

KIRK KERKORIAN
SCHOOL OF MEDICINE

UNLV

Doctor of Medicine (M.D.)
Program Handbook

SECTION 1: INTRODUCTION

PROGRAM DESCRIPTION

The Doctor of Medicine (M.D.) degree at the UNLV School of Medicine prepares a diverse student body for the delivery of patient-centered care and meaningful careers in clinical practice, research, and community service. The program integrates foundational science and primary care clinical experiences with community-based service learning that addresses population health and social disparities, incorporates independent research projects that contribute to the growth of scientific knowledge and community health resources, and develops strong commitments to public service and lifelong learning. The curriculum includes instruction in biomedical ethics, ethical decision-making, patient safety, population health, interprofessional skills, professional formation and professionalism, including cultural competence, bias recognition and reduction, legal, and cultural facets of medicine.

VISION

The Kirk Kerkorian School of Medicine at UNLV will deliver high quality innovative education, research, and superb clinical care to meet the health care needs of the growing and diverse population of Nevada.

MISSION

The Kirk Kerkorian School of Medicine at UNLV will serve our patients, students, medical professionals, and community as a transformational force for improving health care in Nevada. This is accomplished by delivering evidence-based, innovative centers of excellence in medical education and research, coupled with cost-effective, high-quality care that improves the health of our community members throughout their lifespan; becoming an integral contributor to an Academic Health Center; and creating a culture of collaboration through inclusion and excellence.

STRATEGIC PRIORITIES

The following list describes the strategic priorities of the Kirk Kerkorian School of Medicine at UNLV.

- Community: advance healthcare for all citizens of Nevada.
- Discovery: create a culture of scientific inquiry that fosters research and translates into positive health outcomes.
- Education: use evidence-based curriculum and teaching techniques at all levels of education.
- Patient and Family-Centered Care: provide high quality, cost-effective care in a patient and family-centered manner.
- People: serve those inside the institution and in the community to foster a positive culture.
- Performance Improvement: execute the strategic plan and assess its effectiveness using appropriate metrics.

VALUES

The following values underpin the strategic mission and day-to-day operations of the Kirk Kerkorian School of Medicine at UNLV.

- Strive for Excellence
- Drive Innovation
- Serve with Compassion and Humility
- Demonstrate Inclusion
- Act with Integrity

UNIVERSITY STATEMENTS AND COMPLIANCE

University statements and compliance concerning a variety of issues, including land acknowledgement, equal opportunity, civility, diversity, Title IX, unlawful harassment, personal discrimination and retaliation, medical marijuana, digital and media copyright compliance, and web accessibility can be found at: <https://www.unlv.edu/about/statements-compliance>.

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

REAFFIRMATION OF COMMITMENT TO EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

The University of Nevada, Las Vegas (UNLV) is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, national origin, religion, disability, sexual orientation, gender, genetic information, pregnancy, or veteran status — except where sex, age, or ability represent bona fide educational or employment qualifications or where marital or veteran status are statutorily defined eligibility criteria for federal or state benefit programs. Further, the university seeks to promote campus diversity by enrolling and employing a larger number of minorities and women where these groups have historically been and continue to be under-represented within the university in relation to availability. Diversity, equity, and inclusion are core values at UNLV and preference may be given to substantially equally qualified candidates who can demonstrate evidence of a commitment to diversity, equity, and inclusion.

This affirmation is published in accordance with 41 CFR 60 and is in keeping with Title VII & Title IX of the Civil Rights Act of 1964, as amended; Executive Order 11246; the Rehabilitation Act of 1973; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; the Civil Rights Restoration Act of 1988; Nevada Revised Statutes; Genetic Information Nondiscrimination Act of 2008; and the Code and Policies of the Board of Regents of the Nevada System of Higher Education.

To ensure that equal educational and employment opportunity exists throughout the university, a results-oriented equal opportunity/affirmative action program has been implemented to overcome the effects of past discrimination and to eliminate any artificial barriers to educational or employment opportunities for all qualified individuals that may exist in any of our programs. The university aims to achieve, within all areas of the university community, a diverse student body, faculty, and staff capable of providing for excellence in the education of its students and for the enrichment of the university community.

The University of Nevada, Las Vegas reaffirms its commitment to equality of educational and employment opportunity in its relationships with all members of the university community and its commitment to the elimination of any documented historical and continuing underutilization of women and minorities among the student body or employee complement. The University of Nevada, Las Vegas is committed to this program and is aware that with its implementation, positive benefits will be received from the greater utilization and development of previously underutilized human resources.

DIVERSITY

The Kirk Kerkorian School of Medicine at UNLV strives to attract and support individuals from groups historically underrepresented in medicine. Our institutional leadership is dedicated to the principles of diversity, equity, and inclusion as essential pillars of our climate and culture. This is evidenced by collaborative efforts between the Office of Diversity, Equity, and Inclusion and the offices of Student Affairs and Admissions, Community Engagement, Faculty Affairs, and Human Resources to maintain an inclusive and respectful environment for all members of our academic community.

We aspire to achieve diversity among our students, faculty, staff, and leadership that is reflective of Southern Nevada and we celebrate a culture of inclusion where all members of our medical community are welcomed, respected, and heard. We honor those devoted to increasing health equity and providing care to all in the context of cultural humility. As an academic medical center, it is our privilege and responsibility to train and mentor future healthcare providers who will understand, appreciate, and advocate for diversity, equity, and inclusion and are well-positioned to provide the best care to all people.

STATEMENT ON THE COMMITMENT TO THE RECRUITMENT OF DIVERSE STUDENTS AT UNLV

The University of Nevada, Las Vegas (UNLV), along with other research-intensive public universities in the United States, recognizes that a student body that is diverse with respect to race, ethnicity, socioeconomic class background, and geography, among other dimensions of cultural difference, benefits and enriches the educational experiences of all students, faculty, and staff. Accordingly, UNLV strives to recruit students who will further enrich this diversity and to support their academic and personal success while they are a part of our campus community. The presence and achievement of racial and ethnic minority students at UNLV not only benefits these students individually, but it also enhances the educational and interpersonal experiences of everyone in our campus community. UNLV actively encourages applicants whose racial and ethnic backgrounds are underrepresented in higher education in Nevada, who are first-generation college students, and those with demonstrated financial need.

STATEMENT ON DIVERSITY IN THE UNIVERSITY COMMUNITY

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students and is committed to aspiring to maintain a campus environment that values that diversity. Accordingly, the university supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation.

SECTION 2: DOCTOR OF MEDICINE PROGRAM

The Doctor of Medicine (MD) Program is a fully accredited four-year, post-baccalaureate program designed to educate physicians who will provide outstanding medical care to their patients and improve the health of the communities that they serve. In keeping with its identity as a socially accountable, community-focused institution dedicated to improving the health of Nevadans, the MD program is rooted in relationships between faculty and students, physicians and patients, and institution and community.

ACCREDITATION

The Kirk Kerkorian School of Medicine at UNLV receives accreditation from the Liaison Committee on Medical Education (LCME). The LCME oversees and monitors accreditation for all allopathic (MD-granting) medical schools in the United States and Canada. The School of Medicine achieved Preliminary accreditation in October 2016, Provisional accreditation in October 2019, and Full accreditation in February 2021.

ADMINISTRATION

A complete listing of administrative leadership, faculty and staff names, organizational charts, and contact information is available online at: <https://www.unlv.edu/medicine/directory>

OFFICE OF THE DEAN

The Dean's Office, under the leadership of the Dean of the School of Medicine, oversees all aspects and issues related to the School of Medicine, including its academic, healthcare, service, and research missions.

DIVISION OF ACADEMIC AFFAIRS AND EDUCATION

The Division of Academic Affairs and Education guides and oversees all aspects of undergraduate medical education, including curriculum, biomedical science and clinical education, student affairs, community engagement, wellness, admissions, and program accreditation.

OFFICE OF STUDENT AFFAIRS AND ADMISSIONS

The Office of Student Affairs and Admissions is the primary point of contact and information for medical students. Faculty and staff are focused on supporting and assisting medical students throughout their medical education at Kirk Kerkorian School of Medicine. Activities of the office include recruitment, admissions, enrollment, financial aid, student wellness, counseling, career exploration and advising, mentoring, professional development, and residency application assistance.

OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

The Office of Diversity, Equity, and Inclusion is charged with leading and evaluating a collaborative approach that encourages and supports inclusive excellence across the Kirk Kerkorian School of Medicine enterprise. The office has five areas of focus: college pipeline programs; early talent identification and community outreach; curriculum and learning; student affairs and campus life, and; recruitment and retention of diverse faculty and staff.

CURRICULUM

The curriculum of the MD program is comprised of three distinct Phases:

PHASE 1: FOUNDATIONS PHASE

The Foundations Phase is designed to provide students with the foundational knowledge and skills necessary to practice medicine. Components of Phase 1 include the following:

Anatomy and Histology

The anatomy and histology course provides a foundation in concepts related to clinically oriented anatomy, histology, and radiology. These concepts are revisited throughout the foundational, organ-based system courses.

Immersion

Students learn about population health through immersion in the community and in the classroom. Students receive skills training by Emergency Medical Technicians in the classroom and field that is required for initial responses to medical emergencies in the community. The course also orients students to and complete service-learning opportunities for the study of population health in the communities throughout the Las Vegas Valley that their patients come from.

Integrated Organ-System Courses

Organ-system courses are designed to provide students with the understanding and ability to apply important concepts of the sciences basic to the practice of medicine, with emphasis on principles and mechanisms underlying health, disease, and modes of therapy. This foundation is necessary for the safe and competent practice of medicine. Problem Based Learning (PBL) is a central component of the organ-system courses, and teaches students a range of skills relevant to clinical practice.

Analytics in Medicine (AIM)

The purpose of AIM is to foster the development of the tools necessary for modern physicians to navigate the variety and volume of information available effectively and efficiently and to use that information to improve decision-making processes, healthcare delivery, and patient care. Students develop skills in analyzing a variety of data sources, discuss tough ethical questions, and interpret and apply evidence-based medicine to patient care.

Foundations of Clinical Practice (FCP)

Students develop and apply patient interviewing and physical exam skills, including patient history-taking and communication practice, in preparation for clinical encounters that require diagnostic reasoning and the formation of strong doctor-patient relationships. Students cultivate a comprehensive understanding of the active role of a physician in a clinical setting and are exposed to concepts and the art of integrative medicine.

Nevada Community Service (NCS)

Service-learning experiences where students collaborate with a community service organization of their choice and, under the guidance of the Director of Community Engagement and community mentors, address health care concerns and/or social issues present in the Las Vegas valley. Community-based field experiences are impactful and meaningful, and foster the knowledge, skills, and competencies necessary to promote community improvements and access to health care. Optional summer research experiences

follow the first year of medical study. During the Career Exploration and Scholarship Phase, students complete a one-month rotation in NV community medicine which combines the practice of medicine and public health in a community-based facility with an overview of the U.S. health care system.

Physicianship

Physicianship is designed to introduce and guide students in the development of knowledge, skills, attitudes and behaviors that will sustain lifelong personal and professional growth. This course applies the philosophy and general understanding of preparing the future physician for the many diverse psychological experiences associated with clinical practice, the healthcare setting, and professional life.

Integrative Medicine and Nutrition

In this course, students are exposed to integrative medicine modalities and examine ways in which to engage with their patients who may be interested in such modalities. Concepts related to nutrition are reinforced through the culinary medicine course, Health Meets Food, where food preparation is integrated with relevant concepts in the basic sciences.

Foundations Review

Phase 1 culminates with Foundations Review, an intense course of study that prepares students to take and pass the United States Medical Licensing Exam (USMLE) Step 1.

PHASE 2: CLERKSHIP PHASE

The Clerkship Phase consists of core clinical experiences that help students acquire medical knowledge, sharpen clinical skills, further develop clinical reasoning in both outpatient and inpatient settings, and acquire experience in the administration and practice of medicine under supervision. During Phase 2, students also learn to apply the principles of patient safety and care, as well as on health promotion and disease prevention.

Transition to Clerkships

Students continue to hone clinical skills acquired during Phase 1, while focusing on the acquisition of specialty-specific knowledge and skills necessary to serve on clinical teams in core clerkships.

Clerkships

Students complete rotations in the six core clinical disciplines: family medicine, internal medicine, obstetrics/gynecology, pediatrics, psychiatry, and surgery. Upon completion of each core discipline, students take a summative subject examination. At the end of the clinical year, students have command of an enormous fund of knowledge, which positions them for exceptional performance on the United States Medical Licensing Examination (USMLE) Step 2 clinical knowledge (CK) exam. Even more, clerkships provide students with extensive exposure to different areas of medicine to formulate a career choice.

Independent Study

Phase 2 concludes with a four-week period of independent study that offers students time to prepare and sit for the USMLE Step 2, Clinical Knowledge (CK).

PHASE 3: CAREER EXPLORATION AND PREPARATION PHASE

The Career Exploration and Preparation Phase provides students the opportunity to take on greater

clinical responsibility in sub-internships, acquire additional knowledge and skills in acute care settings, and to explore personal interests in electives and away rotations. Phase 3 Capstone, an intense two-week course that ensures graduates have acquired and mastered the skills and competencies expected of an entering first-year resident. Students are required to complete 44 weeks of course work.

Required Sub-internship and/or Intensive Critical Care (ICU) rotation

Students complete a required sub-internship or ICU experience as advanced learners/ acting interns responsible for the day-to-day supervised management of patients on inpatient wards.

Nevada Community Medicine

A required, four-week seminar style course for fourth-year students that combines the practice of medicine and public health in a community-based facility. This course provides an overview of the U.S. healthcare system including the programs, providers, policies, and payment systems (4Ps) from a clinical perspective. Didactic sessions address key issues in healthcare services, a survey of the policies and structures of the U.S. healthcare system, a historical analysis of the development of the current system, and the organization and administration of current and future objectives of health care services. Students examine the healthcare system in terms of equity, appropriateness, and effectiveness of the way health care services are delivered and paid for.

Electives

Students have the opportunity to complete at least four months of clinical electives and away rotations, under the advice and guidance of their respective Pathway advisor. Students may also choose to take non-clinical electives.

Capstone

Provides students with the important skills, practice, and information needed to successfully navigate the transition to residency training. Hands-on and procedural training is included to meet the evolving requirements of residency training.

Vacation and Interview Months

Students submit their own schedules to accommodate for residency interviews, time-off, research, and/or self-directed study. In order to avoid conflicts with assigned duties, students are not recommended to schedule required Sub-I, ICU, or Nevada Community Medicine rotations during the usual peak "Interview Season" (November, December, and January).

SECTION 3: RESOURCES AND PARTNERSHIPS

CAMPUS AND FACILITIES

Classroom instruction and clinical simulation skills training occurs in the Medical Education Building (MEB) located at 625 Shadow Lane. All primary teaching faculty, leadership, staff and student support personnel are located in the MEB building as well.

MEDICAL COMMUNITY PARTNERSHIPS

UNLV works collaboratively with existing Las Vegas institutions to establish our city as a world-class medical destination providing the highest levels of clinical care. Additionally, partnering with physicians and hospitals in the community to educate medical students, medical residents, and fellows is essential to the future ability of Las Vegas to keep physician graduates practicing in Nevada. The medical school's partners include:

- University Medical Center (<https://www.umcsn.com/>)
- Sunrise Hospital (<https://sunrisehospital.com/>)
- Veterans Administration Medical Center (<https://www.lasvegas.va.gov/>)
- Mike O'Callaghan Military Medical Center (<https://nellis.tricare.mil/>)
- Southern Nevada Adult Mental Health Services
[https://dpbh.nv.gov/Programs/ClinicalBehavioralServ/locations/Southern_Nevada_Adult_Mental_Health_Services_\(SNAMHS\)_Locations/](https://dpbh.nv.gov/Programs/ClinicalBehavioralServ/locations/Southern_Nevada_Adult_Mental_Health_Services_(SNAMHS)_Locations/)
- Southern Hills Hospital
- Mountain View Hospital

COMMUNITY SERVICE AGENCIES AND ORGANIZATIONS

Kirk Kerkorian School of Medicine at UNLV has established partnerships with a broad spectrum of community-based organizations, including those providing social services, medical/behavioral services, government-based agencies, and faith-based services.

SCHOOL OF MEDICINE LIBRARY

The School of Medicine Library provides course and research support to the Kirk Kerkorian School of Medicine at UNLV including both undergraduate and graduate medical education.

The School of Medicine Library is designed so that all medical students, residents, fellows, and faculty can use library resources for study and research. Additional UNLV affiliated users and community members of Southern Nevada are welcome to use the library as a resource for health information needs. Library faculty are partners in student learning, evidence-based practice, information literacy, physician wellness, and interdisciplinary discovery of the latest research information.

Physical learning spaces incorporate multimedia equipment and software tools for research and the creation of new knowledge. The majority of the library's collection is delivered in electronic formats so that users may access materials at any time and across multiple platforms and devices. To learn more about library resources available to medical students, please visit the [KSOM M1 & M2 Student Guide](#) and the [Problem-Based Learning \(PBL\) Resource Guide](#).

The School of Medicine Librarians provides reference, instruction, research assistance, and consultations to members of the UNLV KSOM. The Undergraduate Medical Education (UME) Librarian is the dedicated faculty member for the undergraduate medical students and their instructional faculty. You can find a list of popular databases, research guides, and more information about library services and policies online at: <https://www.library.unlv.edu/medicine>.

The School of Medicine Library's primary location for UME use is in Room 308 of the 1001 Shadow Lane Campus building (InfoCommons). Upon completion of the Medical Education Building, the School of Medicine Library will be located on the 3rd floor.

SECTION 4: GOVERNANCE

ACCREDITATION

LCME accreditation standards require medical schools to maintain effective organizational structures and governance processes. To that end, the Kirk Kerkorian School of Medicine at UNLV has established a number of standing committees responsible for oversight and decision-making related to the medical education program. The following standing committees include medical student members:

- Admissions Committee
- Curriculum Oversight Committee
- Medical Student Progress Committee
- Diversity, Equity, and Inclusion Committee

The medical student body is formally represented by the Kirk Kerkorian School of Medicine at UNLV Student Government. The structure, policies and procedures, and duties of the Student Government are fully described in the Kirk Kerkorian School of Medicine at UNLV Student Government Constitution and its Bylaws.

SECTION 5: TECHNICAL STANDARDS AND DISABILITY RESOURCES

PREAMBLE

UNLV is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, sex, color, creed, religion, national origin, ethnicity, gender, age, marital status, pregnancy, disability, public assistance status, political affiliation, veteran status, or sexual orientation.

In adhering to this policy, Kirk Kerkorian School of Medicine at UNLV abides by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the 2008 ADA Amendments Act that restated the original legislative intent that the definition of disability be construed in favor of providing broad coverage of individuals under the law including the “invisible disabilities”: learning disabilities and reading disorders. The School of Medicine encourages all qualified individuals to apply for admission to the MD program.

The School of Medicine recognizes the MD degree as a broad and undifferentiated degree requiring the acquisition of general knowledge and basic skills in all fields of medicine necessary to care for patients. The education of a physician requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experiences in preparation for independent and appropriate decisions required in practice. The practice of medicine requires collaboration among physicians, other health care professionals, as well as patients and their families.

Within the LCME standards, the School of Medicine has the responsibility for the selection of students; the design, implementation, and evaluation of its curriculum; the evaluation of students’ performance; and the determination of who should be awarded a degree. Admission and retention decisions are based not only on academic achievement, but also on non-cognitive factors, which serve to ensure students can complete the essential functions of the academic program required to graduate. The MD Program strives to select applicants who have the ability to become highly competent physicians. The goal is to produce skilled individuals who can practice as physicians and who put their patients first in the provision of safe and effective medical care.

UNLV has a responsibility to the public to ensure its graduates attain the knowledge, skills, attitudes, and behaviors necessary for the safe and effective practice of medicine. It is important that students admitted to the MD Program at Kirk Kerkorian School of Medicine at UNLV possess the intelligence, integrity, compassion, humanitarian commitment and physical and emotional capacity necessary to the practice of medicine. The intention of an applicant or student to practice a narrow part of clinical medicine or to pursue a non-clinical career does not alter the requirement that all medical students take and achieve, either with or without reasonable accommodations, the competencies included in the full medical school curriculum. This includes all evaluations of academic and professional conduct, and the USMLE licensure examinations which are required by the Kirk Kerkorian School of Medicine for promotion and graduation.

TECHNICAL STANDARDS

Technical standards have been developed and approved by the faculty of the School of Medicine and reflect the essential relationship of medical education to the practice of medicine. Central to the school’s

mission, it is recognized that all candidates must demonstrate attainment of essential functions, as delineated below, to practice medicine safely and effectively. Medical students admitted to the MD Program must be able to meet, with or without reasonable accommodation, these essential functions throughout their enrollment in the MD program.

ESSENTIAL FUNCTIONS

The Kirk Kerkorian School of Medicine Technical Standards for Admission and Matriculation refer to the cognitive, behavioral, and physical abilities required for the satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students approved to graduate with the MD degree. Essential functions for each technical standard are listed below and cannot be altered without fundamentally risking patient safety and the well-being of patients and the public, and the institutional educational mission. The individual student must be able to function independently in his/her care and interactions without the use of a surrogate in any of the following categories:

Individual and Cognitive Ability

Students must have the ability to master information presented in coursework presented in multiple formats including lectures, small group discussion and seminars, written materials, projected images, other forms of media and web-based formats, and simulations requiring different skills. Students must have the cognitive abilities needed to master relevant content in basic science and clinical courses at a level deemed appropriate by the faculty. Students may be required to comprehend, memorize, and analyze material. They must be able to discern and comprehend dimensional and spatial relationships of structures and to develop reasoning and decision-making skills appropriate for the practice of medicine. Successful completion of examinations is an essential component of the medical school curriculum and is a requirement of all students as a condition for continued progress through the program.

Professionalism, Behavioral and Social Aspects of Performance

The student must possess personal qualities including compassion, empathy, altruism, integrity, responsibility, sensitivity to diversity and tolerance. The student must understand and apply appropriate standards of medical ethics. The student must maintain appropriate personal and professional boundaries in all settings, including those in which he/she is caring for patients and their families, or when interacting with faculty, residents, peers, staff, and other members of the health care team. The student must be able to function as a member of a multidisciplinary health care team in each setting and regardless of medical specialty.

Communication

The student must communicate effectively in English with patients, families, faculty, physicians, and other members of the health care team. The student is required to process all information provided by patients, families, peers, coworkers, and faculty, including the recognition of the significance of non-verbal responses in order to provide appropriate, timely, and focused follow-up inquiry. The student must be capable of responsive and empathetic communication, which establishes rapport and promotes openness on issues of concern and sensitivity to cultural differences. The student must process and communicate information on a patient's status in a timely manner and with a level of accuracy and in a comprehensive manner to physicians and other members of the health care team in settings in which time is limited. Written, dictated, or

electronic medical record entries of patient assessments, treatment plans, prescriptions, etc., must be timely, complete, and accurate. The ability to interact with and utilize electronic medical records is essential. Of primary importance is patient safety and the student must recognize that he/she may lack the skills or knowledge to make the correct decision or manage a situation without assistance.

Physical and Mental Requirements

These include required abilities in the area of observation, perception, sensory and tactile functions, fine and gross motor coordination, and stamina necessary in the examination, assessment, and safe care of patients. The student must be able to obtain a medical history and perform a physical examination, with or without reasonable accommodation. The student will be required to perform a comprehensive physical examination. See **Required Components: Basic Physical Exam of the Adult**. The student will also be required to perform certain procedures. See **Required Components: General Procedures of a Physician**.

Medical student learning takes place in an environment focused upon unpredictable needs of patients. Academic and clinical responsibilities of students may require working during day and evening hours, at unpredictable times and for unpredictable durations. Students must be able to adapt to changing environments, demonstrate flexibility and learn to function during the uncertainty inherent in clinical environments. In addition, the student must have the physical and emotional stamina, stability, and capacity to function in a competent manner in clinic, hospital, classroom, and laboratory settings which may involve heavy workloads, long hours, and stressful situations. The student must have the emotional and psychological stability to function under stress.

The student must possess the emotional health required for appropriate utilization of intellectual abilities, exercise of good judgment, and the timely completion of all responsibilities attendant to their academic work, teamwork, and patient care.

An individual whose performance is impaired by the abuse of alcohol or other substances is not a suitable student for admission, retention, promotion, or graduation.

STUDENT ACKNOWLEDGEMENT

All accepted students must certify that they have read the technical standards and understand their responsibility of meeting the essential functions as outlined in the Kirk Kerkorian School of Medicine Technical Standards for Admission and Matriculation. Students must continue to meet these standards throughout their enrollment.

DISABILITIES AND ACCOMMODATIONS

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (and ADA Amendments), offering reasonable accommodations to qualified students with documented disabilities. Students enrolled in the MD program of the School of Medicine must follow the approved process for requesting and receiving reasonable accommodations. Enrolled students are responsible for requesting accommodations and for providing the appropriate and required documentation of the disability in a timely manner.

ACCOMMODATIONS IN THE CURRICULUM OF THE MD PROGRAM

Medical students must be able to perform the Essential Functions with or without reasonable accommodations. Accommodations are considered reasonable if they meet the following three conditions:

- 1) providing the accommodation or allowing participation does not pose a risk to the health and safety of the student, patients, or others.
- 2) providing the accommodation does not substantially change an essential element of the curriculum or substantially alter the manner in which services are provided.
- 3) providing the accommodation does not pose an undue administrative burden on the institution.

The UNLV Disability Resource Center (DRC), in collaboration with the Medical Education Administration and the Technical Standards Committee, will determine whether the student can perform the Essential Functions with or without reasonable accommodations.

PROCESS

Students who wish to seek reasonable accommodations under the ADA must first apply with the UNLV DRC. Students can contact the DRC at <https://www.unlv.edu/drc/contact> or by calling 702-895-0866. The DRC is the university's designated office for formally identifying and determining eligibility for disability-related accommodations. The DRC has the responsibility and authority to request and review documentation supporting accommodations. Students should allow up to six weeks for their request and supporting documents to be reviewed by the DRC. **Accommodations will not be provided unless a student has registered with the DRC.**

If the DRC determines that a student has a qualifying disability under the ADA or Section 504 of the Rehabilitation Act, it will consult with the Office of Student Affairs and Admissions at the School of Medicine to identify potential accommodations. The DRC will review potential accommodations with the student, and then submit a Faculty Notification Letter (FNL) to the School of Medicine containing a list of academic accommodations. The DRC and the Office of Student Affairs are responsible for ensuring that reasonable accommodations are provided. To define reasonable, the matter will be referred to the Technical Standards Committee (TSC) for review and determination. The TSC will be comprised of members of the medical education administration, pre-clinical and clinical faculty, graduate medical education program, representative of the DRC, and other experts as deemed appropriate. The TSC's determination will be communicated to the DRC. If the TSC determines that the accommodation is reasonable, the DRC and the Office of Student Affairs will ensure that reasonable accommodations are provided. If the TSC determines that the accommodation is not reasonable, the DRC will discuss the determination with the student. The DRC may accept the determination or may conduct a Fundamental Alteration Analysis. The DRC's final decision will be conveyed to the student and the Dean for student affairs.

CONFIDENTIALITY

Information regarding a student's disability diagnosis provided to the DRC is considered confidential and cannot be released to individuals or agencies outside the university without a student's signed consent. Disability Records are covered under the Family Educational Rights and Privacy Act (FERPA). Requests to release disability information must be in writing. Personally, identifiable disability documentation is maintained by the DRC and kept separate from the student's other academic records.

FITNESS FOR DUTY

The ability to meet School of Medicine Technical Standards with or without reasonable accommodations are required for admission to the MD Program and for students to advance and graduate from the Kirk Kerkorian School of Medicine at UNLV. It is the responsibility of the faculty of the School of Medicine to determine if a student can meet the academic, professionalism and technical standards of the MD program.

Medical students must maintain these minimal technical standards, with or without reasonable accommodations, throughout their enrollment in the MD Program. All students who have difficulty meeting academic, professionalism, and/or technical standards are encouraged to meet with the Dean for student affairs as soon as possible. The Dean will work with the student to identify challenges and to develop a plan to address those challenges. Students who have difficulty demonstrating the Essential Functions defined in the Technical Standards will be encouraged to access support services through the Counseling and Psychological Services Center (CAPS) at the UNLV.

MEDICAL CLEARANCE / FITNESS FOR DUTY EVALUATION

If a student's academic or behavioral performance raises questions or concerns with respect to (i) safety and welfare to self or others, (ii) the maintenance of order or continuity of School of Medicine programs or (iii) the student's ability to meet Technical Standards, the Kirk Kerkorian School of Medicine may request or require a Medical Clearance and/or a Fitness for Duty Evaluation.

Each student, faculty and staff member who is aware that he/she may have a condition which could impact the safe environment for students, employees and patients has a primary responsibility and duty to report this condition to the Dean for student affairs. The Office of Student Affairs will work with the student to identify support and resources. In addition, any faculty, staff, or student who observes conditions or behavior which could endanger the student, others, or patients, has a responsibility to report this to a faculty member and/or the Dean.

If circumstances are acute, processes are in place to provide immediate support and assistance, and for the School of Medicine to act to ensure the safety of the medical school and university community. See ***Involuntary Leave of Absence Policy and Process***.

CONFIDENTIALITY

Due to the sensitive nature of conditions or behaviors which could arise requiring this evaluation, every effort to protect the confidentiality of the student and information and actions taken in these cases will be made. The safety and well-being of the student, and others in the medical school and university community, as well as patients, may require additional steps which could prevent complete confidentiality. In this case, the safety concerns are the primary responsibility of the medical school administration.

EVALUATION

The medical school will require that the evaluation is conducted by an individual trained to address educational, medical, and psychological issues pertaining to medical student performance. The School of Medicine will refer the student to a specific provider identified by the School of Medicine. The provider will have no student evaluation or teaching responsibilities in the medical school. If required by the School of Medicine, the costs of the evaluation will be the responsibility of the School of Medicine.

The Kirk Kerkorian School of Medicine will require the student to consent for the results of the evaluation to be released to the Dean for student affairs, the Medical Student Progress Committee, and/or the appropriate University official for purposes of assessment and determination.

SECTION 6: TECHNOLOGY

SOCIAL MEDIA

The Kirk Kerkorian School of Medicine expects medical students, faculty, and other members of the learning community to conduct themselves at all times in a manner consistent with the values of the medical profession and in accordance with the law. Although social media provides many opportunities for positive engagement, it also presents significant risks and challenges to medical professionals. The following policy provides guidance on the appropriate use of social media by learners and teachers in the SOM.

DEFINITION

Merriam-Webster defines social media as "forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos). Types of social media include, but are not limited to, the following:

- Blogs
- Business networks (e.g., LinkedIn)
- Forums (e.g., Reddit)
- Photo sharing (e.g., Instagram, Snapchat)
- Product/service review (e.g., Yelp, RateMD)
- Social gaming
- Social networks (e.g., Facebook, Twitter)
- Video sharing (e.g., YouTube, Vimeo)
- Virtual Worlds

SOCIAL MEDIA GUIDELINES

The following is excerpted from "Social Media Guidelines for Medical Students and Physicians" published online by the American Medical Student Association.

<https://www.amsa.org/2016/09/15/social-media-guidelines-medical-students-physicians/>

- **Be professional.** As medical students and physicians, we should represent our profession well. Adhere to rules of ethical and professional conduct at all times.
- **Be responsible.** Carefully consider content and exercise good judgment as anything you post can have immediate and/or long-term consequences and carry the potential for significant public impact and viral spread of content. Therefore, all statements must be true and not misleading. Make sure that you differentiate opinions from facts.
- **Maintain separation.** Avoid interacting with current or past patients through social media and avoid requests to give medical advice through social media. (e.g., replying to a post on social media asking to be diagnosed)

- **Be transparent/use disclaimers.** Disclose yourself and provide an appropriate disclaimer that distinguishes your views from those of the clinic, hospital system and/or University with which you are associated (while at the same time, being careful not to violate any social media policy to which you may be subject by such organizations). Without specific direction from the appropriate personnel, you may not present yourself as an official representative or spokesperson for said organizations. Also, be sure to reveal any conflicts of interest and be honest about your credentials as a medical student or physician (resident or otherwise).
- **Be respectful.** Do not use defamatory, vulgar, libelous, and potentially inflammatory language and do not display language or photographs that imply disrespect for any individual or group because of age, race, national origin, gender, sexual orientation, ethnicity, marital status, genetic information, military status, or any other protected characterization or group.
- **Follow copyright laws.** Comply with copyright laws. Make sure you have the right to use material before publishing.
- **Protect client/patient information.** Do not discuss confidential information and follow standards of patient privacy and confidentiality and regulations outlined in Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g). Remember you could personally face a HIPAA violation if there are enough details in the post for patients to recognize themselves.
- **Avoid political endorsements.** Political endorsements of candidates should be avoided outside your own personal social media accounts, even their comments should be carefully considered. Endorsements of any candidates or political parties via AMSA social media channels is strictly prohibited, be aware of where and how AMSA's name is used.
- **Comply with all legal restrictions and obligations.** Remember use of social networking sites or weblogs can carry legal and professional ramifications. Comments made in an unprofessional manner can be used in legal, professional, or other disciplinary proceedings (i.e., hearings before a State Medical Licensing Board).
- **Be aware of risks to privacy and security.** Read the site's Terms of Use and Privacy Policy. Be cognizant of continuous changes in these sites and closely monitor the privacy settings of the social network accounts to optimize your privacy and security.

VIOLATIONS

The following rules must be adhered to. Any violation of these rules may lead to possible sanctions, up to and including dismissal from the MD program.

- Do not post any confidential or patient information on any public website at any time.
- Do not post any photos or videos taken during a medical encounter.
- Do not post any photos or videos of patients at any time.
- Students are not permitted to use any photographic devices such as pen cameras, google glasses or other devices to photograph materials or otherwise record educational sessions for personal use or distribution.
- The posting of educational materials on publicly accessible sites is not permitted.

- Posting of material that defames, threatens, harasses, or humiliates patients, students, house staff, nursing, administrative staff, and faculty are not permitted at any time.
- Students are responsible and held liable for proprietary, defamatory or libelous material posted on websites.
- Students are not permitted to post any material that may be misconstrued by a reader as being an official communication on behalf of the Kirk Kerkorian School of Medicine at UNLV.

COMPUTER REQUIREMENTS

All students will be provided with an iPad Pro, Apple Smart Keyboard, and Apple pencil at the beginning of Year 1. Students also receive a one-time line item in the cost of attendance to borrow money to purchase a laptop or home computer in Year 1, if needed.

UNIVERSITY EMAIL

A complete version of the UNLV student email policy can be found here:

https://www.unlv.edu/sites/default/files/page_files/27/AboutUNLV-Policies-StudentEmailPolicy.pdf

Official email communications are intended to meet student, faculty, and staff academic and administrative needs within the campus community. Unless otherwise prohibited by law, the university and its faculty may communicate with students officially by email and will expect that such email messages will be received and read in a timely manner. Official UNLV email accounts are created for all admitted students. The addresses are all in the form of [name]@unlv.nevada.edu. These accounts must be activated by the students through the Office of Information Technology Help Desk or online.

If a student wishes to have email redirected from their UNLV official email to another email address, they may do so but at their own risk. The university is not responsible for the handling of email by outside vendors or departmental/unit servers, none of which are considered official student email accounts. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her [name]@unlv.nevada.edu account.

Students are expected to check their email on a frequent basis in order to stay current with UNLV related administrative and course communications and to recognize that certain communications may be time critical. Students must ensure that there is sufficient space in their accounts to allow for delivery of official email communications.

It is a violation of the UNLV Code of Student Conduct to use email to impersonate a university office, faculty/staffmember, another student or any other person. Email users should exercise extreme caution in using email to communicate confidential or sensitive matters and should not assume that email is private or secure. It is also important that users are careful to send messages only to the intended recipients.

Faculty will determine how electronic forms of communication will be used in their classes and will specify their requirements in the course syllabus. Such use by students and faculty shall be consistent with this policy.