the dual missions of the PLME: to provide you with a unique opportunity to develop your academic interests, particularly through a liberal arts education, while also preparing you for the rigors of medical training.

The policies in this handbook represent the evolution of the Program in Liberal Medical Education (PLME) since its founding in 1984-85. Since then, the PLME policies have continued to evolve along with the medical education curriculum. Our intention is that they reflect our commitment to excellence and professionalism, for which we strive throughout our eight-year baccalaureate-medical education program.

This handbook is designed to ensure all PLME students know what is expected of them and are treated fairly within the institution. Policies, no matter how carefully crafted, cannot fully anticipate all situations. The PLME and Alpert Medical School prides itself on its flexibility and responsiveness to individual needs. If a student believes that individual circumstances justify a different action than that indicated by a certain policy, the student should discuss this with their faculty mentor and an appropriate administrator.

Brown University does not discriminate on the basis of sex, race, color, religion, age, disability, status as a veteran, national or ethnic origin, sexual orientation, gender identity, gender expression or any other category protected by applicable law, in the administration of its educational policies, admission policies, scholarship and loan programs, or other school-administered programs. The University is committed to honest, open and equitable engagement with racial, religious, gender, ethnic, sexual orientation and other differences. The University seeks to promote an environment that in its diversity is integral to the academic, educational and community purposes of the institution.

We look forward to working closely with you on your academic, personal, and professional development.



Julianne Ip, MD

Associate Dean of Medicine (PLME)

Clinical Professor of Family Medicine and Medical Science

## 2. ACADEMIC OVERVIEW OF THE PROGRAM IN LIBERAL MEDICAL EDUCATION (PLME)

The Program in Liberal Medical Education (PLME) is an eight-year program, the only combined baccalaureate-MD program in the Ivy League, and a major route of admission to The Warren Alpert Medical School of Brown University. It combines liberal arts education at Brown University with medical education at Alpert Medical School (AMS). It is designed to enable each student to pursue their own interests (e.g., humanities, social sciences, natural sciences, physical sciences) in depth as they prepare for a career as a physician. The PLME encompasses the requirement for two degrees: a Bachelor's of Arts or Sciences (AB, ScB) and the Doctor of Medicine (MD). In addition, students with research or other academic interests are encouraged to work toward a graduate degree, Master of Arts, Sciences, or Public Health (MA, MS, MPH), or pursue one of the medical school's scholarly concentrations, Primary Care-Population Medicine Program (Masters of Science in Population Medicine), PhD, or MD/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 and 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 advisors contribute flexibility, guidance, and support.

The PLME and AMS have introduced several innovations in medical education. Among these is a set of competencies that form the basis for the curriculum of both the undergraduate and medical education components of the PLME. These competencies, the 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.

The key to achieving the goals of the PLME undergraduate years is an individualized educational plan. Achievement of individual objectives, frequent periodic review by PLME advisors, and demonstration of competence, proficiency, and skills in critical areas of knowledge constitute the milestones on the way to the medical degree. Each student, in close collaboration with their PLME advisor, will develop an individualized Educational Plan in their fourth semester. The plan should include an outlined program of studies, including concentration plans, a statement of personal goals, and plans for advanced degrees, honors and enrichment activities. **Failure to complete a PLME Educational Plan by the required deadline during Year 2, Semester II could result in separation from the PLME.**

The following pages serve as a guide for PLME students to develop their Educational Plans. It is vital to remember that in addition to the PLME requirements listed here, each student must also fulfill the requirements for a concentration program leading to a bachelor's degree. Please refer to the [Brown Course Announcement Bulletin](#) for details regarding concentration requirements. There is flexibility inherent in the PLME guidelines to allow for personalization of plans. If a student thinks they have achieved competence outside of the guidelines, such as summer courses (based on the College's guidelines) or independent study, the student is encouraged to seek out their PLME advisor for deliberation and discussion. Advanced Placement (AP) and International Baccalaureate (IB) credit is addressed more specifically in these guidelines. Also, [Brown and You](#)<sup>ii</sup> includes pertinent information on advanced placement.

### The Nine Abilities

1. Effective Communication
2. Basic Clinical Skills
3. Using Basic Science in the Practice of Medicine
4. Diagnosis, Prevention and Treatment
5. Lifelong Learning
6. Professionalism
7. Health Equity and Racial Justice
8. Moral Reasoning and Clinical Ethics
9. Clinical Decision Making

### 3. PLME Competencies/Course Requirements

PLME competencies must be met by the end of the spring semester of the senior year for students to begin medical school, and preferably before starting their senior year.

#### a. Biology

Because of the essential nature of the biology competency, there are standards that apply specifically to this competency.

To fulfill the biology competency, students must take four (4) biology courses or equivalents as listed in Table 1 below. The biology courses required to fulfill the biology competency must be taken at Brown during either the fall or spring semester (NOT during the summer or winter sessions).

Three (3) biology competencies listed below must be fulfilled with a grade B or better, except as noted for BIOL0280, Introduction to Biochemistry.

BIOL0280 is required of all PLME students and may be taken S/NC if three (3) PLME biology competencies have already been completed.

If a student drops a biology competency course after the Registrar’s official drop date, the student will not have received a grade of B or better. Thus, a late drop of a PLME biology competency course is considered comparable to receiving a C or No Credit (NC) in the course, and the student will NOT have fulfilled the criteria to remain in good academic standing.

The required biology courses must be taken at Brown, during the fall or spring semester (NOT during the summer or winter). See Expectations for Academic Performance in the Undergraduate Years for further information.

Table 1: PLME Biology Competencies

Brown Course	Course Title/Note
1 (one) of the following:	
BIOL0200	<i>The Foundation of Living Systems</i>
AP Biology Exam score of 4 or 5	
Minimum IB HL score of 5	
Passing score: Brown Department of Biology Placement Test	<i>Documentation required</i>
2 (two) courses from this list:	
BIOL0470	<i>Genetics</i>
BIOL0500	<i>Cell and Molecular Biology</i>
BIOL0510	<i>Introductory Microbiology</i>
BIOL0530	<i>Principles of Immunology</i>
BIOL0800	<i>Principles of Physiology</i>
BIOL1310	<i>Developmental Biology</i>
BIOL1880	<i>Comparative Biology of the Vertebrates</i>
NEUR0010	<i>The Brain: An Introduction to Neuroscience</i>
The following course is required:	
BIOL0280	<i>Introduction to Biochemistry:</i> <b>Note:</b> <i>BIOL0280 may be taken S/NC if at least 3 other PLME biology competencies from this table have been fulfilled and the student achieves a grade of B or better.</i>

Students with exceptional preparation in biology should explore more advanced courses and/or independent work with their PLME advisor. Students may be referred to the Biology Undergraduate Affairs Office for guidance.

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

Brown University does not calculate a grade point average (GPA). However, GPAs are calculated as part of the American Medical College Application Service (AMCAS) process that is required to be completed prior to matriculation to the medical school. GPAs of all AMS matriculates are, therefore, reported to the Association of American Medical Colleges (AAMC) and other agencies.

In keeping with Brown University policies, we have not imposed a cumulative GPA requirement for PLME students. In the event that a student needs one additional biology course to complete the PLME biology competencies, and in the same semester decides to take two biology competency courses, if the student receives an A or B in one biology competency course but a C or NC in the other biology competency course, the student will NOT have fulfilled the criteria to remain in good academic standing.

## **b. Chemistry**

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 intermediary metabolism and the regulation of physiologic processes and bio-systems is essential.

*Table 2: PLME Chemistry Competencies*

<i>Brown Chemistry Department Placement Test is required for all students and will determine placement into Chemistry 0330. Chemistry placement test exceptions are as follows: students who took the AP Chemistry Exam score and received a score of 4 or 5, and students with an IB HL score of 6 do not have to take the chemistry placement test for CHEM0330.</i>	
<i>CHEM0330 or equivalent</i>	<i>Equilibrium, Rate and Structure</i>
<i>CHEM0350 or equivalent</i>	<i>Organic Chemistry</i>

CHEM 0100 Introductory Chemistry is a preparatory course. Students who would benefit from additional preparation before taking CHEM0330 may consider taking CHEM0100.

Each PLME student should consult their PLME advising dean and the Chemistry Department for individual advice and placement in chemistry. We anticipate that the majority of PLME freshmen will begin with CHEM0330 Equilibrium, Rate and Structure.

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

**c. Physics**

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. Students concentrating in the sciences should see their concentration advisor regarding the physics requirement.

Table 3: PLME Physics Competency

PLME students must fulfill competencies equivalent to <b>one</b> of the following exam scores or courses:	
IB HL Score of 5	
AP Exams	5 in Physics C (Mechanics exam 2)
	4 in Physics C (Mechanics exam 2) AND 5 in Physics C (Electricity & Magnetism exam 3)
	5 in Physics B
SAT II Physics	750+ <i>*for students who took SATII Physics while still available</i> A score of 750 or greater on the SAT II Physics Subject Test fulfills the PLME physics competency
PHYS0030	<i>Basic Physics</i>
PHYS0040	<i>Basic Physics</i>
PHYS0050	<i>Foundations of Mechanics</i>
PHYS0060	<i>Foundations of Electromagnetism &amp; Modern Physics</i>
PHYS0070	<i>Analytical Mechanics</i>
PHYS0470	<i>Electricity and Magnetism</i>
PHYS1610	<i>Biological Physics</i>
ENGN0030	<i>Introduction to Engineering</i>
ENGN0032	<i>Introduction to Engineering: Design</i>
ENGN0040	<i>Dynamics and Vibrations</i>

**d. Statistics**

Statistics and Epidemiology are extremely important as you move forward in medicine to interpret and utilize research papers. All PLME students are required to take at least one (1) statistics course to fulfill the PLME Statistics competency. You are welcome to discuss alternatives for other proposed options with your PLME advising dean. Statistics courses the PLME will accept to fulfill the competency include but are not necessarily limited to the following examples.

Table 4: PLME Recommended Courses in Statistics and Epidemiology (Introductory and Intermediate)

Introductory	
APMA0650	<i>Essential Statistics</i>
BIOL0495	<i>Statistical Analysis of Biological Data</i>
CLPS0900	<i>Quantitative Methods in Psychology</i>
EDUC1110	<i>Introductory Statistics for Education Research &amp; Policy Analysis</i>
SOC1100	<i>Introductory Statistics for Social Research</i>
CSCI0100	<i>Data Fluency</i>
ECON1620	<i>Introduction of Econometrics</i>
PHP1501	<i>Essentials of Data Analysis</i>
PHP1510	<i>Principles of Biostatistics and Data Analysis</i>
Intermediate	
PHP1511	<i>Applied Regression in R</i>
PHP1560	<i>Statistical Programming in R</i>

Table 5: PLME Recommended Courses in Statistics and Epidemiology (Advanced/Other Options)

Advanced	
APMA1070	<i>Quantitative Models of Biological Systems</i>
APMA1650	<i>Statistical Inference I</i>
APMA1655	<i>Statistical Inference I</i>
APMA1660	<i>Statistical Inference II</i>
APMA1690	<i>Computational Probability and Statistics</i>
APMA1740	<i>Recent Applications of Probability and Statistics</i>
MATH1610	<i>Probability</i>
MATH1620	<i>Mathematical Statistics</i>
Other recommended options	
CLPS1900	<i>Research Methods and Design</i>
PHP2300	<i>Research Methods</i>
PHP2390	<i>Quantitative Methods for Behavioral and Social Science Intervention Research</i>
POLS1600	<i>Political Research Methods</i>

### e. Humanities and Social and Behavioral Sciences

The program is seeking a liberal broad-based education for our graduates. A well-rounded education, including the humanities and social sciences, is important to the future physician as medicine is practiced in a social context. A well-educated physician should draw upon the perspectives, modes of analyses, and scholarship represented in the humanities and social sciences, as they shape both personal values and an outlook on life. Regardless of concentration, every student is expected to integrate aspects of the humanities and social sciences into their Educational Plan. We **highly encourage** you to consider racial, socio-economic, gender and other areas of social inequities upon medical care as well as ethics, education, and cultural aspects of care that will allow you to be a true humanist. For some examples of courses that address race, gender and issues of inequality, see *Table 5* on the next page. DIAP (Diversity and Inclusion Action Plan) courses can be found by visiting [Courses@Brown](#) and selecting “DIAP Courses” from the curricular programs filter at the bottom of the site.

However, in keeping with the broad-based personalized approach to your PLME undergraduate education, no particular subject area is required. Rather, the student should structure their education in consultation with their advisor to develop an integrated program of study involving courses in the humanities and/or social sciences.

The objective is a coherent plan and significant scholarship, consisting of four (4) courses in the humanities and/or social sciences over the course of the student’s undergraduate years. Students who choose a Humanities or Social Science concentration will have fulfilled the PLME Humanities and Social Sciences competency.

Table 6: Courses that Address Race, Gender and Issues of Inequality

HIST1977I	<i>Gender, Race, and Medicine in the Americas</i>
AFRI0830	<i>How Structural Racism Works</i>
AFRI1930	<i>Race, Difference and Biomedical Research: Historical Considerations</i>
AFRI1920	<i>Health Inequality in Historical Perspective</i>
PHP1920	<i>The Social Determinants of Health</i>
SOC0300	<i>Unequal from Birth: Child Health from a Social Perspective</i>
ANTH0300	<i>Culture and Health</i>

## f. Behavioral Sciences

Understanding the way human beings feel, behave, and react to illness constitutes an ancient and revered tradition in medicine. Students should have sufficient background to ensure adequate introduction to the insights, language, and methodology of the behavioral sciences. To this end, students are **highly encouraged**, but not required, to pursue a course in behavior and/or normal development prior to the medical portion of the curriculum. As this area of your preparation for medical school is important, a selection from one or more of the following courses is highly recommended. The following courses are examples and may not be offered every semester.

Table 7: PLME Recommended Courses in Behavioral Sciences:

ANTH0200	<i>Culture and Human Behavior</i>
ANTH0300	<i>Culture and Health</i>
ANTH1305	<i>Medical Humanities: Critical Perspectives on Illness, Healing and Culture</i>
CLPS0610	<i>Children's Thinking</i>
CLPS0700	<i>Social Psychology</i>
CLPS0701	<i>Personality</i>
CLPS1700	<i>Abnormal Psychology</i>
EDUC0800	<i>Intro to Human Development and Education</i>
EDUC1270	<i>Adolescent Psychology</i>
EDUC1430	<i>The Psychology of Race, Class and Gender</i>
EDUC1580	<i>Cross-Cultural Perspectives on Child Development</i>

Yearly additional courses from the Medical Humanities, Cogut Center, and School of Public Health may be pertinent, so be sure to check with your advisor.

## g. PLME Senior Seminar – Capstone Course

The PLME Senior Seminar (PLME 1000), offered in the fall semester, is mandatory for seniors. This integrative science course, designated as a DIAP (Diversity and Inclusion Act Plan) course, will supplement the preparation of PLME students for the study of medicine in the 21st century. The course will use both didactic, small-group, reflective, and multiple-choice question based-approaches to explore multiple areas of medicine such as firearm violence, diversity in gender and sexuality, breast cancer and palliative care, and the opioid epidemic. One of the goals of the course is to transition PLMEs to the Alpert Medical School; therefore, **completion of PLME 1000 is an academic expectation of all PLME students**. If you are unable to take the course, an adequate rationale must be provided to the Associate Dean of Medicine (PLME). Students whose concentration senior capstone may cause scheduling conflicts should inquire whether they may take the PLME Senior Seminar as a PLME junior.

## h. Writing Skills

All PLME students are required to develop their written communication skills, which is also reflected by the College Writing Requirement and is part of meeting one of the Nine Abilities, Ability 1: Effective Communication. PLME advisors will assist each student in planning a curriculum that includes appropriate writing experience (e.g., seminar, papers, a thesis). The writing requirement at Brown is a developmental process. This means that you must make an effort to work on your writing at least once during the first half of your education (by your fourth semester), and at least once during the second half (by your seventh semester).

#### 4. EXPECTATIONS FOR ACADEMIC PERFORMANCE IN UNDERGRADUATE YEARS

To remain in good academic standing within the PLME, students are expected to meet certain minimum requirements.

PLME students must demonstrate consistent and satisfactory progress in meeting competency requirements in basic preclinical sciences (biology, chemistry, and physics), the behavioral sciences, statistics and epidemiology, the behavioral sciences, and the humanities and social sciences.

All undergraduate requirements are reasonably expected to be attained within a four-year period, though a longer period of time may be allowed for students taking a leave of absence, seeking advanced degrees, engaging in work-study options, or possessing extenuating circumstances other than poor academic performance.

In all cases, an undergraduate PLME student **must satisfy all competencies listed in this handbook and be in good academic standing by the end of their final semester prior to completing a bachelor's degree in order to begin medical school. Students not in good academic standing will not be allowed to matriculate to Alpert Medical School.**

##### a. Notes about Biology in the PLME

Three biology courses (two if the student places out of BIOL 0200) must be completed with a grade of B or better in order to enter Alpert Medical School. Note the exception of Biochemistry (BIOL 0280) that may be taken S/NC if three other biology courses are B or better (or two if a student places out of BIOL 0200). Students must take BIOL0280 for a grade and receive a "B" or better if three Biology competencies have not already been completed.

If you drop a biology competency course, you will not have received a grade of B or better. Thus, a late drop of a PLME biology competency course is considered comparable to receiving a C or NC in the course, and the student will not have fulfilled the criteria to remain in good academic standing.

The biology courses required to fulfill the biology competency must be taken at Brown during a full Fall and Spring Term. Biology competency courses will not be accepted to fulfill the competency if taken during Summer\* (*exception for upperclassmen who took courses during Summer 2021 trimester*) or Winter Session.

In the event that a student needs one additional biology course to complete the PLME biology competencies, and in the same semester decides to take two biology competency courses, the following holds: if the student receives an A or B in one biology competency course but a C or NC in the other biology competency course, the student will not have fulfilled the criteria to remain in good academic standing.

##### b. Taking Courses "S/NC" – Satisfactory/No Credit

While Brown University does not report grades of "NC" on official transcripts, PLME students should know that internal transcripts contain these notations. Thus, courses in which students receive NC are known to the PLME Academic Affairs Committee (AAC) and the Medical Committee on Academic Standing and Professionalism (MCASP) at the time of their meetings. If a student wishes to drop a course, it must be done by the Registrar's deadline so that an NC grade does not appear on the internal transcript. Excessive drops of courses may be considered in decisions regarding the expectations for academic performance in the undergraduate years.

##### c. Course Performance Reports (CPRs) When Taking Courses S/NC

PLME students who elect to take courses on a Satisfactory/No Credit (S/NC) basis, especially PLME competency courses, must ask the professor of the course to complete a Course Performance Report (CPR) and complete a request in "ASK" (College Advising Sidekick). These CPRs will be used in the PLME academic evaluation process. For all courses, instructors may decline to submit such a form if they believe they have inadequate information to do

so and cannot be required by the PLME to complete a CPR. The PLME may then ask a student to provide exams, papers or other forms of evaluation provided during the course to assist in our evaluation of the PLME student's academic performance.

#### **d. Summer and Winter Sessions at Brown University**

Students taking courses during the Undergraduate Summer Session or Winter Session at Brown must adhere to the academic performance requirements to remain in good academic standing with the PLME. The biology courses required to fulfill the biology competency must be taken at Brown during either Fall or Spring Term (NOT during the Summer or Winter Sessions). Summer or winter session courses at Brown are not counted by the PLME towards a student's path back to good standing, if the student is on Academic Warning or Probation with the PLME.

#### **e. Taking Courses for Credit Outside of Brown University**

Brown students have the option of studying away at four-year accredited colleges and universities in the United States and in certain approved study abroad programs not sponsored by Brown. Students who wish to avail themselves of either of these options should contact the appropriate Dean of the College Office or Office of International Programs to ensure that the courses they would like to take elsewhere qualify for transfer back to Brown. Credit for courses taken at other institutions must be approved in advance through established University procedures and be officially transferred for credit. Students receiving a grade of "D" or "F" in any course taken at another accredited institution will relinquish eligibility for matriculation to Alpert Medical School. While this policy may seem inconsistent with the academic culture at Brown, a decision to undertake courses at other institutions entails a responsibility to perform to accepted academic standards at that institution. Please note that all biology competency courses must be completed at Brown University.

#### **f. Advanced Standing**

In accordance with the College rules and regulations, a PLME student may take advanced standing. That is, students may complete the degree in fewer than eight semesters if they have approved AP exam scores, international certification scores, or college credits from an approved program of study either at Brown Summer School or at another institution. However, the PLME is a non-accelerated program and, therefore, a PLME student may not take a full year of advanced standing AND enter the medical school a year early. Pedagogically, the intent of the program is to utilize your advanced course work to delve more deeply into upper level courses, not to accelerate. The goals of the PLME dictate that the full eight years be utilized to enhance the student's development as a future Brown physician graduate.

Please note that it is still permissible to take one semester of advanced standing, meaning you would be taking 3.5 years of actual coursework at Brown. Graduating in 3.5 years allows you to enter medical school with your class. Engaging in advanced research or pursuing your other passions and utilizing the half year will enhance your personal and professional growth. The PLME and Alpert Medical School transcript is continuous, so time off will be visible on residency applications.

#### **g. Awards and Honors**

During their undergraduate years, PLME students are eligible for awards and honors bestowed by Brown University and by the PLME. Selection for such awards and honors follows established University procedures. Please note that students who take advanced standing are not considered for PLME awards.

## 5. EVALUATING THE ACADEMIC PROGRESS OF STUDENTS IN THE PLME

### a. PLME Educational Plan

As the basis for a PLME student's ongoing academic, personal and professional journey, the PLME Educational Plan is a requirement to remain in the PLME. The Educational Plan aids in reflecting upon each individual's interests and pursuit of Brown's Open Curriculum, and assures the student's preparedness for Alpert Medical School. Given the Open Curriculum and the wide variety of options for meeting competencies, an approved PLME Educational Plan is developed with the PLME student's advising dean and is then reviewed by the PLME Academic Affairs Committee. The set due date by which the PLME Educational Plan must be filed is on or around April 15 of the student's 4th semester or Spring semester of sophomore year, whichever comes first. **Failure to file the PLME Educational Plan by the due date is grounds for separation from the PLME.**

The PLME Educational Plan is primarily a process and, therefore, may and should be flexible. However, any changes in PLME competency courses once the PLME Educational Plan has been filed and approved must be re-approved by the PLME student's advising dean. Failure to seek re-approval once competency changes have been made is a professionalism issue and may result in separation from the PLME. Our goal is to balance the PLME student's breadth, depth and pursuit of their concentration with a strong foundation in the sciences necessary for medical school.

In summary:

1. An up-to-date PLME Educational Plan is a requirement to be enrolled as a PLME student. This includes the plan to fulfill all PLME competencies as well as an approved undergraduate concentration.
2. The PLME Educational Plan must be filed by a set date on or around April 15th, which will be determined for each PLME class as they enter their 4th semester, or Spring semester of their sophomore year (whichever comes first).
3. Once a PLME Educational Plan is submitted and approved, ANY changes in a **PLME competency course** MUST be approved by the student's PLME advising dean. Failure to do so could be grounds for separation from the PLME.
4. Changes to a student's Educational Plan do not need to be submitted to the student's PLME advising dean **if the changes do not affect any PLME competencies.**

### b. PLME Academic Affairs Committee (PLME AAC)

A subcommittee of the MCASP, the PLME Academic Affairs Committee, will review the academic progress and performance of all PLME students at the end of each regular semester during their undergraduate years and send letters to students indicating their academic standing in the PLME. The PLME AAC has the right and discretion to determine the PLME student's status based on their judgment as a committee and their overall determination of the student's preparedness for entrance into Alpert Medical School as well as the student's preparedness for a career as a physician. This may include consistent meeting of expectations and monitoring of grades and progress to assure students meet their potential and our expectations of professionalism. The PLME AAC is empowered to place a student on academic warning, or recommend to the MCASP that a student be placed on academic probation or be dismissed, based on the criteria described below. Such students will be notified in writing.

### c. Notes of Concern for Courses Graded NC or "No Credit"

While Brown University does not report grades of "NC" on official transcripts, PLME students should know that internal transcripts contain these notations. Thus, courses in which students receive NC are known to the PLME

AAC and MCASP at the time of their meetings. If a student wishes to drop a course, it must be done by the Registrar's deadline so that an NC grade does not appear on the internal transcript. However, excessive drops of courses may be considered in decisions regarding the expectations for academic performance in the undergraduate years (see below).

**d. Dropping Courses**

Courses dropped during the first two weeks of classes will not show on the internal academic record. Courses dropped after the second week of classes will show on the internal academic record with the date each course was dropped. Thus, for example, a late drop of a PLME biology competency course is considered comparable to receiving a C or NC in the course, and the student will not have fulfilled the criteria to remain in good academic standing.

**e. PLME Academic Warning**

Students who fail to maintain the PLME guidelines, or who fail to remain in [good academic standing in the College<sup>iii</sup>](#), may be issued an academic warning by the PLME. This signifies a serious concern on the part of the PLME administration that academic performance or progress is falling below minimum expectations. The notice of academic warning will include specific statements indicating the academic actions and levels of performance the student must take in order to be considered for a return to good standing in the PLME, and the time frame in which this is to be accomplished. Significant academic deficiency or failure to improve performance or progress after an academic warning may result in the student being placed on academic probation.

**f. PLME Academic Probation**

Decisions to place PLME students on academic probation may be made only by the Medical Committee on Academic Standing and Professionalism (MCASP). When students are placed on "academic probation," both students and their parents/guardians will be notified in writing of this decision. A student may be put on PLME Academic Probation and still meet the College's standards for a student in good standing.

Academic probation represents a formal notice by the MCASP to students that their academic performance or progress is below minimum expectations and that failure to improve performance or progress to an acceptable level may result in students 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 attain in order to be considered to remain in the PLME, and the time frame in which this is to be accomplished. Academic probation includes parental/guardian notification.

**Students who are on academic warning or academic probation at the time of graduation from the College will forfeit their matriculation to the Alpert Medical School.**

**g. PLME Dismissal**

Decisions to dismiss PLME students may be made only by the MCASP. A student dismissed from the College for academic reasons is automatically dismissed from the PLME. Both students and their parents/guardians will be notified in writing of this decision. A student dismissed from the PLME during the undergraduate years is not necessarily dismissed from the College. That decision rests with the College Committee on Academic Standing (CAS).

**h. Withdrawal from the PLME**

Students who have withdrawn from the PLME during their undergraduate education can only obtain admission to the Alpert Medical School through application via the standard admissions route. Instructions for applicants are located on the websites of the Association of American Medical Colleges and the AMS Office of Admissions.

## 6. PROFESSIONALISM

As future physicians responsible for the well-being of patients, students enrolled in the PLME are expected to uphold very high standards of professional behavior. The professional behavior expected of PLME students includes, but is not limited to, fulfilling all academic and extracurricular commitments, adhering to Brown's Academic Code and Non-Academic Code, responding to communications from the PLME advising deans and staff in a timely manner, and treating all community members with respect. It also is expected that PLME students behave in a professional manner as they are part of a medical education program leading to medical licensure. This would pertain to being timely, attending meetings or informing the appropriate personnel if unable to attend, and appropriate behavior in regards to alcohol, illicit drugs and overall social interactions with members of the Brown and greater Rhode Island communities.

The following is paraphrased from the Medical Student Standards of Behavior given the continuum nature of the PLME.

PLME and medical students acquire skills and knowledge not only for their own benefit but also for the benefit of another party – their patients. The duty to act in the best interest of the patient is the fundamental ethical principle of the medical profession. This duty dictates certain standards of professional behavior for medical students (and physicians) which include, but are not limited to, the following:

- **Mutual Trust.** PLME students are required to learn about their patients' values, traditions, and beliefs as they relate to the care and treatment options available to the patient. The goal is to develop mutual trust between patients and medical students and to develop effective student–patient relationships. The oath that AMS students take upon becoming a physician articulates this kind of trust: *“The health and dignity of my patient will ever be my first concern. I will not permit consideration of race, gender, sexual preference, religion, nationality, or social standing to come between me and my duty to anyone in need of my services.”*
- **Professionalism.** As future physicians responsible for the well-being of patients, medical students are held to very high standards of professional behavior. The professional behavior expected of AMS and PLME students includes, but is not limited to, fulfilling all academic and extracurricular commitments, and responding to communications from PLME, College and AMS faculty and staff in a timely manner.
- **Honesty.** Cheating on examinations and other forms of intellectual dishonesty are wrong not only because such behavior violates intrinsic academic integrity, but also because such behavior may be deleterious to future patients.
- **Health.** Specific illnesses that impair performance may include, but are not limited to, active drug and/or alcohol addiction, severe depression and other psychiatric illnesses and sometimes, physical illnesses. It is the policy of the PLME and medical school to encourage recognition of illness which leads to impairment and to support treatment so that those students may continue their education successfully and without stigma. We consider students' insight into their own health, and willingness to seek help for any existing conditions, to be an element of professionalism.
- **Criminal activities.** These include, but are not limited to, selling or dealing drugs, driving while under the influence of alcohol or drugs, child abuse, violence against others, possession of child pornography and sexual activities resulting in legal designation as a registered sex offender. Such behavior is incompatible with medical professionalism.
- **Social networking and use of social media, which is of particular importance to PLME students.** The PLME strongly advises students to exercise caution when using social networking tools such as Facebook, Twitter, Tumblr, YouTube, Instagram, SnapChat, TikTok, websites, and blogs. These

tools, while useful for interaction around social causes or political movements, can create professional and ethical dilemmas which may impact future residency applications. Additionally, they can contribute to a blurring of the line between professional contexts, in which you represent Brown and the medical profession generally, and other more personal interactions. PLME and AMS students must be cognizant of the “social contract” between physicians and the public that holds medical professionals to high standards of behavior.

Specifically, students are prohibited from sharing personal expressions, in the form of text, photos, images or video, that:

- Depict illegal activities
- Depict activities that are not congruent with the professional standards expected of medical students and physicians

We strongly discourage posting on social media about other students or members of the PLME, Brown University, and AMS community.

Students are strongly discouraged from sharing personal expressions in the form of text, photos, images or videos that could impair a student’s ability to form a future therapeutic relationship with patients or to have a professional relationship with medical colleagues and supervisors. In short, the PLME and AMS expects students, like physicians, to maintain a high level of professionalism in their non-medical public life.

Students who are unsure about any point of Brown’s [Academic Code](#) or [Code of Student Conduct](#) should consult with their advising dean. Any behavior that rises to the level of a violation of the Academic Code or Code of Student Conduct will automatically be dealt with via the University processes. Students who are found in violation by the University committee overseeing the Academic and Non-Academic Code will be reported to the PLME. Based on the recommendation of the PLME AAC, unprofessional behavior which is inconsistent with the expectations of the medical education program may be brought to the attention of the Senior Associate Dean for Medical Education and presented to the Medical Committee on Academic Standing and Professionalism (MCASP). The MCASP may decide that, as a result of such a violation, the student is no longer fit to receive the medical degree and may separate the student from the PLME, or impose additional sanctions.

Incidents of unprofessional behavior on the part of students enrolled in the PLME and AMS are rare. The vast majority of students act in ways that uphold the values of the profession throughout their undergraduate PLME and medical education. However, in order to ensure that issues of professionalism are handled in a manner that is consistent and fair, the PLME has adopted the following policy and procedures which mirrors that of AMS. Details regarding relevant AMS policies are contained in the [AMS Medical Student Handbook](#).

Issues of professionalism are documented through the “Professionalism Report Form,” a brief reporting form that can be completed by individuals within the community. First reports of unprofessional behavior are submitted to the student’s advising dean. Reports will be placed in the student’s PLME file which is shared with the medical school administration. Anonymous reports will not be accepted, but the identity of the person making the report may be kept confidential at the discretion of the PLME advising dean.

Two or more reports will be considered a pattern and be brought to the attention of the Associate Dean of Medicine (PLME) and the PLME Academic Affairs Committee (AAC). The PLME AAC will share this with the Senior Associate Dean for Medical Education. The incident will then be reported to the MCASP. The student in question will be alerted if their behavior is to be discussed at the MCASP. The Senior Associate Dean for Medical Education will communicate any actions by the MCASP to the student and include the Associate Dean of Medicine (PLME).

The MCASP will determine if the pattern of behavior warrants a “Professionalism Warning.” A Professionalism Warning will take the form of a letter to the student, and will 1) express concern regarding the pattern of behavior; and 2) ask the student to respond to the committee in writing with a brief reflection on the behavior in question and a concrete plan for remediating the issue. The Associate Dean of Medicine (PLME) will act as a resource for the student in writing an appropriate response and outlining a plan.

A Professionalism Warning will also include a statement that the MCASP may impose a “Professionalism Citation” if 1) the response is not received within an appropriate time frame, as determined by the MCASP and the Associate Dean of Medicine (PLME); and/or 2) the remediation plan is not enacted within an appropriate time frame, as determined by the MCASP and the Associate Dean of Medicine (PLME). A Professionalism Citation may result in dismissal from the PLME. A Professionalism Citation will be included in the student’s Medical Student Performance Evaluation (MSPE) which is provided as part of a residency application.

If a student who previously received a Professionalism Warning has an additional Professionalism Report Form filed either as an undergraduate or as an AMS student, that student may be asked to appear before the MCASP. If the student is enrolled in the PLME at the time the additional Professionalism Report Form is filed, the MCASP will then determine if a Professionalism Citation and/or dismissal from the PLME is warranted. If the student is enrolled in AMS at the time the additional Professionalism Report Form is filed, the MCASP will determine the next course of action as appropriate.

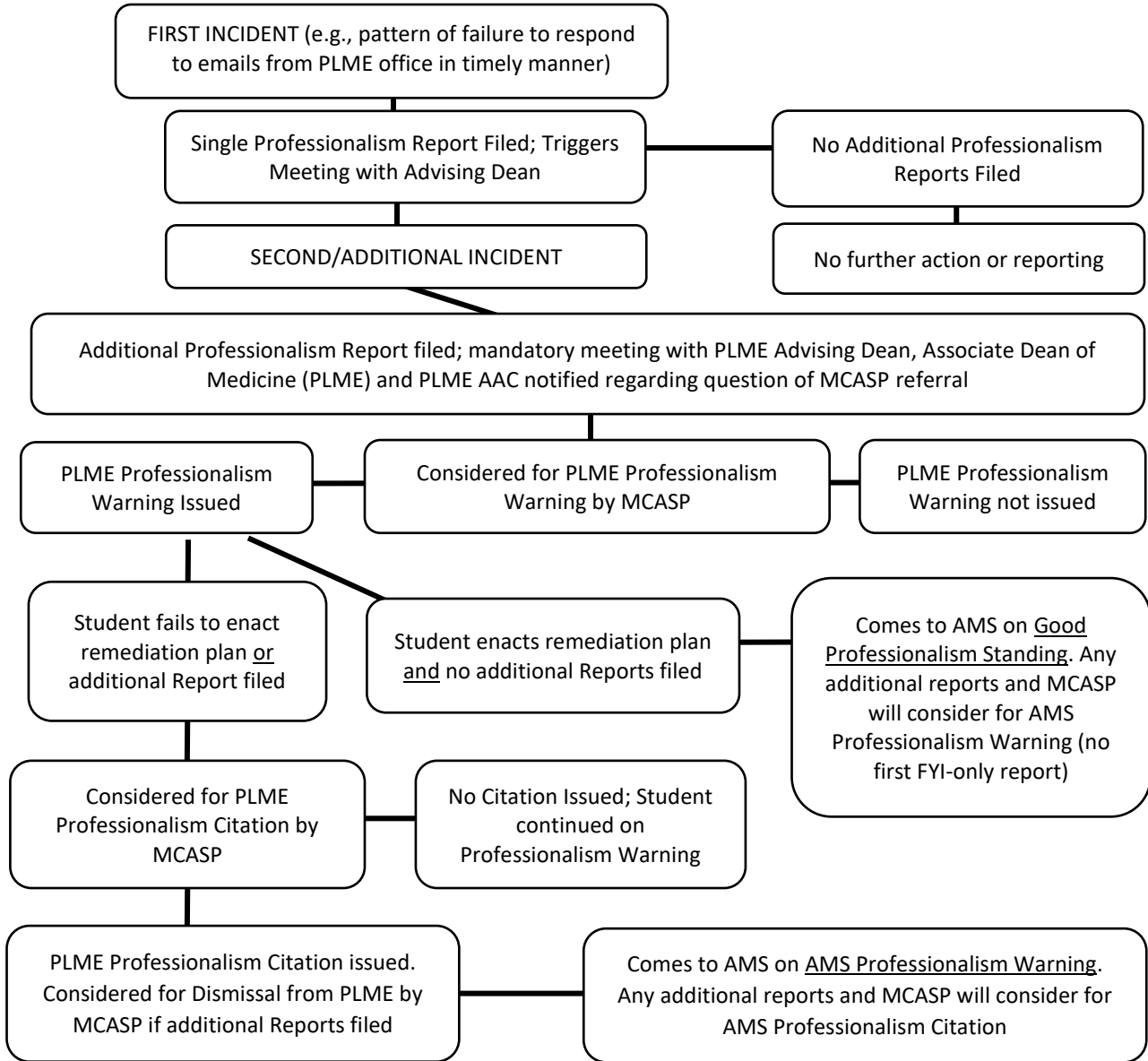
It should be noted that termination of enrollment of a student from the PLME, without appearing before the MCASP, may be warranted if the student does not respond to the PLME advising deans and administrative staff despite multiple attempts of contact. For more information, please refer to the policy on Termination of Enrollment from the PLME.

**a. Termination of Enrollment from the PLME**

Termination from the PLME is an administrative procedure that removes the PLME student from the Program. It may be based on the complete lack of responsiveness by the student despite multiple attempts of contact by the PLME advising deans and staff, and/or failure to follow protocols as outlined in the PLME Handbook (e.g., not submitting an Educational Plan). The student may initiate an appeal of the PLME Academic Affairs Committee (AAC) decision to terminate their enrollment from the PLME by contacting their PLME advising dean and the Associate Dean of Medicine (PLME) within 72 hours of notification of the Committee’s decision.

As the termination of enrollment is administrative since there was complete lack of responsiveness by the student and/or failure to follow protocols as outlined in the PLME handbook, the policy and procedures administered through the MCASP (as outlined in the PLME Handbook under “Professionalism in the PLME”) will not be implemented. Termination of enrollment from the PLME will include parental notification, including confirmation that the notification was received.

**PLME Professionalism Standing Pathway**



## 7. FAILURE TO MEET PLME EXPECTATIONS WITHIN THE COLLEGE

Students who are on academic warning or academic probation with the College at the time of graduation from the College will forfeit their matriculation to the medical school.

### a. Academic Probation from the College

Students who are on Academic Probation from the College are automatically placed on academic probation in the PLME; see PLME Academic Probation ([Section 5f.](#))

### b. Suspension from the College

After a suspension from the College, a PLME student is automatically dismissed from the PLME. Therefore, readmission to the College via formal petition to the Deputy Dean of the College will be required and does not result in 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 (PLME), petition the Medical Committee on Academic Standing and Promotion (MCASP) for readmission into the PLME.

### c. Dismissal from the College

After dismissal from the College, a PLME student is automatically dismissed from the PLME. The MCASP is notified of all cases of student dismissal by the College. PLME students who have been dismissed from the PLME for any reason during their undergraduate education will forfeit their assured place in the Alpert Medical School. Should such students successfully complete their undergraduate degree, admission to the medical school is only possible by applying through the standard American Medical College Application Service (AMCAS) route.

### d. Appeals Process for Suspension and Dismissal

Upon notification of suspension or dismissal, a student may initiate an appeal by filing a letter within 72 hours to the Dean of Medicine & Biological Sciences requesting reconsideration of the decision. The letter should include a statement describing the basis for the request and any documentation in support of the request. The Dean may, at their discretion, meet with the student regarding the appeal, and either: (1) reconsider the matter themselves; (2) convene an ad hoc committee of at least three members to review the appeal (this committee will be comprised of individuals who did not hear the original dismissal case); or (3) sustain the decision of the MCASP. If the matter is referred to an ad hoc Committee, the Committee will review the appeal and transmit its recommendation to the Dean. The Dean will, either through reconsideration or through reconsideration and recommendation by the ad hoc Committee, review the appeal in a manner that they determine is appropriate under the circumstances. Upon appeal, the Dean may sustain, modify or reverse the original MCASP decision. The decision of the Dean is final.

## 8. THE RELATIONSHIP BETWEEN THE PLME AND THE COLLEGE DISCIPLINARY PROCESS

Prior to the receipt of the bachelor's degree, PLME students are subject to the rules and regulations governing all other students in the College. 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. Additionally, the PLME expects that candidates for the degree of Doctor of Medicine will behave in accordance with the highest expectations and traditions of the profession.

A determination by an appropriate University body that a student is found in violation of either an academic or a non-academic regulation will have a bearing upon the determination that a student is fit to continue their progress towards the medical degree. The Medical Committee on Academic Standing and Professionalism (MCASP) may decide that, as a result of such a violation, the student is no longer fit to receive the medical degree and may separate the student from the PLME, or impose additional sanctions.

For that reason, the PLME has established procedures, in consultation with the Dean of the College, to ensure that we are notified promptly if a PLME student is determined to be found in violation of any academic or student conduct code and also of any sanction imposed by the duly designated College authorities. The MCASP and the Dean of Medicine and Biological Sciences (or their 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. AMS reserves the right to impose additional sanctions for violations of the institution's academic and non-academic codes.

Furthermore, given the continuum nature of the PLME, students are subject to the same expected standards of academic and professional conduct even while on a leave of absence, deferral or gap years, and during participation on any exchange and/or international programs.

## 9. LEAVE TAKING IN THE PLME

Students planning to take a leave of absence (LOA) should consult with an Academic Dean of the College to discuss their plans for time away and file the leave-taking form which will be shared with all University offices.

Students should consult the [website of the Dean of the College](#)<sup>v</sup> for information regarding leave of absence, returning to Brown from a personal leave, and a checklist of your responsibilities to the College.

An accepted PLME student who has not yet matriculated to Brown University and is requesting a deferral/gap year prior to matriculation must also request permission from the Associate Dean of Medicine (PLME) and the Senior Associate Dean for Medical Education given the continuum nature of the PLME.

### a. Good Academic Standing in the College

PLME 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.

### b. Leave Taking & Leave Returning Deadlines

**April 1** – Leaves and Re-Admissions: Fall Semester

**October 1** – Leaves and Re-Admissions: Spring Semester

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

### c. PLME Student Responsibilities

PLME students must notify the Associate Dean of Medicine (PLME) about their decision to take a leave of absence after they have consulted with an Academic Dean of the College. This should be done prior to leaving campus. Please see below regarding the reapplication process to the PLME following a leave of absence. This includes accepted PLME students who have not yet matriculated or started their freshman year.

If your permanent mailing address has changed, or will change while you are on leave of absence, you must make the change to your Banner information and notify the PLME Office.

**d. Study Abroad**

Students planning to study outside of the United States should consult the Office of International Programs (OIP) in Page-Robinson Hall.

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 usually routinely admitted.

A student who had academic difficulty before they took their LOA to study abroad is an exception. 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 PLME academic warning or PLME 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 their academic standing and continuation in the PLME.

**e. Study at a College or University in the United States**

Students planning to study at another institution in the United States should meet with an Academic Dean of the College.

**f. Personal Leave of Absence (LOA)**

Students who wish to take a LOA for ANY reason must receive permission for the LOA from the Associate Dean of Medicine (PLME) prior to taking the LOA. The PLME student will be readmitted to the PLME according to the following procedures.

The Associate Dean of Medicine (PLME) will need to hear, in writing, from the PLME student yearly to extend the LOA. Again, this relates to the continuum nature of the PLME.

The PLME student must notify the Office of the Associate Dean of Medicine (PLME) by April 1 for a fall semester readmission or by October 1 for a spring semester readmission.

**g. Medical Leave of Absence**

Clearance from University Health Services and permission from a Dean in Student Support Services (Box P, x3-3800) are required.

The student on LOA for medical reasons must work with the Office of Student Life (OSL) 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.

**h. Returning from a Medical Leave of Absence**

The student must request readmission in writing to the Associate Dean of Medicine (PLME):

- A letter from the student's physician must be sent to the Associate Dean of Medicine (PLME) for review by the Medical Director of Brown Health Services who will make a recommendation to the Student Support Services;
- The student must submit a plan for continued therapy and intervention; and
- Alpert 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.

### i. **Psychological Leave of Absence**

The College has a protocol for readmission for students on a LOA for psychological reasons. The Associate Dean of Medicine (PLME) will work with Student Support Services and Counseling and Psychological Services (CAPS) to ensure that the student's psychological health has improved to the point that they may return. The protocol requires a letter to the Associate Dean of Medicine (PLME) requesting readmission along with:

- A letter from the treating therapist sent to both the Director of Counseling and Psychological Services (CAPS) and the Associate Dean of Medicine (PLME);
- A meeting with Brown Counseling and Psychological Services for an evaluation; and
- A plan for continued therapy and intervention.

The student also must not impose extraordinary demands on the College or PLME in terms of needs for support.

Alpert Medical School, through the Senior Associate Dean for Medical Education, will ascertain if the PLME student can meet the Technical Standards for Medical School. Per the Technical Standards Protocol, a committee will be appointed when necessary.

**For all students who are in their final semester or who have completed an undergraduate degree but not yet matriculated into the Alpert Medical School prior to a psychological leave**, the following is required (in addition to the protocols listed above):

- 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.
- If the PLME student has been promoted to Alpert Medical School, they must be in contact with the PLME office through the Associate Dean of Medicine (PLME) annually to complete a LOA/deferral form. Failure to be in contact on an annual basis will result in loss of the PLME seat at AMS.

### j. **Returning from Medical/Psychological Leave While on Academic Warning or Probation**

For all PLME students who are on academic warning or academic probation prior to their LOA (personal, medical or psychological), in addition to the protocols listed above, the PLME student must complete a FIRST semester of 4 courses immediately upon readmission to the College before they are considered for readmission to the PLME.

The PLME student must choose the courses in consultation with the Associate Dean of Medicine (PLME) and one or more of the four courses should demonstrate progress in meeting the PLME competencies. Immediately upon completing the ONE (1) semester, students must notify the Associate Dean of Medicine (PLME) of their interest in returning to the PLME and reapply at that time, by providing the ONE semester's grades, appropriate information regarding medical or psychological status, and letter of intent to return, all of which will be reviewed by the MCASP. Students cannot take more than the ONE semester to reapply to the PLME and this must be their FIRST semester upon return to Brown.

Note: *The official Brown University transcript does not differentiate between medical or psychological leave.*

**k. Deferral to AMS**

PLME students may defer entry into Alpert Medical School for the purpose of enriching their professional development.

PLME students who defer their entry into the medical school will be allowed to hold their place in the medical school for one year by seeking approval for their deferral from the Associate Dean of Medicine (PLME). However, approval will only be granted when deferral is for the purpose of promoting the student's professional development.

Deferrals of more one year must be proposed to the Senior Associate Dean for Medical Education for consideration.

PLME students who are not allowed to continue their deferral are withdrawn from the program. They may reapply to Alpert Medical School through the standard admission route.

**10. APPLYING TO OTHER MEDICAL SCHOOLS**

The mission of Alpert Medical School is to train physicians to meet the future health care needs of our nation. Enrolling a targeted number of students to each class is a necessary first step to meeting this goal. PLME students have the option to apply to other medical schools. If they choose to do so, they will be withdrawn from the position being held for them in Alpert Medical School and will no longer be considered a matriculating eight-year PLME student. However, they will have the option of applying to AMS via the standard (AMCAS) route, in which case their application will be considered alongside other standard route applicants.

Individuals are asked to notify the PLME Office of their intent to "apply out" by October 15 of their senior year, or by October 15 of each year they are on deferral. Students should know that the Office of the Associate Dean of the College for Health and Law Careers will provide the PLME with the names of PLME students applying to other medical schools at the start of each academic year.

**11. EXTERNAL EXAMINATIONS: MEDICAL COLLEGE ADMISSION TEST (MCAT)**

The Medical College Admission Test (MCAT) is **NOT** required for students enrolled in the PLME.

**12. TECHNICAL STANDARDS FOR AMS ADMISSION, CONTINUATION & GRADUATION**

Applicants to The Warren Alpert Medical School of Brown University, and therefore the Program in Liberal Medical Education, are selected on the basis of their academic, personal, and extracurricular attributes. In addition, all students must possess the intellectual, physical and emotional capabilities necessary to undertake the full curriculum and to achieve the levels of competence required by the faculty.

The required abilities and characteristics for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training. In addition, students must demonstrate the ability to work as a member of a health care team. Medical education focuses largely on the care of patients, and differs markedly from postsecondary education in fields outside of the health sciences.

Technological accommodation is available to assist in certain cases of disability and may be permitted in certain areas. However, under all circumstances, a candidate for the MD degree should be able to perform in a reasonably independent manner. For example, the use of a third party means that a candidate's judgment must be mediated by another person's (the third party) power of selection and observation. Therefore, the use of a third party to assist a candidate or student in meeting the technical standards for admission, promotion or graduation is not permitted.

An accommodation is not reasonable if it poses a direct threat to the health and safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or if it poses an undue administrative or financial burden.

The following abilities and characteristics are defined as technical standards which, in conjunction with academic standards established by the faculty, are requirements for admission, promotion and graduation.

**a. Technical Standards for Medical School Admission\***

A candidate for the MD degree must have abilities and skills in five varieties, including observation; communication; motor; conceptual, integrative and qualitative; and behavioral and social.

1. **Observation:** The candidate must be able to observe demonstrations and experiments in the basic sciences including, but not limited to, the physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.
2. **Communication:** A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
3. **Motor:** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should possess the abilities necessary to perform basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (digital rectal exam, paracentesis, etc.), and read EKGs and x-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
4. **Intellectual-Conceptual, Integrative and Quantitative Abilities:** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
5. **Behavioral and Social Attributes:** A candidate must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of

all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent to the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education process.

\* Recommendations of the AAMC Special Advisory Panel on Technical Standards for Medical School Admission, approved by the AAMC Executive Council on January 18, 1970

### 13. 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, 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's [Office of Student Accessibility Services \(SAS\)](#)<sup>vi</sup> offers undergraduate, graduate, and medical students with special needs and helps to facilitate their integration into the campus community. Students who wish to have information regarding accommodations for disabilities should contact the SEAS Office at 401-863-9588 or SEAS@Brown.edu. For additional information refer to the [SAS Grievance Policy](#)<sup>vii</sup>.

Students recovering from alcoholism or drug addiction may contact the [Dean for Issues of Chemical Dependency](#)<sup>viii</sup>, housed in the Office of the Dean of the College, at 401-863-9800. The Dean provides confidential consultation for all members of the campus community for drug and alcohol issues.

Alpert Medical School has as one of its primary aims the education of highly qualified and diverse physicians. A career in medicine requires that candidates for the medical degree be capable of attaining competence in the knowledge, skills, abilities, and personal values expected of all graduates of The Warren Alpert Medical School of Brown University, with reasonable accommodation. The process to request accommodation is described in the Technical Standards Assessment Process section below. If you have a disability that you believe may affect your ability to meet the technical standards, please contact the Senior Associate Dean for Medical Education at 401-863-1618 as soon as possible to discuss your situation. If you do not contact the Senior Associate Dean for Medical Education, we understand you to be stating that you will be able to meet the competency requirements for medicine without any accommodations.

- a. **PROCESS FOR ASSESSMENT OF APPLICANTS' 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. Admitted candidates who believe they will require accommodation to meet the technical standards are asked to contact the Medical School's Learning and Accessibility Specialist prior to matriculation.
  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 Alpert 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 MD 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 rejection of those applicants who cannot meet the competency requirements.

**Note:** For students in the Program in Liberal Medical Education continuum, being dropped from the program due to an inability to meet the technical standards 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.

#### **14. MATRICULATION TO THE WARREN ALPERT MEDICAL SCHOOL (AMS)**

Selection Factors: Students applying to the medical degree-granting program at Brown University are selected on the basis of academic achievement, faculty evaluations, and evidence of maturity, motivation, leadership, integrity, and compassion.

They must be capable of meeting the competency requirements expected of all graduates, with reasonable accommodation, described in the Student Policies Handbook. Technological compensation can be made for some disabilities for certain 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 process for assessing whether applicants will be able to meet the competency requirements for the medical degree, with reasonable accommodation, is described below. Applicants are assessed without regard to sex, race, religion, color, national or ethnic origin, age, physical disability, or sexual preference. Matriculation to the medical school is contingent upon successful completion of the administrative requirements on the following page:

1. Submission of an AMCAS application according to deadlines that are communicated to all prospective PLME students planning to matriculate the following August.
2. The Alpert Medical School Office of Admissions will disseminate procedures for online completion of the AMCAS application during the summer prior to students' senior year or the year(s) of approved leave. Students who have deferred their admission to the medical school must provide current contact information to the PLME Office and to the Office of Admissions. Students complete and certify an AMCAS application by November 15 of the academic year prior to the fall semester in which they plan to enter the first-year medical school class.
3. Submission of information necessary to complete a Criminal Background Check (CBC), which is administered by the AAMC-approved vendor (Certiphi Screening, Inc.). PLMEs are provisionally

accepted to the medical school until the CBC results are obtained and reviewed by the Office of Admissions. A special committee will review any positive CBC results on a case-by-case basis.

- a. The provisional acceptance of PLME students may be revoked pending the deliberations of this committee.
- b. Upon successful completion of the AMCAS application and CBC processes, all PLME students will receive an official letter of admission to Alpert Medical School.

Failure to submit the AMCAS application or the information to complete a Criminal Background Check as directed will result in the forfeiture of the student's place in the first-year medical school class entering the following August.

## **15. AFTER AMS: APPLYING FOR RESIDENCY**

PLME students should be aware that as AMS students applying for residency programs, their applications will include a continuum Brown transcript which will show both medical school grades AND undergraduate grades. In addition, any sanctions during the undergraduate or medical school years for academic or non-academic performance (including, but not limited to, issues of professionalism) will be part of the Brown transcript and may be reported to residency training programs and/or licensing boards as required.

## **16. PROFESSIONAL DEVELOPMENT FOR PLME UNDERGRADUATES**

The PLME offers a spectrum of activities, programs and experiences that can contribute to a student's personal and professional growth. These professional development activities are designed to promote a student's self-awareness, academic excellence, ethical development and sense of social responsibility. Your goals for professional development should be to:

- a. Develop a commitment to excellence, honesty and integrity in your academic, personal and professional lives;
- b. Develop the ability to work collaboratively with faculty, peers, patients, other health professionals and members of the community;
- c. Reinforce the conviction that the welfare of patients and society has priority over one's self-interest;
- d. Promote increased self-awareness and the ability to balance personal priorities with an appreciation of the interests and concerns of others; and
- e. Develop a commitment to lifelong learning and the pursuit of 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 alongside 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 advisor, students will discuss their interests and create a plan to address the goals of professional development. Together, they will select from among a variety of existing opportunities or formulate an approach to developing new ones.

## Professional Development Activities for PLME Students

- [Community Health Advocacy Program \(CHAP\)](#)
- [Biology Undergraduate Education](#)
- [Brown Alumni Association \(BAA\)](#)
- [Brown Medical Alumni Association \(BMAA\)](#)
- [Center for Careers and Life after Brown \(CareerLAB\)](#)
- [Clínica Esperanza](#)
- [Office of Diversity and Multicultural Affairs \(ODMA\)](#)
- [Global Health Initiative \(GHI\)](#)
- [Framework in Global Health Program](#)
- [Institute at Brown for Environment and Society \(IBES\)](#)
- Hospital Volunteer Opportunities
- [International Health Institute \(IHI\)](#)
- [Medical Student Interest Groups](#)
- Medicine in Action Program
- [Office of Women in Medicine & Science \(OWIMS\)](#)
- [Preclinical Electives](#): please note that only certain electives are open to PLME students
- [Rhode Island Free Clinic](#)
- [Student Employment Office/Human Resources](#)
- [Study Abroad: Office of International Programs](#)
- [Study at Other U.S. Institutions](#)
- [Swearer Center for Public Service](#)

## Website References

- i. Brown Bulletin/Course Announcement Bulletin: <https://bulletin.brown.edu/>
- ii. Brown and You:  
[https://www.brown.edu/academics/college/orientation/sites/brown.edu.academics.college.orientation/files/uploads/2020\\_Brown%20and%20Youv1.1.pdf](https://www.brown.edu/academics/college/orientation/sites/brown.edu.academics.college.orientation/files/uploads/2020_Brown%20and%20Youv1.1.pdf)
- iii. Academic Standing: <https://www.brown.edu/academics/college/degree/policies>
- iv. AMS Medical Student Handbook:  
[https://education.med.brown.edu/sites/g/files/dprerj636/files/2021-2022%20AMS%20Student%20Handbook\\_082021\\_FINAL.pdf](https://education.med.brown.edu/sites/g/files/dprerj636/files/2021-2022%20AMS%20Student%20Handbook_082021_FINAL.pdf)
- v. Dean of the College: Leave of Absence  
<https://www.brown.edu/academics/college/degree/policies/leaves-absence>
- vi. Student Accessibility Services (SAS):  
<https://www.brown.edu/campus-life/support/accessibility-services/>
- vii. SAS Grievance Policy: <https://www.brown.edu/campus-life/support/accessibility-services/appealsgrievances>
- viii. Dean for Issues of Chemical Dependency:  
<https://www.brown.edu/academics/college/support/substance-use-disorder/dean-for-recovery>