



Lewis Katz School of Medicine

Faculty Resource Guide 2017 - 2018

A publication of the
Office of Faculty Affairs





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Introduction

This Faculty Guide summarizes important information about the Lewis Katz School of Medicine at Temple University and is intended to serve as a helpful resource for all faculty members. The Guide includes the **Medical School Graduation Competencies, Statement on the Learning Environment** and the **Conflict of Interest Policies** with which every faculty member must be familiar. Please read them!

If you have any questions about the content of this Guide, please contact the Office of Faculty Affairs at 215-707-9582.



“The good physician treats the disease; the great physician
treats the patient who has the disease”
- William Osler



Disclaimer: This Guide is intended for information purposes only and does not represent a binding contract on either faculty members or the administration of the Katz School of Medicine.

The Guide is a supplement to the official policies of Temple University (<http://policies.temple.edu/initial.asp>) and to the Temple University Faculty Handbook (<http://policies.temple.edu/PDF/56.pdf>).



Welcome from Larry R. Kaiser, MD, FACS

*The Lewis Katz Dean at the School of Medicine;
Senior Executive VP for Health Affairs, Temple University;
President and CEO, Temple University Health System;
Professor, Thoracic Medicine and Surgery*

Exceptional students, clinicians and researchers – with
a passion for education, research and patient care.

That's the Lewis Katz School of Medicine at Temple University.

Temple's primary mission is education; everything we do comes back to the same theme: how to provide the best education for the next generation of physicians and biomedical scientists. Our students graduate with a superb knowledge base and the skills that make them highly competitive for postgraduate positions at outstanding programs across the country. During our 115-year history, we have proudly produced scores of individuals who have become leaders in clinical practice, academia and industry.

Research remains central to our educational mission. Our faculty set the pace in key areas of investigation, pushing the boundaries of science to advance patient care. *US News & World Report* lists Temple's Lewis Katz School of Medicine among the top research schools in the nation. It also ranks our primary clinical affiliates among the best. And hundreds of faculty and alumni are cited for excellence in peer-reviewed rankings, year after year.

Last but not least, Temple is an organization with a social conscience. We are recognized for providing unsurpassed medical care to an underserved community. To serve as both a first-class academic medical center and as the leading safety net provider in the Commonwealth of Pennsylvania is a source of pride. Ours is an exceptional mission and a privilege to steward.



Temple University and “the Acres of Diamonds”



Temple's first President, Dr. Russell H. Conwell, Pastor of Grace Baptist (Temple) Church and founder of Temple College. The temporary Board of Trustees elected Russell Conwell to be President of the Faculty on October 14, 1887 and he served until his death on December 6, 1925.

In 1862, during the second year of the Civil War, Russell H. Conwell, then a student in his first weeks at Yale College, answered his country's call and enlisted in "Lincoln's Army." Although not yet 20, he was commissioned a captain, serving until 1864. When he returned to civilian life, he studied law in the office of his former colonel, then earned his degree at Albany Law School and became a licensed lawyer.

But Conwell was also a writer. In 1869 he revisited the Civil War battlefields and burial grounds, sending graphic reports of the horrors of the War in the South to New England newspapers. This work earned him a position on the staff of the Boston Evening Traveller and ultimately a round-the-world journey as correspondent for the American Traveller, a weekly journal published in Boston.

As Conwell told it, he was riding in 1870 in a camel caravan along the valley between the Tigris and Euphrates Rivers in Mesopotamia when he heard a guide weave tales to entertain his American tourists. Conwell, then only 27, was deeply impressed by a legend about a prosperous Persian farmer, Ali Hafed. Lured by the stories of a Buddhist priest, Ali deserted his fruitful lands to search for immense wealth in mythical diamond fields. Far and wide Ali Hafed roamed, footsore and weary. Youth and wealth disappeared, and he died far from home, an old and disillusioned pauper.



Not long afterward, the guide related, acres of fabulous diamonds were found on Ali Hafed's own land. To the other tourists, this was just another alluring story, but in Conwell's mind a great truth had been sown. To him it said: "Your diamonds are not in far-away mountains or in distant seas; they are in your own back yard if you will but dig for them."

One evening in 1884, at the Berks and Marvine Streets church, a young man went to Conwell in his study and expressed a desire to prepare for the Christian ministry. Conwell offered to teach the youth one night a week, but on the agreed-upon evening seven earnest young men appeared. Here were Conwell's "diamonds" here at home, in his own community, in Philadelphia. Thus was the school called "Temple" founded.

His famous lecture, "Acres of Diamonds," soon made him America's foremost platform orator. By the end of his life, in 1925, he had delivered the lecture more than 6,000 times in town after town throughout this vast land. It was heard by millions from pulpits and public platforms, and by radio.

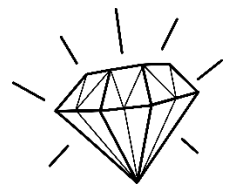
Today, Russell Herman Conwell lies at rest in the Founder's Garden, surrounded by splendid buildings of the attractive main campus of Temple University. Temple itself is an enduring monument to the vision and genius of this soldier, preacher, writer, orator, educator, and friend of mankind. Truly his own "Acres of Diamonds."

Excerpted from "<http://www.temple.edu/about/RussellConwell.htm>"

By Prof. Joseph C. Carter

Author of *The "Acres of Diamonds" Man*

Photograph courtesy of Conwellana-Templana Collection University Archives





Lewis Katz (1942 – 2014)

In 2015 the school was formally renamed as the Lewis Katz School of Medicine at Temple University. Lewis Katz was a graduate of Temple



University's College of Science and Technology where he earned a bachelor's degree in Biology. He went on to graduate first in his class from the Dickinson School of Law at Pennsylvania State University. Katz's career spanned the fields of law, investment banking and business. Katz was director of the Katz Foundation which supports charitable, educational, and medical causes. He served on the Boards of the Boys & Girls Clubs of America and the National Basketball Association. In addition to his service

as a trustee of Temple University, he also served on the Boards of the Temple University Health System and Fox Chase Cancer Center. On May 15, 2014 Lewis Katz was granted an honorary degree for a lifetime of support for Temple University. Hours before being granted the degree, Katz announced plans to donate \$25 million to Temple University to support the School of Medicine.

In recognition of Katz's commitment and his lifetime of efforts on behalf of the university, Temple's Board of Trustees named the university's School of Medicine after Katz. On October 13, 2015, the entire Temple community came together to officially dedicate our School of Medicine with its new name: the Lewis Katz School of Medicine at Temple University.

*"The most important thing
you can instill in a young
person is confidence"*

- Lewis Katz



About the Lewis Katz School of Medicine

The Lewis Katz School of Medicine (LKSOM), located on the Health Science Campus of Temple University in Philadelphia, PA, is one of 7 allopathic schools of medicine in Pennsylvania conferring the doctor of medicine (MD) degree. It also confers the PhD (doctor of philosophy) and MS (masters of science) degrees in biomedical sciences, the MA (master of arts) in Urban Bioethics, and dual degrees of MD/PhD, MD/MPH (master of public health), and MD/MBA (master of business administration). A new Physician Assistant program began in June 2016 which confers the Master of Medical Science degree in Physician Assistant Studies.

Lewis Katz School of Medicine at Temple University Mission Statement

The Lewis Katz School of Medicine is dedicated to excellence in education, research and patient care, achieved by faculty, staff and learners who represent the diversity of society. The School provides:

- education that is patient-centered, instilling in learners the School's ethic of human service and lifelong learning;
- research that advances and integrates basic and clinical science; and
- patient care administered with compassion and understanding, utilizing contemporary knowledge and techniques.



On November 1, 2007, LKSOM broke ground on a new home. At a cost of \$160 million, the project was the largest capital improvement project in the history of Temple University. The new building, an 11-story glass and brick structure designed by Philadelphia-based architecture and engineering firm Ballinger, opened in May 2009.

Looking toward the future, Temple continues to expand its enterprise, enlarging the size of both its clinical and research faculty. In addition, it has completely revamped the medical curriculum to meet changing educational paradigms.

In summary, a Temple medical education is highly sought after and respected. In Philadelphia, LKSOM remains the medical school of choice for "first generation" physicians.





Diversity Statement

Located in the heart of an economically distressed and diverse urban area, the Lewis Katz School of Medicine at Temple University is acutely aware of the impact of the national systemic problems related to the lack of health equity and access to affordable, culturally responsive healthcare. In response, we will address issues to promote health equity through education, care delivery, workforce development, and research. We recognize that an environment enriched with persons from varied backgrounds working to address health disparity enhances scholarly work and the development of a culturally aware and responsive healthcare workforce.

The Lewis Katz School of Medicine at Temple University values and embraces a diverse community reflected by individuals' race, ethnicity, culture, gender, sex, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, language, national origin, religious affiliation, spiritual practice, mental and physical ability/disability, and age. In response to the needs of our local community and patient population, we will concentrate our recruitment and retention efforts on students, residents, and faculty who identify as Black/African American, Hispanic/ Latino, and/or educationally and economically disadvantaged, while also being intentional in our efforts to create an inclusive and welcoming environment for women and LGBT students, residents, faculty, and staff. We are committed to achieving a climate of inclusion that respects and affirms diverse backgrounds and life experiences. We recognize that excellence in all aspects of education, training, research, and care delivery can only be achieved when all students, faculty, staff, community members and patients experience authentic connection and engagement; feel supported; and are encouraged to participate and contribute to creating health equity.

For more information, please visit the Office of Health Equity, Diversity and Inclusion (<http://medicine.temple.edu/about/administrative-offices/office-health-equity-diversity-inclusion>).



Clinical Departments



There are 20 clinical departments in the School of Medicine, comprised of over 500 full time clinical faculty and 1300 part-time and volunteer faculty. Each department is engaged in education, patient care and research. Faculty members in these departments provide both clinical curriculum development and core teaching of medical students, residents, and fellows.

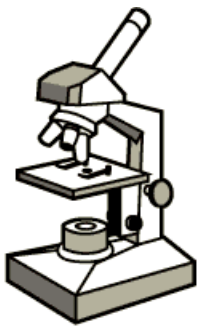
Temple University Hospital, a 722-bed tertiary facility, is adjacent to the School of Medicine and serves as the School's major clinical teaching site. Affiliated teaching hospitals and practice sites extend throughout the Commonwealth of Pennsylvania, each site populated by physicians holding faculty appointments. Faculty in all specialties and subspecialties provide cutting-edge care to patients from the surrounding communities and beyond, who are essential to the teaching of contemporary medicine. Clinical research is carried out in the clinical departments.

"Medical science has proven time and again that when the resources are provided, great progress in the treatment, cure, and prevention of disease can occur."

- Michael I. Fox



Basic Science Departments



Each of the basic science departments of the School of Medicine has major responsibilities for teaching and research. Approximately 120 faculty members provide fundamental instruction for both professional and graduate students and for postdoctoral fellows. Their intense commitment to this activity is reflected in the uniformly high ratings provided by the students, and their continuing observation that the faculty care about the academic well-being and progress of each and every one of them. In addition, faculty in each department engages in extramurally-funded research in a continuing quest to understand human form and function in both normal and disease states.

There are 8 departments constructed around different basic science disciplines. In addition, Pathology and Laboratory Medicine, as well as Medical Genetics and Molecular Biochemistry, have both clinical and basic science functions.

"Somewhere, something incredible is
waiting to be known."

- Dr. Carl Sagan



Research Centers

Research is critical to excellent medical education and patient care. The trend in medical research today is interdisciplinary and translational, requiring teams of researchers from many disciplines to apply basic research findings to clinical interventions and therapeutics. The research centers of LKSOM focus on studies in a variety of areas that include:

- Cardiovascular disease
- Neurovirology, neural repair and rehabilitation
- Substance abuse
- Obesity and diabetes
- Cancer and molecular biology
- Thrombosis and pulmonary disease
- Health disparities
- Autoimmune diseases
- Pediatric spinal cord injury and related neuromuscular disorders.



Faculty members in these centers engage in scientific collaboration to explore major healthcare issues that extend beyond the boundaries of more traditionally-defined basic science and clinical disciplines. The centers recognize that such boundaries are somewhat artificial in nature, and that close working relationships among faculty with a variety of backgrounds and skills are essential to address problems ranging from cardiovascular disease to molecular oncology to substance abuse. The majority of graduate students and postdoctoral fellows will choose a mentor among the faculty with research labs in these centers.

There are 13 multi-disciplinary Research Centers involving collaborations throughout LKSOM. Each center focuses on a specific area of research.



Office of Faculty Affairs



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The essential functions of the LKSOM Office of Faculty Affairs are to:

- Process new faculty appointments and reappointments.
- Maintain faculty personnel files and database records.
- Coordinate all tenure and promotional activities with Departmental and School administration.
- Assist candidates in obtaining necessary materials for appointment, promotion, tenure, etc.
- Mentor/advise faculty regarding any aspect of career advancement.
- Coordinate Faculty Development opportunities.
- Act as a liaison for the Medical School with the Office of the Provost and the Office of the President of Temple University
- Oversee Conflict of Interest and Conflict of Commitment policies and compliance.

The mission of the Office of Faculty Affairs is to foster the vitality of our medical school faculty. The Faculty Affairs Office personnel fulfill this mission by supporting faculty development and by implementing institutional policies that advance the roles of the faculty in teaching, research, and clinical care.



Faculty Development

Support for the development of faculty members' careers is provided both by the School of Medicine and by the University. Within LKSOM, the Office of Faculty Affairs, in conjunction with the Offices of Research and Education, coordinates faculty development programs including seminar series, webinars, workshops etc.

The University's Center for the Advancement of Teaching (CAT) provides training and resources for faculty members to further develop their teaching skills.

Temple University Center for the Advancement of Teaching:

The Center for the Advancement of Teaching (CAT) promotes the value and practice of excellent teaching, teaching that facilitates student learning and growth. CAT's programs and resources support evidence-based teaching and provide opportunities for faculty and TAs to learn from the experience and expertise of their colleagues.

Faculty with leadership potential and interest are encouraged to participate in leadership training programs, including those provided by the University and those provided by other organizations, such as the AAMC.



Faculty Mentoring

The Lewis Katz School of Medicine (LKSOM) at Temple University is committed to advancing faculty at all stages of their academic careers, in order to build and maintain excellence in academic medicine, medical education and health care.

Mentoring is important for faculty members at all stages of their career, but is especially significant in contributing to the success of more junior faculty. Most mentoring is done on an informal basis within departments and research centers. Although the chairperson, center director or section chief will provide some career advice and direction, the responsibility for establishing productive mentoring relationships will generally fall to the individual faculty member, the mentee. Each person is encouraged to find at least one mentor with whom to meet on a regular basis to review career goals and strategies, and to monitor progress towards those goals. Some faculty members find it beneficial to have more than one mentor, with each mentor having expertise in a particular area. For example, one mentor may provide advice on research, a second mentor may help with issues relating to teaching and a third mentor may provide feedback on clinical skills. In selecting a mentor, it is important that the faculty member feels comfortable discussing details of his or her career with the mentor, and also trusts the mentor's advice. Remember that both mentor and mentee must agree to keep all mentoring discussions strictly confidential.

The Senior Associate Dean and the Associate Dean for Faculty Affairs are available for individual consultations to advise faculty and can also assist in finding a mentor if asked to do so.

"A mentor is someone who
allows you to see the hope
inside yourself"

- Oprah Winfrey



Faculty Mentoring Program

In addition to informal mentoring, LKSOM has established the Faculty Mentoring Program with the goal of providing a highly supportive academic environment for nurturing faculty from all units across the School and across gender, race, ethnicity, cultural and generational lines. In collaboration with Departments and Research Centers, the Faculty Mentoring Program facilitates partnerships between highly experienced faculty mentors and junior faculty mentees. The Program organizes mentoring conferences for mentees and mentors, and actively works to ensure all faculty members receive appropriate coaching and advice. The Faculty Mentoring Program also works closely with the newly established Internal Research Grant Review Program at LKSOM to provide feedback for faculty on research proposals prior to their submission to external funding agencies.

The Director of the Faculty Mentoring Program is Xiaofeng Yang, MD, PhD, Professor of Pharmacology. The Program reports jointly to the LKSOM Offices of Faculty Affairs and Research. For additional information regarding the Faculty Mentoring Program, please contact Dr. Yang at xfyang@temple.edu.

For additional information regarding the LKSOM Internal Grant Reviewing Program, please contact the Director and Assoc. Professor of Anatomy and Cell Biology, Lawrence E. Goldfinger, PhD, at goldfinger@temple.edu.

“Show me a successful individual and I’ll show you someone who had real positive influences in his or her life. I don’t care what you do for a living – if you do it well I’m sure there was someone cheering you on or showing the way.
A mentor.”

– *Denzel Washington*



Teaching Portfolios

All faculty members are *encouraged* to construct a Teaching Portfolio to serve as a means to document teaching credentials and effectiveness. A Teaching Portfolio is *required* for all candidates being reviewed for promotion or tenure.

Essentials of a Teaching Portfolio

- Statement on teaching philosophy
- Chronological list of teaching assignments
- Examples of teaching materials:
 - Course syllabi
 - Handouts
 - PowerPoint presentations
 - Innovative teaching methods or materials
- Teaching evaluations
 - Student evaluations
 - Peer evaluations
- Curricular development
- Educational scholarship
 - Publications
 - Abstracts

It's never too early in a faculty member's career for him or her to start building a teaching portfolio. Remember to keep a list of all courses taught and make sure the list is up to date. Save copies of syllabi, handouts and all student and resident evaluations. Colleagues can be asked to observe a specific teaching activity and to write an evaluation. These individual components can then be collated into a Teaching Portfolio that provides a detailed record of teaching activities and accomplishments.



Faculty Service Opportunities

Participation by the faculty in the day-to-day functioning of the institution is important to both the University and the individual faculty member.

Numerous opportunities exist for each faculty member to contribute time and expertise to the governance and administration of his or her department, school, university and professional associations. Junior faculty members should be careful to limit service commitments at early stages of their career in order to focus on research, teaching and patient care. Once the faculty member is better established in those areas, he or she should look to taking on some service responsibilities. Those responsibilities can then increase as the faculty member progresses in seniority.

Committees are established in each department, with the membership usually determined by the Chairperson. Within the Katz School of Medicine, there are several Standing Committees, with memberships determined according to the School Bylaws. Most of these Standing Committees include some members appointed by the Dean and some members elected by the Medical Faculty Senate. A faculty member is able to self-nominate to many of these committees. A large number of University committees exist and include those of the University Faculty Senate. Consult with your Department Chairperson, Center Director or Section Chief, or the Office of Faculty Affairs for more information.

Temple University Outstanding Service Faculty Award:

“The Faculty Senate and the Provost commend faculty who perform outstanding service to their schools and colleges and to the University community. The outstanding service award will recognize faculty service contributions and highlight the importance of faculty participation in the governance of the institution.”



Faculty Performance Review

Each faculty member at the Lewis Katz School of Medicine is expected to contribute his or her professional effort to one or more of the School's missions of education, research and patient care, as determined at the time of his or her recruitment or as renegotiated in subsequent years. Assignment of faculty responsibilities is typically the prerogative of the Department Chairperson, Center Director or Section Chief.

In general, faculty providing patient care services are expected to produce high quality clinical outcomes and to develop peer recognition for their clinical expertise. Where appropriate to the discipline, clinicians should cultivate an expanding patient referral base. All clinical faculty are expected to meet given RVU targets. In the basic sciences, faculty are expected to develop independent research programs and to obtain external funding for their research. All basic science faculty are expected to meet standards measured by the basic science performance matrix. Both clinical and basic science faculty are required to participate in the educational programs of the School. Learners may include students in the medical, dental, podiatry, graduate, physician assistant or postbaccalaureate programs, in addition to residents and fellows.

Each faculty member meets at least annually with his or her Department Chair, Center Director or Section Chief to review activities, assignments and performance. This provides an opportunity for the faculty member to receive feedback and to raise questions and concerns.





Promotion and Tenure

The Faculty Handbook of Temple University sets forth the guiding policies regarding all aspects of tenure and promotion for LKSOM faculty members, and is available at <http://policies.temple.edu/PDF/56.pdf>.

Both tenure and promotion are based primarily on the quality of teaching and research, with a secondary consideration of service. The future promise of the individual as a scientific contributor to his or her discipline and as an educator will also be considered, along with the long-term structural and academic needs of the Department and the School. Within LKSOM, recommendation of a non-tenured tenure-track faculty member for promotion to the rank of either associate or full professor may be made with or without a simultaneous recommendation for tenure.

The University adheres strictly to a policy of non-discrimination towards all individuals in hiring, tenure and promotion decisions, on grounds of race, color, gender, sexual orientation, age, religion, national origin, disability, marital status or veteran status.

The LKSOM Tenure Committee has jurisdiction over simultaneous promotion and tenure recommendations. The LKSOM Appointments and Promotions Committee reviews recommendations for promotion for all non-tenure track faculty members, as well as those tenure track faculty who are not under simultaneous consideration for tenure.



Promotion of LKSOM non-tenure track faculty members is governed by the standards described in detail in the relevant policies:

- Clinician Scholar option on the Clinician Educator Track (CET-CS)
- Clinician Educator option on the Clinician Educator Track (CET-CE)
- Non-tenure track researchers (NTT-Research)
- Non-tenure track educators (NTT-Educator)

These policies are available on the LKSOM website (<http://medicine.temple.edu/resources-faculty>) or by contacting the Office of Faculty Affairs.

“Medicine is a science of uncertainty and an art of probability.”
- William Osler



The Albert J. Finestone, MD Office for Continuing Medical Education

The Albert J. Finestone, MD Office for Continuing Medical Education (CME) is committed to achieving excellence in continuing medical education through state, national and international activities that are built on a platform of evidenced-based medicine and adult learning principles. The Lewis Katz School of Medicine Office for CME provides continuing professional development for physicians both internal and external to Temple by developing high quality programs that are designed to enhance practice performance and have a positive impact upon patient care.

The content areas presented are broad and diverse and cover virtually all specialties within medicine. The CME Office fosters relationships with subspecialty groups which expand our programmatic offerings. All content presented has a strong foundation in the latest evidence-based scientific information available at the time of the program.

The target audience is represented by health care providers from both inside and outside the Temple University Health System. Participants represent academic, hospital, and office-based health professionals in a variety of practice settings. These include solo and group practices, HMOs, open and closed hospital staffs and managed care organizations. Characteristics of potential participants are defined by geography, type of practice, specialty and age. In addition, they are identified by gaps in knowledge levels, attitudes and skills or mandated, recommended or prescribed curricula. The type of activities offer a variety of educational formats including lectures, demonstrations, hands-on experience, print, audio-visual materials, telecommunication techniques and the Internet (including 3D animation technology). Newer educational technologies will be explored as they become available. There are three types of expected results that are at the core of our CME mission. They are: Educational Results, Administrative Results, and Patient Outcomes Results.



Educational Results: All educational activities are evaluated in both a formative and summative way with the intention of meeting the needs of the participants. Each participant is expected to provide evaluative feedback regarding a program's stated objectives and the impact of the program on the participant's knowledge, skills, attitudes and patient care.

Administrative Results: The CME Office is responsible for developing, executing, and improving its educational programming. We will use our performance monitoring tools to systematically review all programming for quality and compliance with ACCME and federal guidelines.

Patient Outcomes Results: Quality improvement in patient care must be achieved by stimulating changes in physicians' competence, performance, and patient outcomes. They will be achieved as follows:

- Changes in physicians' competence: Whenever possible, the CME Office will measure changes in physicians' competence through knowledge-based testing of the specific content presented during the educational activity.
- Changes in physicians' performance: Whenever possible, the CME Office will measure changes in physicians' performance by soliciting perceptual data and/or practice performance data that demonstrates changes in behavior.
- Changes in patient outcomes: Whenever possible, the CME Office will partner with sources of genuine clinical data to link patient outcome measures to educational interventions which we have developed and presented.

We are also challenging ourselves to pursue more research agendas and do more sophisticated outcome analyses of CME programs using patient report forms (practice based CME).

Accreditation Statement:

The Lewis Katz School of Medicine at Temple University is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to sponsor continuing medical education for physicians.



Committee on the Status of Women Faculty

Ever since Elizabeth Blackwell became the first American woman to gain admission to medical school over 150 years ago, women have made great advances within the medical profession. By overcoming traditional barriers, women have become a strong and vital force, achieving a level of prominence that was unimaginable in the 19th century.

The Lewis Katz School of Medicine's Committee on the Status of Women Faculty continues to promote the professional development of women faculty. Our mission is to ensure that the rising numbers of women in medicine continue to increase and women continue to succeed in the profession of medicine.

We carry on in the spirit of Dr. Marie Mergler, a pioneering woman abdominal surgeon and gynecologist at Cook County Hospital in Chicago, who in 1896 wrote:

"No woman studying medicine today will ever know how much it has cost the individuals personally concerned in bringing about these changes; how eagerly they have watched new developments and mourned each defeat and rejoiced with each success. For with them it meant much more than success or failure for the individual, it meant the failure or success of a grand cause."



To achieve our goal, we:

- Provide liaison with the medical school administration
- Promote faculty development through workshops and seminars
- Promote mentoring and networking
- Nominate clinicians and basic science faculty for awards and leadership training programs

Annual Faculty Development Workshop

The 25th Annual Faculty Professional Development Workshop, sponsored by the school's Committee on the Status of Women Faculty was held on May 5th, 2017. The theme of the workshop was "Re-Thinking the Workplace: Revitalizing Strategies to Succeed". This yearly event serves as a forum for education, advice and inspiration for female faculty members, residents and students.

Women in Medicine Mentoring Award

The Women in Medicine Mentoring Award recognizes and honors a faculty member, male or female, whose outstanding efforts and achievements have promoted the professional success and/or overall quality of life of women at the Lewis Katz School of Medicine at Temple University.

In May 2017, Dianne Soprano, PhD, Professor of Medical Genetics & Molecular Biochemistry and Associate Dean of the Graduate & MD/PhD Program, accepted the Mentoring Award while Alia Chisty, MD, MS, FACP, Assistant Professor of Medicine, received the Rising Star Award, given to a junior faculty member who demonstrates exceptional leadership and mentorship.



*Pictured from left: **Dr. Dianne Soprano**; **Dr. Stefania Gallucci**, Chair of the Committee on the Status of Women Faculty; and **Dr. Alia Chisty**.*

Dr. Soprano has been a pillar of our Medical School since she joined Temple University from Columbia in 1987, and she has mentored generations of students, fellows and junior faculty members. Her mentees praise her generosity in sharing wisdom with faculty of all ranks, graduate students and postdoctoral trainees across departments, instilling optimism and uncovering silver linings when the training seems overwhelming. They applaud her unrelenting support for junior faculty members, for believing in their potential and fostering the career of so many young women scientists. “Students in the PhD and MD/PhD programs respect and adore her because they know she cares deeply about their professional futures”. For junior faculty members balancing career and motherhood, Dr. Soprano serves as a living role model of a scientist, teacher, mentor, and a working mother in academia.

Dr. Alia Chisty received her MD degree from Stony Brook School of Medicine, completed a residency in Internal Medicine at Yale and a Fellowship as a Clinical Educator at UCSF. Dr. Chisty arrived at LKSOM as an Assistant Professor in 2013. Since then, as Associate Director of the Internal Medicine Residency Program and as a preceptor, she has been a role model for residents and fellows. Her mentees define her as a visionary who leads with passion, enthusiasm and integrity, and they describe the transformative legacy that she is creating in their program. Her colleagues and peers congratulate her for developing an innovative near-peer mentorship program in leadership among female chief residents and junior female faculty, and for leading workshops that promote mentorship networks.



Faculty Achievement Awards

A variety of awards are granted by Temple University and by the Lewis Katz School of Medicine to acknowledge the achievements of those individual faculty members who excel in specific areas of teaching, research or service.

Temple University Awards

- **Great Teacher Awards**

In 1988, the Board of Trustees established the "Temple University Great Teacher Awards" to recognize full-time faculty members for their continuous excellence in teaching. Each award carries a stipend, and a commemorative sculpture. In addition, each recipient's name is engraved on the wall of the Founder's Garden. The awards are presented at a special luncheon which honors individual winners and their contributions to Temple's tradition of teaching excellence. No faculty member may receive this award more than once.

- **Lindback Distinguished Teaching Awards**

The Lindback Awards for Distinguished Teaching were established with the help of the Christian R. and Mary F. Lindback Foundation and recognize academic excellence and outstanding teaching. Each Lindback Award Winner receives a certificate and a monetary award. The Lindback Award for Distinguished Teaching is open to all full-time University faculty, but no faculty member may receive this award more than once.

- **Laura Carnell Professorships**

The Carnell professorships were established in the 1988 to recognize "faculty who have markedly distinguished themselves in research, scholarship, the creative arts and teaching," Temple president Peter Liacouras wrote at the time. Laura Carnell was Temple's first dean and chief administrator to Founder and President Russell Conwell from 1893 until his death in 1925.



- **Paul W. Eberman Faculty Research Award**

The Eberman Faculty Research Award recognizes outstanding research of full-time faculty.

- **Temple University Faculty Research Award**

The Temple University Faculty Research Award recognizes outstanding research of full-time faculty.

- **The Innovative Teaching with Technology Award**

The Innovative Teaching with Technology Award recognizes a full-time faculty member who has made significant contributions toward integrating technology into teaching and learning.



LKSOM Winners of 2017 Temple University Faculty Awards, presented by **Richard M. Englert**, Temple University President (left) and **JoAnne A. Epps**, executive vice president and provost of Temple University (right): **Marla R. Wolfson, MS, PhD**, Professor and Associate Chair, Department of Physiology, winner of the Temple University Faculty Research Award (second left); **David A. Wald, DO, FACOEP**, Professor, Emergency Medicine, winner of the Christian R. and Mary F. Lindback Foundation Award for Distinguished Teaching (center); **Domenico Praticò, MD**, Professor, Pharmacology, winner of the Paul W. Eberman Faculty Research Award (second right).



LKSOM Awards

- **The Mary DeLeo Prize**

Established in honor of Mary DeLeo, this prize is awarded for demonstrating excellence in Basic Science Teaching.

- **The Russell and Pearl Moses Memorial Endowed Medical Award**

This award recognizes excellence in Clinical Teaching at Temple University Hospital.

- **The Blockley-Osler Award**

This award is given to a physician-member of the affiliate faculty of the Medical School for excellence in Bedside Teaching.

- **Drs. Henry P. & M. Page Laughlin Awards**

These awards recognize excellence in clinical teaching at the Clinical and Regional Campuses

- **Skull' Yearbook Dedicatee**

Each year, the graduating class of the Lewis Katz School of Medicine dedicates its yearbook, The Skull, to an outstanding faculty member who embraces the challenge of educating future physicians, and who actively invests him- or herself in medical students' education in a way that creates memorable and enjoyable learning experiences.

- **The Golden Apple Award**

The Golden Apple is awarded by the Temple University Chapter of the American Medical Student Association to members of the faculty in recognition of outstanding dedication, ability and zeal in furthering the education of medical students.





Policies on Conflict of Interest and Conflict of Commitment

Academic medicine and health-related industries share the goal of improving the health of the public. This goal, by its nature, has given rise to many different interactions between industry and members of our community. These interactions must be transparent in all aspects. They should support unrestricted exchange of information, should be free of bias and should not in any way influence professional behavior. However, such relationships often give rise to Conflicts of Interest (COI) that must be disclosed and managed. Prior approval is required before engaging in these activities. Such prior approval must be made to Department Chairs/Section Chiefs/Center Directors (or to the Dean or the Dean's designee if the Department Chair or Center Director is the individual seeking approval). Additionally, all LKSOM Faculty Members are required to complete an electronic COI Disclosure Form at the time of appointment and at least annually (using the 'My Conflict of Interests' module on https://era.temple.edu/tu_login/login.asp).

All Employees are governed by Temple University's Policy on Conflict of Interest – All Employees (<http://policies.temple.edu/PDF/64.pdf>). Faculty are governed by Temple University's Policy on Conflict of Interest – Faculty (<http://policies.temple.edu/PDF/129.pdf>). Any Employee who is planning to or is participating in research is governed by Temple University's Policy on Financial Conflict of Interests in Research (http://research.temple.edu/sites/research/files/documents/coi_financial.pdf). These policies apply generally to financial relationships between employees and their respective families, and non-Temple University entities and persons.

Employees holding primary appointments in LKSOM may encounter potential conflicts of interest that are less well defined than those described in the general University policy. Thus, there is a need to describe in detail the responsibilities of Employees regarding possible interactions with industry or



other private entities and to provide direction for appropriate types and levels of external activities. These procedures implement the Conflict of Interest and Conflict of Commitment Policy for LKSOM. To the extent an Employee's action does not fall under the oversight of these procedures, the Employee must ensure compliance with the appropriate Temple University Policy on Conflict of Interest and Conflict of Commitment, as referenced above, for disclosure and approval. A commitment to engage in any activity that involves an external institution, agency or company should be made by an Employee only after serious consideration of whether the activity will compromise the amount of time available for fulfillment of the Employee's primary commitment to LKSOM and whether the nature of the proposed activity is commensurate or consistent with the Employee's responsibilities to Temple University. An Employee must additionally consider carefully whether a possible external obligation might constitute a conflict, or the appearance of a conflict, with the interests of LKSOM or of the University.

See Appendix for complete description of "LKSOM Procedures Implementing the Temple University Policy and Procedures on Conflict of Commitment and Conflict of Interest (Policy Statements A – H) including Financial Conflicts of Interest Related to Research (Policy Statement I)".

"The NIH is committed to preserving the public's trust that the research supported by us is conducted without bias and with the highest scientific and ethical standards. We believe that strengthening the existing regulations on managing financial conflicts of interest is key to assuring the public that NIH and the institutions we support are taking a rigorous approach to managing the essential relationships between the government, federally-funded research institutions, and the private sector."

- NIH on Financial Conflict of Interest



Retirement

The University offers a defined contribution retirement plan for faculty who may elect to make pre-tax contributions to a tax deferred 403(b) account. For a brief description of the plan, please view the appropriate section of the Human Resources website

(<http://www.temple.edu/hr/departments/benefits/retirement/defined.htm>).

Faculty members may contact the Benefits Office in the Human Resources Department for information regarding their eligibility.

Transition to Retirement Program

Transition to Retirement is a program in which full-time faculty can reduce their professional activities by working at 50% effort per year, for up to three years prior to their retirement date. Participation in this program is purely voluntary and is subject to Temple University's policies which prohibit discrimination. Any full-time faculty member, 62 years of age or older with a minimum of 10 years of service with Temple University, may elect to participate in this program by completing an election form and submitting the form to his/her Chairperson. The Chairperson will submit the request to the Office of Faculty Affairs who will forward the request to the Dean. If approved, a faculty member who participates in the Transition Program will be eligible either to not work for one-half of the fiscal year or to reduce his/her effort to 50% across the 12 month fiscal year, for a maximum of 3 fiscal years. The Dean or his/her designee will be responsible for assigning the faculty member's duties. The faculty member will receive 50% of his/her salary during this time period, spread out over 12 months. All benefits will continue during this transition period; any benefit that is salary based will be based on the adjusted salary. A faculty member participating in this transition program will be eligible to receive annual increases, including merit, commensurate with job performance. The standard clinical or basic science performance matrix will be applied for either the percentage effort or the portion of the calendar year worked by the faculty member.



Emeritus Status

Emeritus status is accorded at the time of retirement to:

- All academic Deans
- All Full Professors with tenure

Upon nomination, emeritus status may be accorded at the time of retirement, after approval of the Council of Deans, to:

- Tenured Associate Professors who have served at Temple University for at least 15 years.
- Full-time non-tenure-track faculty who have served at Temple University for at least 15 years, and who have reached Associate, Senior, or Distinguished status in their respective categories.
- Any faculty otherwise eligible for emeritus status, but who had to resign because of illness or some other reason beyond the faculty member's control.

Emeritus status carries the following privileges, as well as all other privileges of retired faculty:

1. Listing in University catalogs
2. Unrestricted use of the libraries
3. An invitation to march in Commencement processions
4. Retention on University mailing lists and email accounts so as to receive announcements of University events
5. Tuition benefits as per the University's current policy applicable to fulltime faculty
6. Access to the University's recreational and social facilities on the same basis as are enjoyed by the full-time faculty
7. Admission to cultural and athletic events at the full-time faculty discount
8. Office and desk space, and laboratory facilities, if available, on the request of the Dean of the School or College.



Faculty Policies and Procedures

Links to the following Policies and Procedures that pertain to the faculty of the School of Medicine are available on the LKSOM website at <https://medicine.temple.edu/resources-faculty>. You will be prompted for your TU AccessNet Name and Password to view some parts of the website.

- Medical Student & Faculty Handbook
- Bylaws
- MD Program Graduation Competencies
- Human Resources & Benefits Information
- Conflict of Interest Policies, Procedures and Forms
- Faculty Development Program
- Faculty Mentoring Program
- Policy on Appointment as a Clinical Scholar on the Clinician Educator Track
- Policy on Appointment as a Clinical Educator on the Clinician Educator Track
- Medical Faculty Senate
- Committee on the Status of Women Faculty
- Standing Committees



Office of Health Equity, Diversity & Inclusion



Kathleen Reeves, MD, FAAP

Senior Associate Dean

Professor of Pediatrics

T: 215-707-4607

OHEDI@temple.edu

The Office of Health Equity, Diversity and Inclusion at the Lewis Katz School of Medicine at Temple University was created to build upon the successes of the Temple University Office of Recruitment, Admissions and Retention. Temple University has had a long standing commitment to diversity and an inclusive environment. We are committed to meeting our mission throughout Temple Health.

Since 1971, LKSOM has enrolled over 1,000 medical students from groups underrepresented in medicine – with 93% graduating within four years.



Located in the heart of an economically distressed and diverse urban area, the School of Medicine is acutely aware of the impact of the national systemic problems related to the lack of health equity and access to affordable, culturally responsive healthcare. In response, we will address issues to promote health equity through education, care delivery, workforce development and research. We recognize that an environment enriched with persons from varied backgrounds working to address health disparity enhances scholarly work and the development of a culturally aware and responsive healthcare workforce.

LKSOM ranks 9th in the country for graduating African American physicians.

The School of Medicine values and embraces a diverse community reflected by individuals' race, ethnicity, culture, gender, sex, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, language, national origin, religious affiliation, spiritual practice, mental and physical ability/disability and age. In response to the needs of our local community and patient population, we will concentrate our recruitment and retention efforts on students, residents, and faculty who identify as Black/African American, Hispanic/ Latino and/or educationally and economically disadvantaged, while also being intentional in our efforts to create an inclusive and welcoming environment for women and LGBT students, residents, faculty and staff.



We are committed to achieving a climate of inclusion that respects and affirms diverse backgrounds and life experiences. We recognize that excellence in all aspects of education, training, research, and care delivery can only be achieved when all students, faculty, staff, community members and patients experience authentic connection and engagement; feel supported; and are encouraged to participate and contribute to creating health equity.

Approximately 20% of the total enrollment consists of students from groups underrepresented in medicine.



LKSOM Match Day, 2016



Equal Opportunity Ombudspersons

Informal and formal complaint procedures are available through the Office of Equal Opportunity Compliance to members of the University community for the resolution of complaints of unlawful discrimination, harassment, and/or retaliation.

Any person who believes that he or she is a victim of discrimination, harassment, and/or retaliation may make an informal complaint to any EO Ombudsperson.

Ombudspersons are sensitive to the feelings, rights, and interests of all parties, and have demonstrated ability to handle confidential and sensitive matters in a discreet manner. They are knowledgeable about harassment matters and trained to assist in understanding and resolving informal complaints. During informal resolution, all reasonable efforts will be made to insure the confidentiality of information received, including the identities of the parties.

There are two Ombudspersons at the Lewis Katz School of Medicine:

Melanie Cosby, PhD
Director of Diversity & Inclusion

T: 215-707-8856
melanie.cosby@temple.edu

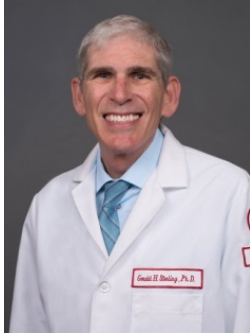
Gregory Zimmaro
Assistant Dean, Human Resources and Administration

T: 215-707-1484
gzimmaro@temple.edu

Additional information is available at:
<http://www.temple.edu/eoc/fileacomplaint.html>



Office of Medical Education



Gerald Sterling, PhD
Senior Associate Dean
Professor of Pharmacology
T: 215-707-4613
ghsterli@temple.edu

The Lewis Katz School of Medicine (LKSOM) offers the highest quality educational programs designed, to train the next generation of physicians, medical researchers and healthcare professionals. We take a patient-centered approach in meeting the complex needs of a diverse population and a changing healthcare environment. Our educational programs include: MD degree, MS and PHD degrees in the biomedical sciences, two Post-baccalaureate programs, a Physician Assistant graduate degree, an MA degree in Urban Bioethics, and several dual degree programs (MD-PHD; MD-MPH; MD-MBA; MD-MA-Urban Bioethics). Students entering our programs have demonstrated both high academic achievement and a commitment to helping others through dedicated local, national and international service activities.



LKSOM White Coat Ceremony, 2016



The William Maul Measey Institute for Clinical Simulation and Patient Safety (ICS) is an educational facility with two components: a Simulation Center that uses inanimate, programmable simulators to imitate physiologic and clinical conditions and a Skills Center that uses Standardized Patients for both teaching and evaluation. The mission of the ICS is to facilitate the learning of clinical and procedural medicine for all practitioners while promoting patient safety.

The Lewis Katz School of Medicine at Temple University offers ultramodern facilities including open research spaces, smart classrooms and a state-of-the-art 12,000-square-foot clinical skills and robotic simulation center.

Temple's student-centered philosophy nurtures a collegial learning environment. With outstanding faculty who are truly passionate about teaching, a plethora of service-learning opportunities and uncommon, extensive clinical experiences, the curriculum is justly renowned for producing graduates with outstanding clinical skills.



MD Curriculum at a Glance

Major components and emphases of the MD curriculum include:

- The teaching of basic science and clinical medicine is longitudinally interwoven, just as medicine is practiced
- Emphasis on physician competencies: knowledge, clinical skills, professionalism, humanism, and cultural competencies
- Content is evidence-based, outcomes-oriented, and features case-based learning that highlights quality and safety
- Promotion of longitudinal relationships between faculty and students
- Increased emphasis on changing demographics (geriatrics, alternative and complementary medicine)
- Use of simulation and standardized patients in clinical training
- Geared toward adult learning styles with emphasis on lifelong learning, self-assessment, critical appraisal and use of information technology
- Training is interdisciplinary, in interprofessional teams, reflecting realistic scenarios of actual practice.

“Qualities you need to get through medical school and residency: Discipline. Patience. Perseverance. A willingness to forgo sleep. A penchant for sadomasochism. Ability to weather crises of faith and self-confidence. Accept exhaustion as fact of life. Addiction to caffeine a definite plus. Unfailing optimism that the end is in sight”.

- Khaled Hosseini



First Year

- Doctoring 1 - Instruction in fundamental clinical skills: taking a patient history, performing a physical examination of a normal adult, and basic case presentation
- Block 1 - Fundamentals of Anatomy
- Block 2 – Fundamentals of Medicine I; including Metabolism, Molecular Biology, Genetics, Cell Biology, Biostatistics and Epidemiology and Principles of Pharmacology
- Block 3: Cardiovascular, Pulmonary and Renal Systems
- Block 4 – Biological Systems II: Gastrointestinal, Endocrine, Reproductive, Bone & Skin
- Block 5 – Biological Systems III: Nervous System
- Block 6 – Biological Systems IV: Immunology and Inflammation

Second Year

- Doctoring 2 - further develops the concepts introduced in Doctoring 1, with students performing complete assessments of patients with diverse medical issues as seen in the hospital and in outpatient clinics.
- Block 7 – Microbiology & Infectious Disease
- Block 8 – Diseases of the Cardiovascular, Respiratory & Renal Systems
- Block 9 – Diseases of the Endocrine, Reproductive & Gastrointestinal Systems
- Block 10 – Diseases of the Nervous System
- Block 11 – Hematology & Oncology, Diseases of the Musculoskeletal & Immune Systems, Dermatology



Third Year

- Third Year Preparation - a one week course to ease the transition from classroom work to clinical rotations
- Family Medicine (6 weeks)
- Internal Medicine (8 weeks)
- Neurology (4 weeks)
- Obstetrics/Gynecology (6 weeks)
- Pediatrics (6 weeks)
- Psychiatry (6 weeks)
- Surgery (8 weeks)
- Elective (4 weeks)

Fourth Year

- Sub-Internship - Internal Medicine, Surgery or Pediatrics
- Emergency Medicine
- Radiology
- Critical Care
- Electives (6 blocks)
- Scholarly Project (Optional)
- Capstone Course

“It is health that is real wealth
and not pieces of gold and
silver”
- Mahatma Gandhi



Doctoring Colleges

Doctoring is a sequence of learning activities that introduce and refine the critical skills necessary for patient assessment and the concepts necessary to practice medicine in contemporary society.

At the Lewis Katz School of Medicine (LKSOM), students are grouped in seven Doctoring Colleges, each of which is named for a distinguished faculty member of LKSOM. Each Doctoring College is an academic community within LKSOM that has a consistent group of faculty and peers for learning activities throughout the curriculum.

W. Wayne Babcock College

W. Wayne Babcock, MD (1872 - 1963), surgical innovator, educator, and author, became Chair of Surgery at Temple in 1903 and taught here for 45 years. Dr. Babcock earned worldwide recognition for pioneering the usage of spinal anesthesia and stainless steel sutures, for developing and popularizing surgical procedures, and for inventing eponymous surgical instruments (e.g., Babcock forceps, Babcock drain). Babcock's Principles and Practice of Surgery was the authoritative text in surgery through the 1950s and 60s.

Thomas M. Durant College

Thomas Durant, MD (1905 – 1977) joined the Temple faculty in 1936 and served as Chair of Medicine from 1956 to 1966. He made notable contributions in electrocardiography, contrast visualization, and the dynamics of circulation and respiration. Dr. Durant was considered a consummate diagnostician. Dr. Durant held numerous high-level posts in his career. In addition to his service to Temple, Dr. Durant was chair of the American Board of Internal Medicine, president of the American Federation for Clinical Research, and president of the American College of Physicians.

Dawn B. Marks College

Beloved for her devotion to students and passion for teaching, Dawn B. Marks, PhD (1937 - 2000) joined the Department of Biochemistry at Temple



in 1968 and served as Assistant Dean of Graduate Studies from 1984 to 1998. Dr. Marks developed innovative teaching techniques in biochemistry and molecular biology, always grounding concepts in practical applications in clinical medicine. Dr. Marks was honored with numerous teaching awards during her career. Dr. Marks' signature professional achievement was publication of *Review of Biochemistry* (1990). The textbook was the gold standard in undergraduate and medical school classrooms, and remains the foundation for all contemporary biochemistry texts. Clinical adaptations of Dr. Marks' texts are still published and edited by Temple faculty.

Waldo Nelson College

A true giant in the field of pediatrics, Waldo E. Nelson, MD (1898 - 1997) came to Temple in 1940 and chaired the Department of Pediatrics for 24 years. He also served as Director of St. Christopher's Hospital for Children in Philadelphia, bringing it to prominence as a regional referral center. Dr. Nelson gained worldwide fame as the editor of the *Nelson Textbook of Pediatrics*, better known as the "Green Bible". Now in its 19th edition, the text remains the definitive pediatric medicine reference and has been translated into dozens of languages.

William N. Parkinson College

William Parkinson, MD (1896 - 1971), a graduate of the School of Medicine's Class of 1911, served as Associate Dean at Temple from 1921 to 1924. He left to continue his studies, then returned in 1929 as Medical Director and Dean – a post he held for 30 years. In the Temple tradition, Dr. Parkinson was known for making medical education accessible to talented students from all backgrounds and for recruiting faculty of national and international renown. Dr. Parkinson was deeply involved in all aspects of the school's life. It was said that he seemed to run the Medical School single-handedly, managing both strategic decisions and minute operational details.

Charles Saunders College - St. Luke's Campus

Charles D. Saunders, MD, has been a member of the St. Luke's Hospital and Health Network since 1974. He has been an active and outstanding urologist at St. Luke's for over 3 decades. Dr. Saunders is a skillful and caring physician, known for his compassion. He is widely praised by his



patients and deeply respected by his colleagues. Dr. Saunders exemplifies “Doctoring”. Dr. Saunders has held many positions at St. Luke’s. He was Chief of Urology, Acting Chief of Surgery, Senior Vice President of Medical and Academic Affairs, President of the St. Luke’s Medical Staff, a member of the Board of Trustees at St. Luke’s Hospital and Health Network, and president Northampton County Medical Society. Dr. Saunders is currently Chair of the St. Luke’s Allentown Hospital Board of Trustees, and Vice Chair of the St. Luke’s Hospital and Health Network Board.

Sol Sherry College

A titan in the field of thrombosis, Sol Sherry, MD (1916 - 1993) served as Chair of Medicine at Temple from 1968 to 1984. He was Dean of the School of Medicine from 1984 to 1986, and founded the Thrombosis Research Center which now bears his name. Dr. Sherry revolutionized medicine through his pioneering work in thrombolytic therapy. He was personally responsible for developing streptokinase as the first “clot-busting” drug. Similar lytics are now widely used to treat stroke, myocardial infarction, and pulmonary embolism. Dr. Sherry founded the Council on Thrombosis of the American Heart Association and the International Society of Thrombosis and Haemostasis.



LKSOM Commencement Ceremony, 2017



MD Graduation Competencies

Introduction

The Lewis Katz School of Medicine at Temple University (LKSOM) is dedicated to educating and training students to be excellent physicians who will be thoroughly prepared to meet the medical needs of a diverse patient population, including the local community, the State of Pennsylvania and beyond. The school places particular emphasis on attracting and graduating future physicians who will provide care to underserved and diverse populations. This tradition has been preserved and passed on by a faculty which is dedicated to the medical needs of North Philadelphia and surrounding communities.

LKSOM is dedicated to enrolling students who exemplify academic excellence, and embody the passion, commitment and integrity to meet the highest standards in patient care and medical scholarship. Temple students represent the diversity of society; they are recent college graduates and those changing careers, and they come from a wide variety of cultural, socioeconomic, and geographic backgrounds. They also have demonstrated capacity for volunteerism, altruism, and a genuine desire to help those in need. A LKSOM education provides a solid foundation in the fundamentals of basic science and clinical medicine. The curriculum is structured to ensure that students acquire the knowledge, clinical and life-long learning skills, and professional attributes essential to the practice of medicine. The program is marked by an extensive "hands-on" experience in caring for patients. Thus, graduates are exceptionally well prepared to pursue further training. Additionally, students have opportunities to engage in service learning, basic and clinical research and discover if their aptitudes and interests lie in these areas.

The medical school competencies are based on recommendations of the Accreditation Council on Graduate Medical Education (ACGME), which formally established the use of educational outcomes as a tool for accrediting residency training programs, The Physician Competency Reference Set and the Core Entrustable Professional Activities for Entering Residency. LKSOM has chosen to use the following defined areas of



competency: medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, systems-based practice, and interprofessional collaboration.

See Appendix for complete description of the learning objectives for medical students, listed under each of the seven competencies. This information may also be found on the LKSOM web site

(<https://medicine.temple.edu/education/md-program/curriculum/graduation-competencies>).



LKSOM Commencement Ceremony, 2017



Student Mistreatment/Learning Environment

The Lewis Katz School of Medicine provides an environment conducive to effective learning by creating an atmosphere of mutual respect and collegiality among faculty, residents, healthcare providers, staff and students. Inappropriate behavior of faculty towards, or mistreatment of, students is contrary to the educational mission of the medical school and is not tolerated. Examples of inappropriate behavior or mistreatment may include but are not limited to: sexual harassment; discrimination based on race, gender, age, ethnicity, religion, health, or sexual orientation; purposeful humiliation, verbal abuse, threats or other psychological abuse; and not respecting the political and other opinions of students.

To promote an environment consistent with our standards of behavior, the Lewis Katz School of Medicine provides ongoing education to students, faculty and residents about the appropriate treatment of medical students, standards of behavior, and the School's process for dealing with allegations of inappropriate behavior or mistreatment.

Student Mistreatment Reporting Protocol:

- Address the issue locally with the person(s) involved, course or clerkship director.
- If not feasible, report to Dr. Reifler (215-707-1670) or Dr. Sterling (215-707-4613) or any member of the Office of Medical Education (OME) or the Office of Student Affairs (OSA), including ombudsperson Dr. Cosby (2-8856) or the Assistant Dean for Human Resources (2-1484).
- If appropriate, submit a "professionalism concern" form to OSA or OME.
- Refer to the Student and Faculty Handbook for forms and further information.

For detailed/comprehensive policy information, consult the Student and Faculty Handbook.

medicine.temple.edu/student-resources



Biomedical Sciences Graduate Program

Temple's Biomedical Sciences Graduate Program provides students with the education, training, and skills that today's employers in academia, government and industry demand. Our graduates find positions in academia and in a wide array of health science-related industries and corporations throughout the United States and abroad.

With a curriculum featuring an interdisciplinary approach to education and research training, students learn how to perform as independent scientific investigators, exploring new pathways for learning and discovery. Both the MS with thesis and PhD programs are scholarly endeavors requiring original research. The programs challenge students to think logically and creatively and to express themselves independently.

The Master of Science degree curriculum is a two-year, full-time program of study. Two options are available: a 30-credit program with a thesis sponsored by a graduate faculty advisor, and a 36-credit non-thesis option. The Doctor of Philosophy degree curriculum is a full-time, 37-credit program that typically takes just over five years to complete. The PhD program of study features research rotations, journal clubs and seminars as well as dissertation research.

PhD and MS students with the thesis option can specialize in one of five concentrations (clusters):

- Cancer Biology and Genetics
- Infectious Disease and Immunity
- Molecular and Cellular Biosciences
- Neuroscience
- Organ Systems and Translational Medicine



In the first year, MS and PhD students participate in interdisciplinary coursework including:

- Molecules to Cell
- Organ Systems: Function, Dysfunction, and Therapies
- One concentration-specific elective
- Five one-credit courses comprising Scientific Communication, Scientific Integrity and Bioethics, Experimental Design and Biostatistics, Bioinformatics, and Grant Writing

In addition, PhD students complete three laboratory rotations and MS students with thesis directly begin laboratory research. In subsequent years, PhD students take additional advance concentration-specific elective courses, participate in seminars and journal clubs, perform research in the laboratory of their choice, and write and defend a thesis. MS students also take additional advanced elective courses, participate in student seminars and journal clubs, and, if the thesis option is chosen, perform research leading to a thesis. All students work with faculty in the School of Medicine's world-class disease-based research centers.

Dawn Marks Research Day



*Dawn B. Marks, PhD
1937 - 2000*

For the past 16 years, PhD and MS students from the Biomedical Sciences Graduate Program at LKSOM have shown off their research accomplishments at the annual Dawn Marks Research Day. The 2017 event, held on June 6 in Temple's Medical Education and Research Building, featured 44 student poster exhibits and 10 oral presentations.



Dawn Marks Award Winners, 2017



Pictured are the first, second and third place winners of the posters and oral presentations. Front row (l to r): Mitali Ray, Ziran Zhao, Alison Kearns, Alyssa Lombardi, Charikleia Kalliora; Back row (l to r): Ryan LaCanna, Antonio DiMeco, Taylor Gentile.

The Research Day is held each year in honor of Dawn Marks, PhD, who was a full-time faculty member in Biochemistry for 31 years and served as Assistant Dean for Graduate Education from 1984 to 1998. She retired in 1999 and was a Professor Emeritus until her passing. During her tenure at Temple, Dr. Marks co-authored the still widely-used textbook, *Basic Medical Biochemistry: A Clinical Approach*.



Kathleen Giangiacomo, PhD

Following the presentations, Kathleen Giangiacomo, PhD, Associate Professor of Medical Genetics and Molecular Biochemistry, was recognized with the Dawn Marks Memorial Award for her dedication to Temple's graduate students. Dr. Giangiacomo, a faculty member for 26 years, is actively involved in the teaching of biomedical sciences, post-baccalaureate, medical and podiatric students.



Physician Assistant Program

Lewis Katz School of Medicine at Temple University (LKSOM) is building on a history of excellence in medical education to deliver a Physician Assistant (PA) Training Program which will lead to a Master of Medical Science degree in Physician Assistant Studies. Predictions of growing physician workforce shortages have led to innovation in medical practice design and the call for expert physician extenders. This need is most pressing in our historically underserved urban community. When coupled with the Institute of Medicine's call for patient-centered, interprofessional education and care, we see an intuitive link between the education of the trainees who will practice in these teams and the eventual practice setting.

It is our strong impression that a PA training program housed in our School of Medicine, with a reputation for excellence in medical science, clinical education and unparalleled commitment to the urban, underserved community will be a unique, highly desirable option for PA program candidates. This new Masters in Medical Science program will serve to: train outstanding PAs who will enhance patient care in our North Philadelphia community and beyond; facilitate innovative curriculum with the use of interprofessional exercises; and utilize existing School of Medicine faculty, clinical training and physical plant resources. The details provided on our website will frame the rationale and mission for this program, as well as provide an overview of the innovation in the curricular design that will bring physician assistants and medical students together to learn side-by-side, just as they will practice.

The Master of Medical Science degree in Physician Assistant Studies is designed to be completed in approximately 26 months. It is divided into two major sections: the Preclinical Curriculum (over 14 months) and the Clinical Curriculum (over 12 months).

LKSOM Physician Assistant Program has been granted Accreditation-Provisional status by the Accreditation Revision Commission on Education for Physician Assistant (ARC-PA). Our first group of students will enter the



program in June 2016 and will graduate in August 2018. The LKSOM PA program will matriculate 20 students in the first year, with the ultimate capacity for 50 students per year.

PA Curriculum: Academic Year 2017-2018

The course of study is 26 continuous months in length. Starting in June, the education of physician assistant students at Lewis Katz School of Medicine at Temple University includes a solid foundation in the fundamentals of basic and clinical science. Students are introduced to various medical disciplines as well as the principles of physical diagnosis, diagnostic evaluation and medical therapeutics. The didactic session (14 months) is taught in an integrated approach, closely tying basic science concepts to clinical medicine, professionalism and medical ethics. Core courses are taught in “block” fashion that includes intense instruction and training in an organ system approach. Students are taught epidemiology, pathophysiology, clinical presentation, diagnostic evaluation and treatment management and planning for one system at a time. The William Maul Measey Institute for Clinical Simulation and Patient Safety allows students to learn basic clinical skills and teamwork in a safe learning environment throughout the curriculum under the teaching and guidance of the PA program faculty. During the second, clinical year, students will experience seven required and two elective 5-week clerkships. Thus, graduates are exceptionally well prepared to successfully complete the NCCPA certification examination and practice clinically.

All students must successfully complete the following to meet the graduation requirements for the degree of Master of Medical Science:

- Successful completion of all courses (117 credits) with a 3.0 GPA or higher
- Successfully complete all Supervised Clinical Experience
- Pass a comprehensive written examination
- Pass the Objective Standardized Clinical Examination (OSCE)
- Demonstrate professional conduct throughout the program



Postbaccalaureate Premedical Program

Our Postbaccalaureate Premedical Program offers a unique and challenging program of study for candidates wishing to pursue a career in medicine. Students who successfully complete the program will have the added distinction of entering Temple University School of Medicine at the conclusion of the program without a lag year.

There are two tracks offered:

- **BCMS - Basic Core in Medical Sciences Program:** For candidates interested in a medical career who haven't taken the basic science courses required for admission (Biology, Chemistry, Physics and Organic Chemistry, all with labs). Students enroll in a full-time, 12-month course of study, including MCAT prep and biochemistry/psych/sociology accelerated classes.
- **ACMS - Advanced Core in Medical Sciences Program:** For candidates wishing to enhance their existing science credentials to pursue a medical career. Students enroll in a full-time, 10-month program of graduate study taught by our medical school faculty. MCAT preparation is available for those who require additional prep.

The End Result...

After successful completion of the Postbaccalaureate Premedical Program, students enter the MD Degree program at LKSOM. The Postbaccalaureate Premedical Program at LKSOM exemplifies all that is best at Temple University as a world-class academic medical center with renowned basic science faculty in the School of Medicine as well as the high caliber leadership of Temple University Hospital physicians involved in the postbaccalaureate student clinical enrichment program and clinical research encounter.



Master of Arts in Urban Bioethics (MAUB)

The MA in Urban Bioethics, offered through the Center for Bioethics, Urban and Health Policy, trains students in the ethics and values of health, health care delivery, and health law and policy underlying the urban context of density, diversity, and inequalities. Coursework is practical, methodological, and theoretical. The degree is designed for Temple graduate students and area professionals who face, or will soon face, the complexities and disparities of urban health, and want specialized training in the ethics, values, and politics of health care in our increasingly multi-dimensionally diverse society.

The MA in Urban Bioethics can be earned as a stand-alone degree or as part of a dual degree, and can be completed on a part- or full-time basis.

The challenge is for bioethicists to position themselves to be on panels, boards and other decision making bodies where public policy positions will be established – where the exploding changes in health care that are now underway will be addressed.

– Arthur L. Caplan



Office of Student Affairs



Douglas Reifler, MD

Associate Dean

Professor of Medicine

T: 215-707-1670

douglas.reifler@temple.edu

The Office of Student Affairs deals with all aspects of student life not directly related to the curriculum. Contact with each student begins the summer prior to the first year and continues beyond graduation.

Some of the services and resources provided by this office are listed below.

- Academic Advising and Career Counseling
- Bridging the Gaps Community Health Internship
- Counseling Services
- White Coat and Graduation Ceremonies
- Honor Code
- Housing
- Parking Services
- Research Opportunities/Summer Work Study
- Residency Application Information & Residency Match
- Student Organizations and Activities
- Student Health and Wellness Resources
- Student Records



Medical School Admissions



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Professor of Emergency Medicine

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The Lewis Katz School of Medicine (LKSOM) welcomes applications from Pennsylvanians and non-residents of Pennsylvania. For the entering class of 2016, we received over 11,000 applications. LKSOM is dedicated to training students to be excellent physicians who will be thoroughly prepared to meet the full spectrum of patients' medical needs. The school places particular emphasis on attracting applicants who will provide compassionate care to underserved populations. This tradition has been preserved by a faculty dedicated to embracing the medical needs of North Philadelphia and surrounding communities. LKSOM enrolls students who exemplify academic excellence and embody the passion, commitment and integrity to meet the highest standards of patient care and medical scholarship. Our students represent the diversity of society; they are both recent college graduates and those changing careers, and they come from a wide variety of cultural, socioeconomic, and geographic backgrounds. They have demonstrated capacity for volunteerism, altruism, and a genuine desire to help those in need.

From modest beginnings, the Lewis Katz School of Medicine has emerged as a school of national reputation. One in every four people who applies to medical school in the United States applies to Temple. Our graduates are on faculty, department chairs, and deans at medical schools across the nation. Temple grads don't stray far from their alma mater – many physicians in the Philadelphia region graduated from Temple – while others have embarked on their rewarding career in medicine across the nation and around the world.



Office of Research



Steven R. Houser, PhD, FAHA

Senior Associate Dean

Vera J. Goodfriend Endowed Chair, Cardiovascular Research

Chair and Professor, Physiology

Director, Cardiovascular Research Center (CVRC)

Professor, Medicine

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The School of Medicine has experienced dramatic growth in the breadth and scope of its research enterprise over the past decade. As part of its strategic plan and with the support of a successful recent capital campaign, LKSOM's scientists have been responsible for ground-breaking advancements in areas across the scientific spectrum, including:

- Cancer Biology
- Cardiovascular and Thrombosis
- Cell and Developmental Biology
- Clinical Lung Research
- HIV
- Immunology and Autoimmunity
- Metabolic Syndrome and Diabetes
- Neuroscience
- Substance Abuse
- Translational Medicine

A physical transformation in our research facilities occurred in 2009 when LKSOM opened the Medical Education and Research Building (MERB). This 450,000 square foot building is now home to more than half of LKSOM's research scientists with open laboratory space that facilitates investigator/trainee interactions and collaboration.

Recognizing the need to provide its faculty with the tools to conduct state-of-the-art research, LKSOM has several core facilities which provide centralized access to equipment used by faculty in all departments, and help to reduce duplication of biomedical research.



Through generous faculty support, coupled with the ability to attract some of the world's greatest scientific minds, LKSOM is an emerging leader in basic and clinical research. In the early 2000s, using only NIH funding criteria, LKSOM ranked 86th out of 121 allopathic schools in the U.S. In 2015, with more comprehensive data utilized by U. S. News and World Report, including NIH ranking and other criteria, LKSOM ranks 52nd out of 126 allopathic and 20 osteopathic medical schools in the U.S. In research rankings, LKSOM is the second-highest ranked medical school in Philadelphia and the third-highest in the Commonwealth of Pennsylvania.

Research Facilities and Services

A wide range of research core facilities are available across Temple University. At the School of Medicine, these include:

- Biostatistics Consulting Center
- Comprehensive NeuroAIDS Center (CNAC)
- Ex Vivo Microcomputed Tomography (microCT) Core Facility
- Flow Cytometry Core Facility
- Magnetic Resonance Imaging Center

At the School of Pharmacy, investigators have access to the Jayne Haines Center for Pharmacogenomics and Drug Safety core and the Temple University cGMP Core.

In addition, the faculty have access to all of the research cores available at the Fox Chase Cancer Center.



Temple Clinical Research Institute



Susan G. Fisher, MS, PhD
Associate Dean, Clinical Research
Director, Temple Clinical Research Institute
Chair, Department of Clinical Sciences
Professor, Clinical Sciences

The Temple Clinical Research Institute (TCRI) was established within the Lewis Katz School of Medicine at Temple University in May 2014. The Institute's mission is to provide a transformative infrastructure of expertise and resources designed to enhance and accelerate multidisciplinary clinical research of the highest quality throughout Temple Health.

A multidisciplinary team of faculty and staff has been assembled to facilitate clinical research within a structure of five focused cores. These include Clinical Research Development, Administration, Implementation, and Regulatory Affairs. The fifth core, Community Engagement, focuses on our premiere Temple Health: Block-By-Block initiative designed to simultaneously enrich research participation, broaden our research portfolio, and improve the health of the North Philadelphia community.

Using an integrated approach, TCRI facilitates:

- creation of synergistic multidisciplinary teams to address new research opportunities
- access to biostatistical and bioinformatics support to assure optimal research designs and analytics
- establishment of integrated partnerships to develop productive relationships with external clinical research sponsors
- optimal scientific productivity with a patient-centered and ethical approach



- implementation of best practices in clinical research administration to streamline business processes
- adherence to good clinical practice and regulatory compliance to safeguard investigators and to lead to high quality clinical research data

TCRI also provides a broad scope of educational opportunities for faculty, staff, and trainees across the research translation continuum in order to expand institutional proficiency in all aspects of clinical investigation.

"Research is to see what everybody else has seen,
and to think what nobody else has thought."
- Albert Szent-Gyorgyi




Research Integrity and Compliance


It is expected that all researchers in the Temple community carry out their work according to the highest ethical and professional standards.

Responsible Conduct of Research (RCR) Training is a framework for imparting these 'best practice' standards, and is increasingly regarded as a critical component of scholarly and career development.

Temple University is dedicated to providing exemplary service, oversight, support, and educational training in matters relating to Research Integrity in the conduct of human, animal, and basic scientific research. In addition, we believe that the strength of compliance at Temple must be rooted in our institutional culture.



You must receive approval and proper training before engaging in the use of human subjects, animals, recombinant DNA, biohazards, radioactive materials, or chemicals for research purposes. You must also be certified under the PHS policy on Financial Conflict of Interest.



More information on these topics can be found on the website for the Office of the Senior Vice Provost for Research and Graduate Education, Regulatory Affairs at: <http://research.temple.edu/ovpr/research-compliance>



Electronic Research Administration (eRA)

Electronic Research Administration (eRA) uses an integrated and automated system to assist research administration activities with both pre- and post-award processes that involves the administrative and regulatory aspects of grants, contracts and clinical trials.

Pre-Award

- Identification of funding opportunities
- Proposal development
- Institutional and faculty profiles
- Electronic approval and routing
- Budget development
- Cost sharing information
- Sub-contracts tracking

Protocol Management

- Regulatory protocol development and approvals including IRB, IACUC, IBC and EHRS
- Electronic submission of protocols
- Electronic notification of protocol status
- Animal facilities management

Clinical Trials Management

- Budget preparation
- Integration and use of approved University costs/charges
- Patient/procedure scheduling
- Sponsor billing
- Financial analysis

Submission of Proposals to Sponsors

- Electronic submissions of proposals to sponsors who support it
- Hard copy submissions using sponsors templates



Electronic Notification of Award Notices

- Automatic notification
- Automated project setup

Post Award Management

- Project financial management
- Sponsor invoicing
- Project closeout and reporting

Reporting

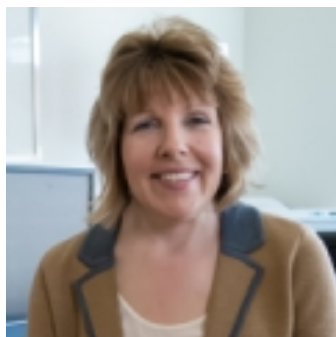
- Timely and accurate reporting at all phases of the project life cycle
- Ability to link sponsored project data with other University systems of record

The eRA portal can be accessed using your Accessnet Username and password, https://era.temple.edu/tu_login/login.asp

“If we knew what it was we were doing, it would
not be called research, would it?”
- Albert Einstein



Library Services



Barbara Kuchan
Director
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Simmy and Harry Ginsburg Library

Medical Education and Research Building
3500 N. Broad Street (N.W. corner of Broad and Tioga Streets)
Philadelphia, PA 19140
<http://library.temple.edu/hsl>
Phone: 215-707-2665 (BOOK)

The Library provides an extension collection of resources -- research databases, journals, medical and health-related texts, online lectures, and point-of-care tools – to support faculty research, education and patient care responsibilities. As well, expert librarian staff are available to help you find and organization the information you need. Librarians offer both group and individual education sessions.

The Library's popular workshop program, held in the fall, spring and summer, covers such topics as PubMed Essentials, selecting a reference management system, creating & preparing 3D models for printing, and an overview of systematic reviews.

Selected Resources

Below is a sample of the resources available to Temple faculty:

- **Dynamed:** From EBSCO, a point-of-care clinical reference tool that provides quick access to the latest evidence-based information. This platform offers summaries of clinical conditions with recommendations for diagnosis & treatment.



- **Primal Pictures:** A 3-D graphic rendering of human anatomy program derived from cadaver dissection complemented by medical illustration. Features removable layers from skeleton to skin and full rotation of anatomical features. Images can be viewed on multiple platforms – PC, Mac or iPad.
- **Henry Stewart Talks:** A collection of over 1,500 online lectures from leading international scientists on topics such as cerebrovascular disease, cancer pain management, and autism & autism spectrum disorders. Power point presentations with synchronized narration.
- **Access Medicine:** from McGraw-Hill publishers, provides access to *Harrison's Principles of Internal Medicine*, along with 50 other continuously updated medical textbooks. The platform includes a drug information section, patient education materials, as well as an online interactive self-assessment tool with interactive flash cards, case files, and diagnostic tools.
- **Web of Science:** Covers literature in the sciences, social sciences and humanities with subject and citation searching.
- **Medical Humanities Collection:** This print collection holds interdisciplinary works that explore medical education and practice through perspectives from the arts, humanities and social sciences.


Services

Librarians and staff are on hand to help the faculty at LKSOM find the information they need. Our services include:

- **Reference Services:** hscref@temple.edu
Liaison librarians offer assistance in online searching, answer factual questions and provide support for in-depth research.
- **Workshops and Education Services:** hscref@temple.edu
Education programs range from individual consultation to scheduled workshops to customized programs at the faculty member's request.
- **Research Guides:** <http://guides.temple.edu>
Web-based information guides contain information on relevant subject-specific materials, both in print and online.



- **Access Services:** 215-707-BOOK (2665), hscirc@temple.edu
HSL's circulation department manages the reserve collection, the electronic device and peripheral lending program, and other AV resources. Materials not available in house are available through our document delivery service.
- **Document Delivery Service:** The document delivery department can obtain materials not owned by the Library. For patient-care emergencies, the Library provides rush services, which often provide articles within 24 hours.
- **Innovation Space:** The library's innovation space is a place for learning about and experimenting with new fabrication and virtual reality tools. It houses a selection of 3D printers and scanners, an HTC Vive virtual reality system, high end laptops, and 3D design software.



“A university is just a group of buildings
gathered around a library”

- Shelby Dade Foote, Jr





Computer Services

As a Temple faculty member, you have the opportunity to take advantage of state-of-the-art, award-winning technology resources. Temple's telecommunications and data center infrastructure provides the technical foundation for university operations. The TECH Center on Main Campus is the largest student computing lab in the country and offers a wealth of resources, including a 24-hour help desk (215-204-8000 or 1-8000 from on campus). TUhelp (<https://tuhelp.temple.edu/>) is a web-based service that enables you to submit and track technical support requests and inquiries to the Computer Services Help Desk and its IT support partners across the university.

TUportal (<https://tuportal.temple.edu>) is a single sign-on customized gateway for accessing Temple's major systems and managing your university information on record. OWLbox, powered by box.com, is Temple's primary resource for storing, sharing and collaborating on files. The OWLbox website (<http://owlbox.temple.edu>) offers students, faculty, and staff 50GB of storage space, access to files anywhere including mobile devices, and sync capability with desktop files. Blackboard (<https://learn.temple.edu>) is Temple's course management system where instructors post course materials, class assignments and more for students to access. University operations are managed on the Banner administrative system. Modules include Banner Self-Service, Banner Student, Banner Finance, Banner HR, and Banner Advancement. You can access these resources and services with an AccessNet account username and password. Within 24 hours of your paperwork being processed by Human Resources, you will be issued an AccessNet account. To activate your account, go to <https://accounts.temple.edu/selfcare/createLogin.jsp>
For additional information on Computer Services resources, go to <https://computerservices.temple.edu>.



Instructional Technology Labs

The Center for the Advancement of Teaching (<https://teaching.temple.edu>) offers state-of-the-art computer lab facilities for Temple University faculty and teaching assistants interested in incorporating technology into their instruction. The computer labs are open for instructors who prefer to work on their own or with the assistance of an Instructional Technology Lab Specialist. An appointment is required for those requiring an in-depth consultation.

The Instructional Technology Lab on the Health Sciences Campus is located in the Student/Faculty Technology Center, Room 200, and can be contacted by phone at 215-204-8761 or 1-8761. The lab is open Monday through Friday from 8:30 – 5:00.

“Cure sometimes, treat often, comfort always.”

- Hippocrates



Medical Alumni Association

LKSOM Alumni are represented by the Medical Alumni Association, and its Board of Directors who work with the School to strengthen ties. The Medical Alumni Association of Lewis Katz School of Medicine has a four-part mission:

- Support and advance the cause of medical education at Temple;
- Foster fellowship among alumni, faculty and students;
- Create pride in the institution, preserving and enhancing the School's reputation;
- Promote the general welfare of the School.

Did you graduate from the Lewis Katz School of Medicine (LKSOM) or complete one of Temple's residencies or fellowships? Then you're a lifetime member of the Medical Alumni Association. There are many benefits, but no dues or fees. As members of the Medical Alumni Association, we are in very fine company – joining the ranks of alumni with much to be proud of:

- Approximately 13,000 of us practice in primary care and subspecialty – in private practice, industry, academia, government and human service – all across the globe.
- Nearly 1,000 of us serve on medical school faculties across the United States, with hundreds holding full professorships and positions as chief or chair. Eleven alumni have served as medical school deans.
- Hundreds of us hold office in regional, national and international professional associations – and countless more serve our communities (and countries abroad) in volunteer leadership roles.
- We have made significant discoveries, written major texts, and invented tools, techniques and theories. In short, we continue to change the face of medicine with our insights and accomplishments.

With so many of these pride points tying directly back to our Temple experience, it feels good to stay connected and to give back.

Alumni Association of Lewis Katz School of Medicine
medalum@temple.edu



Appendix



LKSOM Leadership

Dean's Office

The Dean's Office of Temple University School of Medicine has the primary purpose of establishing the direction of the school by establishing priorities that support our three major interrelated missions of education, research and patient care.

The primary responsibilities of the Dean's Office include setting policies and developing strategies to turn the school's vision for the future into a reality.

Larry R. Kaiser, MD, FACS

The Lewis Katz Dean at the School of Medicine
Senior Executive Vice President for Health Affairs, Temple University
President and CEO, Temple University Health System
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Verdi J. DiSesa, MD, MBA

Senior Vice Dean, Clinical Affairs
President and CEO, Temple University Hospital
Chief Operating Officer, Temple University Health System
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"Medicine, the only profession that labors incessantly
to destroy the reason for its existence."

James Bryce



Dean's Staff

Thomas G. Kupp

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Institutional Advancement

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Associate Vice President, Temple University
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Information Technology/Informatics

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Dean's Executive Committee

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Chair and Professor, Physiology
Director, Cardiovascular Research Center (CVRC)
Professor, Medicine
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Nina Weisbord

Assistant Dean
Chief Advancement Officer
ninaweisbord@temple.edu



Board of Visitors

Established in 2004 at the direction of the President of Temple University and the Dean of the School of Medicine, the Board of Visitors of the Lewis Katz School of Medicine at Temple University serves as the School's strategic advisory counsel in key areas of operation and planning. Its mission is to support the School's institutional advancement in terms of research rankings, curricular innovations, finances, strategic planning and other areas. The Board is composed of alumni and friends of the School who are leaders in a variety of businesses and industries.

Chair

Sandra Harmon-Weiss, MD '74, Former Head of Government Programs,
Aetna, Avalon, NJ



Affiliate Clinical Sites

Clinical and Regional Campuses

Allegheny Health Network

Daniel Benckart, MD

Associate Dean

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St. Luke's University

Joel C. Rosenfeld, MD

Senior Associate Dean

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Geisinger Medical Center

Douglas Kupas, MD

Associate Dean

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Clinical Teaching Sites

Lancaster General Hospital

Christine Stabler, MD

Associate Dean

cmstable@lghealth.org

Main Line Health System

Barry Mann, MD

Associate Dean

MannB@MLHS.org



Office of Physician/Faculty Recruitment and Retention

Welcome to Temple University School of Medicine's Department of Physician/Faculty Recruitment and Retention. As a strategic partner with Temple's leadership, it is the goal of the Department of Physician/Faculty Recruitment and Retention to advance the overall mission of the Lewis Katz School of Medicine (LKSOM) through the strategic recruitment and retention of the nation's leading physicians. Our core services and competencies include full cycle physician faculty recruitment and retention, physician integration/on-boarding, faculty relations, compensation and benefits, human resource management, and regulatory compliance. We achieve our mission by offering customer-responsive recruitment services to our internal and external clients and by utilizing physician recruitment and HR best practices with a focus on retention. The School of Medicine is poised for growth and we continue to seek outstanding clinicians, researchers and educators like you to join our vibrant faculty and community. Welcome aboard!

Michael Lester,
Senior Director, Physician/Faculty Recruitment & Retention
Telephone: 215-707-5666; Fax: 215-707-9452
Email: michael.lester@tuhs.temple.edu

Our core services and competencies include full cycle physician faculty recruitment and retention, physician integration/on-boarding, faculty relations, compensation and benefits, human resource management, and regulatory compliance.



Temple University Physicians (TUP)

Thomas Kupp

Executive Director, TUP

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Lisa Fino

Chief Operations Officer;

Chief Officer for Patient Advocacy

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Temple University Physicians (“TUP”) is the faculty practice plan of the Lewis Katz School of Medicine (“LKSOM”), and is responsible for the overall performance of the School’s clinical operations. A Memorandum of Understanding adopted by the Temple University Board of Trustees on July 1, 2003 established the governance and authority of TUP.

TUP’s mission is to service its patients and referring physicians by providing high quality, compassionate care in an environment enlightened by education and research. TUP operates as a patient centered, physician led organization that is fully aligned with the Temple University Health System. TUP consists of approximately 565 full and part-time physicians in twenty clinical departments. The physicians practice at the hospitals in the Temple University Health System, as well as a number of other sites in the Delaware Valley including Center City and the western suburbs.



Finance and Administration

Thomas Kupp
Vice Dean, Finance and
Administration

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thomas@temple.edu

The Office of Finance and Administration is responsible for budgeting and financial operations, human resources, information technology, space planning and contracting for the School of Medicine. The Vice Dean, Finance & Administration reports to the Dean of the School of Medicine, and serves as the primary contact for the School on all financial and general administrative matters.

"There is no medicine like hope, no incentive
so great, and no tonic so powerful as
expectation of something better tomorrow."

- Orison Swett Marden



Institutional Advancement

Nina Weisbord

Assistant Dean
Chief Advancement Officer

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ninaweisbord@temple.edu

The Temple Health Office of Institutional Advancement's goal is to establish relationships and sources of funding that fundamentally support the school's and health system's core mission of education, research, and clinical care.

We do this by:

- Establishing priorities and plans for the fundraising efforts of our health enterprise.
- Securing financial support for capital campaigns, student scholarships, professorships, research programs, patient care, and other strategic priorities.
- Seeking resources from alumni, patients, and friends as well as grants and support from foundations and corporations.
- Assisting our boards and volunteer leadership groups with their work.
- Representing Temple's strengths and interests to potential funders and institutional colleagues.
- Hosting events and producing print and e-communications to help inform and thank current and prospective supporters.
- Cultivating and stewarding relationships with donors.



Policies on Conflict of Interest and Conflict of Commitment

LKSOM Procedures Implementing the Temple University Policy and Procedures on Conflict of Commitment and Conflict of Interest (Policy Statements A – H) including Financial Conflicts of Interest Related to Research (Policy Statement I)

Title: Conflict of Commitment and Conflict of Interest, LKSOM

Effective Date: June 2009; as amended January 15, 2015

Issuing Authority: Dean, LKSOM at Temple University.

Introduction:

All Employees are governed by Temple University's Policy on Conflict of Interest and Conflict of Commitment as published online for non-faculty Employees (<http://policies.temple.edu/PDF/64.pdf>) and for faculty Employees (<http://policies.temple.edu/PDF/129.pdf>). Those policies apply generally to financial relationships between employees and their respective families, and non-Temple University entities and persons. Employees holding primary appointments in LKSOM may encounter potential conflicts of interest that are less well defined than those described in the general University policy. Thus, there is a need to describe in detail the responsibilities of Employees regarding possible interactions with industry or other private entities and to provide direction for appropriate types and levels of external activities. These procedures implement the Temple University Conflict of Interest and Conflict of Commitment Policy for LKSOM. To the extent an Employee's action does not fall under the oversight of these procedures, the Employee must ensure compliance with the appropriate Temple University Policy on Conflict of Interest and Conflict of Commitment, as referenced above, for disclosure and approval.



A commitment to engage in any activity that involves an external institution, agency or company should be made by an Employee only after serious consideration of whether the activity will compromise the amount of time available for fulfillment of the Employee's primary commitment to LKSOM and whether the nature of the proposed activity is commensurate or consistent with the Employee's responsibilities to Temple University. An Employee must additionally consider carefully whether a possible external obligation might constitute a conflict, or the appearance of a conflict, with the interests of LKSOM or of the University.

These procedures provide examples of such conflicts, list specific circumstances where Employees are prohibited from engaging in an activity and list where Employees are required to obtain prior approval of a proposed activity. Employees' activities are also governed by relevant policies of Temple University Physicians and of the Temple University Health System. These procedures replace all prior LKSOM policies and procedures regarding the subject matter contained herein.

Definitions:

Affiliate: Includes Temple University – Of The Commonwealth System of Higher Education, including its schools and colleges, as well as Temple University Health System, Inc. and its member hospitals and organizations.

Conflict of Commitment: A conflict of commitment occurs when any outside activity, or the sum of all outside activities on an annual basis, burdens or interferes with the ability of an employee to fulfill his/her obligations to LKSOM. An outside activity is defined as any activity that takes place at a location other than LKSOM or its Affiliates, or an activity exclusive of grant-funded research which takes place at a Temple University site but is sponsored or supported by a non-Temple University entity. All Employees have an obligation to conduct the affairs of LKSOM in a manner that promotes the best interests of LKSOM.

Conflict of Interest: A conflict of interest occurs when an Employee's obligation(s) to LKSOM are, could be, or appear to be compromised by the external activities or agreements undertaken by the Employee, or those undertaken by an immediate family member. Actual or potential conflicts of interest may take many forms, but frequently involve a tangible benefit to the Employee from an outside source, financial or otherwise, which may, or may appear to, influence the Employee's professional actions. A conflict may also arise if an Employee engages in activities with another organization that may compete with similar activities at LKSOM.



Conflict of Interest Committee: The LKSOM committee charged with examining and making recommendations on conflicts of interest and commitment, and drafting management plans for recommendation for the Dean of LKSOM and/or his/her designee.

Employee: Any Temple University W-2 employee who primarily performs work for LKSOM.

Faculty (sometimes also referred to as Faculty Member): Any Employee who holds an appointment from the Dean of LKSOM or the President of Temple University.

Family: The Employee's spouse or spousal equivalent, and any of their parents, children (whether natural or adopted and the spouses of children), or brothers or sisters (whether whole or half-blood and the spouses of brothers and sisters).

Immediate Family: The Employee's spouse or spousal equivalent and dependent children.

Institutional Official: For the purposes of these procedures, the Institutional Official resides in the Office of Faculty Affairs.

LKSOM: Lewis Katz School of Medicine at Temple University Of The Commonwealth System of Higher Education.

Procedures:

Disclosure: Because extramural activities available to LKSOM Faculty are many and varied, no policy statement or procedures document can address all possibilities. It is therefore the obligation of each Faculty Member to (1) carefully consider whether a particular activity might constitute an actual or apparent Conflict of Interest or a Conflict of Commitment, (2) disclose activities that pose actual or potential Conflicts, or what may appear to be Conflicts including all extramural and consulting activities, before undertaking the questionable activities, to his/her Department Chairperson, Section Chief or Center Director as discussed herein, and (3), if there are questions about the appropriateness of a potential activity and whether or not it qualifies for disclosure to the Faculty Member's Department Chairperson, Section Chief or Center Director, and/or review by the Conflict of Interest Committee, to discuss the activity with the Senior Associate Dean for Faculty Affairs. All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Faculty Member may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Faculty Member has received notice of approval from the Conflict of Interest Committee.



It is the responsibility of each Faculty Member to keep detailed records of all extramural activities, including the amount of time involved, the amount and source of any financial or other benefit or any reimbursements, and all other relevant details, and to disclose this information to LKSOM administration as required herein. It is the obligation of the Faculty Member to report, in accordance with these procedures, to his/her Department Chairperson, Section Chief or Center Director any situation that could potentially present a conflict of interest or conflict of commitment.

Prior Approval: Excluding the first 5 days of Continuing Medical Education (CME) per fiscal year, prior approval of proposed activities by the Faculty Member's Department Chairperson/Section Chief/Center Director (or by the Dean or the Dean's designee if the Department Chairperson or Center Director is the Faculty Member seeking approval) is required when the following circumstances apply:

- the activity will require the Faculty Member to be absent from his/her duties at LKSOM for more than three consecutive working days or when the Faculty Member's non-vacation time will exceed 10 days per calendar year.
- the Faculty Member will be compensated \$5,000 or more per fiscal year in the aggregate by a non-Temple University entity.
- a proposed external activity conflicts with the fulfillment of regularly scheduled commitments of the Faculty Member at LKSOM (e.g., teaching, patient care).
- the Faculty Member engages in any extramural or consulting relationship with any non-Temple University entity, as further elaborated below and in the Policy Statements attached to these procedures.
- all non-Temple University compensated travel requires full disclosure of all details to the applicable Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or Center Director is the Faculty Member seeking approval). The Department Chairperson, Section Chief or Center Director may bring the issue to the Institutional Official for further clarification and guidance, which



may include submission of the activity to the Conflict of Interest Committee for prior review and approval.

Annual Disclosure: All Faculty Members shall be required to complete a Conflict of Interest Disclosure Form at the time of appointment and at least annually.

REMINDER: Per the applicable Temple University Conflict of Interest Policy referenced above for Employees, each Employee must seek prior approval in all instances when the Employee or the Employee's Family is an officer, director, trustee, partner or agent of, or has a 5% or greater interest in an entity involved in a transaction with or affecting the University. Such prior recommendation of approval must be made to the Employee's Department Chairperson/Section Chief/Center Director (or to the Dean or the Dean's designee if the Department Chairperson or Center Director is the Employee seeking approval). All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Employee may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Employee has received notice of approval from the Conflict of Interest Committee.

Relationships between Employees and External or Industry Entities:

Academic medicine and health-related industries share the goal of improving the health of the public. This goal by its nature has given rise to many different interactions between industry and employees. These interactions must be transparent in all aspects. They should support unrestricted exchange of information, should be free of bias and should not in any way influence the professional behavior of an Employee. The following directives apply to all relationships between Employees and external or industrial entities, including but not limited to pharmaceutical companies and manufacturers of medical devices or scientific equipment/supplies, as well as governmental entities for the purpose of research.

For the Policy Statements listed below, E, F and G apply to Faculty only. The balance of the Policy Statements apply to all Employees.

- Policy Statement A: Gifts to Employees
- Policy Statement B: Gifts to LKSOM



- Policy Statement C: Site access by manufacture representatives
- Policy Statement D: Participation in industry sponsored programs
- Policy Statement E: Faculty consulting and research relationships
- Policy Statement F: Faculty expert witness services
- Policy Statement G: Faculty ghostwriting services
- Policy Statement H: Purchasing decisions
- Policy Statement I: Financial conflicts of interest in research

Conflict of Interest Committee:

LKSOM and the University have long valued the relationships that it and its Employees have with outside entities including industry sponsors. Many of these relationships are critical in allowing LKSOM to follow its mission of education, research and health care. In order to ensure the integrity of research and those relationships with outside entities and industry, Employees must disclose such relationships as elaborated in these procedures, and through the mechanisms that LKSOM and Temple University have in place to capture such disclosures. The Conflict of Interest Committee is a key step in the disclosure process as it is best positioned to thoughtfully examine potential conflicts and create management plans which reduce or eliminate conflicts or bias. Employee non-compliance and failure to follow the this procedures document and the Conflict of Interest Committee's decision(s) can result in significant harm not just to the Employee, but also to LKSOM, the University and LKSOM Affiliates. It is the policy and position of LKSOM and the University that each Employee conducts his/her behavior in a way that promotes objectivity and reduces all instances of potential bias or conflict.

A. Powers and Authority. The Conflict of Interest Committee (the "Committee") is advisory to the LKSOM Dean, or his/her designee, and shall perform the duties described in this procedures document and such other duties as the Dean may assign. The Committee shall report regularly to the Dean or his/her designee on all such matters.

B. Establishment. The Committee is established to review and recommend whether or not approval is appropriate for those activities disclosed under LKSOM and University, if applicable, conflict of interest policies. The



Committee is charged with the protection of the integrity of LKSOM's research and educational missions, as well as those of the Employee. The Committee is also charged with (1) reviewing the LKSOM conflict of interest policies, (2) reviewing individual cases where an Employee is required to disclose an actual or potential conflict of interest and (3) serve as a sanctioning body in individual cases where an Employee fails to comply with a conflict of interest management plan.

C. Membership.

1. Committee Composition.

- a. The Committee will consist of seven (7) Employees with representation from clinical and basic science departments, including at least two members who serve as Principal Investigators on research grants or trials. These members shall have voting rights.
 - b. Additionally, the Committee will include an ex officio voting member from each of the following administrative offices: Office of Research and Office of Faculty Affairs. The Senior Associate Dean for Faculty Affairs may attend any meeting but shall not be permitted to vote. A representative from the Office of Counsel shall be present at the meetings.
 - c. Quorum will consist of five (5) Committee members present.
 - d. The Committee will be chaired by the LKSOM Institutional Official.
2. Selection of Members. The Chair will solicit recommendations for membership of new members from current Committee members and department chairs.
3. Term of Service. Appointments to the Committee will be for three years. There are no term limits for these positions.

D. Meetings.

1. Meeting Frequency. The Committee meeting frequency will be commensurate with the volume and complexity of the issues requiring Committee review. The Committee shall meet at least quarterly.
2. The Chair is empowered to call a meeting at any time, and may delegate this to another voting member in the case the Chair is unavailable. The Dean of LKSOM and/or the Senior Associate Dean of Faculty Affairs may also call a meeting if necessary.



E. Responsibilities.

1. Review of Conflicts. The Committee is tasked with reviewing actual or potential conflicts as enumerated in these procedures. The Committee shall examine whether or not a conflict exists, and if appropriate, create and implement an appropriate management plan, under which the Employee is required to follow. The Committee shall establish adequate enforcement mechanisms and provide for employee sanctions or other administrative actions to ensure compliance with any Committee determinations or management plans in accordance with all applicable Temple University and LKSOM policies and procedures.
2. Use of Consultants. The Committee may use consultants when necessary. Consultants do not have voting privileges.
3. Committee member conflicts of interest. Committee members must declare any potential conflicts of interest they have with items brought before the Committee. Those Committee members with actual or potential conflicts of interest may participate only to provide information to the Committee as requested. Conflicted Committee members must recuse themselves during the discussion and voting on items in which they have an actual or potential conflict.
4. Policy and Procedure Review. The Committee may recommend changes to LKSOM or University policies and procedures that have a potential impact on conflicts of interest, the general integrity of LKSOM's research program or any policy or procedure involving Employee relationships with external entities.
5. Subcommittees. The Committee may establish subcommittees to further investigate specific issues. Such subcommittees shall report to the Committee and may include Faculty from the Committee and at large, as well as non-Faculty.
6. Confidentiality. Information concerning Employee relationships with industry and external entities, conflicts of interest, management plans, financial interests and non-compliance is of a highly sensitive nature and is



not to be discussed with any members outside of the Committee, except those persons for which discussion is required in furtherance of an inquiry. All Committee members understand the importance of such confidentiality and agree to maintain confidentiality at all times.

Policy Statement A

Gifts to Employees

Employees must avoid even the appearance that their professional decisions might be influenced by any perceived or actual benefits from a company or an individual not affiliated with LKSOM or a LKSOM affiliate. Accordingly, no Employee may accept any personal gifts from such companies or non-Temple University individuals under any circumstances. A gift is defined as anything of any value that is given directly to an Employee or to his/her Family by a business or person that does or seeks to do business with LKSOM or any Temple University affiliate. A gift includes but is not limited to:

- supplies,
- books
- equipment,
- food and beverage,
- travel (not otherwise covered in Policy Statements D and E of these procedures),
- hospitality in the form of tickets to events,
- payment or reimbursement of expenses for attending a meeting or other event at which the Employee is not a speaker or presenter,
- payment for recommending or prescribing a specific medication or medical device, or industry marketing materials such as pens, paper pads and bags.

Policy Statement B

Gifts to LKSOM

Under circumstances in which a potential gift may support the mission of LKSOM, (e.g., samples for evaluation, contributions towards seminars or other internal conferences, items of educational value such as books), such gifts may not be donated directly to an Employee under any circumstances. These gifts may be made to LKSOM, subject to the following:



A. Continuing Medical Education (CME) Programs: Where support from an external source is intended for educational programs that will issue CME credits, this support must be organized through the LKSOM Office for CME, which will manage these funds and ensure that all relevant guidelines of the Food and Drug Administration and standards of the Accreditation Council for CME are met. An Employee who presents at such a conference or meeting may accept an honorarium from the LKSOM CME Office, as discussed below in Policy Statement D (Employee participation in industry sponsored programs) of these procedures. Extensive information regarding regulation of CME-related interactions between private entities and LKSOM is available online at http://www.temple.edu/medicine/cme/regulatory_guidance.html.

B. Pharmaceutical samples: Free samples of medications or devices may not be accepted by Employees for use at LKSOM, any Temple University Physicians practice, an Employee's own use or that of the Employee's Family or other Temple University employees. Employees are also subject to any additional regulations regarding the handling of pharmaceutical samples that are established by Temple University Health System. Pharmaceutical samples may not be kept in outpatient areas and may not be distributed to patients.

C. Other gifts to LKSOM. Gifts not described in the two preceding paragraphs (e.g., support for non-CME educational events, cash donations for other purposes, equipment, supplies, etc.) that are provided by an external source must be managed through the LKSOM Office of Institutional Advancement. Unrestricted grants may be managed as appropriate through the Office of Sponsored Projects. Industry or other external entities cannot directly donate or gift to Temple transfers of value, such as compensation for consulting fees, honoraria, equity, etc., for personal external services rendered by a Faculty Member (i.e. payment for a non LKSOM work product). Faculty may accept the payment for their work and then are free to donate such monies to LKSOM or a specific LKSOM fund. Such payments are subject to the commitment and disclosure requirements of this policy, even if later donated.



Policy Statement C

Site access by manufacturer representatives

(i.e. relationship with industry)

Industry access to LKSOM premises and to physicians, scientists, trainees and students for legitimate, educational reasons or to discuss or demonstrate new products or devices requires a scheduled appointment with appropriate LKSOM personnel. To protect patient privacy, to protect certain LKSOM proprietary interests, to guard against access to restricted areas and to ensure that any possibility of inappropriate marketing activities is avoided, sales and marketing representatives are not permitted in any patient-care areas at LKSOM.

An exception to these procedures may be made for provision of in-service training on devices or other equipment already at LKSOM or being demonstrated for consideration of potential purchase. Under this exception, representatives are permitted in patient areas by prior appointment only, which may be made at the discretion of any Faculty Member, but which must be reported to an appropriate Section Chief, Department Chairperson, or other designated officials of LKSOM. While on site, representatives may not use the resources of educational or administrative offices of LKSOM to promote products or to support industry-sponsored events.

Industry representatives may not bring onto campus or pay for any food or beverage that is intended for consumption by Employees. If an industry representative is noncompliant, then LKSOM personnel may (1) ask the representative to leave the campus, and/or (2) notify the industry representative's supervisor, and may ask that the representative not be allowed back on campus. Overall activity of sales representatives must be monitored by Section Chiefs and Department Chairpersons, and these activities are also subject to oversight by other designated officials of LKSOM.



Policy Statement D

Participation in industry-sponsored programs

Transfer of information between industry and Employees and trainees should occur for the most part at ACCME-accredited CME events, which are managed by the LKSOM Office of CME. For CME-certified activities, any reimbursement of expenses for Employee participants will be administered by the LKSOM Office of CME and may not be paid directly from industry representatives to participating Employees. In addition, CME-certified activities should not involve direct interaction between industry representatives and the participating Employee.

A. Faculty may not give compensated presentations or accept honorarium, food, lodging or transportation for participation in non-CME events directed at physicians or other health care professionals, such as restaurant talks. It is acknowledged that consultation for industry may require presentations. Such presentations are subject to Policy Statement E.

B. Faculty may not accept compensation for membership on a speakers list (speakers bureau), nor accept any compensation from industry for attending any industry-sponsored event at which he/she is not a speaker. This includes industry support to defray costs of attending such meetings, e.g., travel, hotel, and meals.

C. Industry sponsored, non-CME events cannot be advertised using LKSOM or a LKSOM affiliate's resources such as email, bulletin boards or flyers. Employees are discouraged from attending such promotional events.

D. Employees may accept reasonable travel, food and lodging for industry site visits in such limited cases as when it is necessary to assess equipment, software or vendor services; however such travel is only permitted upon prior approval from the Employee's Department Chairperson, Section Chief or Center Director (or the Dean or the Dean's designee if the Department Chairperson or Center Director is the Employee seeking approval).

E. Employees may not accept any form of compensation in exchange for referring or recruiting prospective subjects in clinical research (i.e. "finders fees").



F. Employees cannot use Temple University's name and trademarks in private external activities, advertising services, on a product, or marketing activity in a way that could state or imply the university's endorsement. Use of the university name must be limited to professional identification purposes in the context of biographical information only.

Policy Statement E

Faculty consulting and research relationships

It is recognized that exchange of scientific information between Faculty and industry is of vital importance. LKSOM also understands the essential value of service of Faculty on governmental, academic and industry scientific advisory boards, data safety monitoring boards, other clinical research advisory panels, and investigator meetings for industry funded research. Subject to the restrictions otherwise found in these procedures or Policy Statements, Faculty may engage in compensated consulting arrangements with industry or other external entities provided such relationships are fully disclosed to the Faculty Member's Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or the Center Director is the Faculty Member seeking approval). The Department Chairperson, Section Chief or Center Director may bring the issue to the Institutional Official for further clarification and guidance, which may include submission of the activity to the Conflict of Interest Committee for review. All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Faculty Member may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Faculty Member has received notice of approval from the Conflict of Interest Committee.

It is expected that such consulting will not interfere with the Faculty Member's full commitment to his/her primary responsibilities to LKSOM and that there will be no use of LKSOM facilities or staff in such consulting activities. The compensation paid must be reasonable and reflect fair market value for time/services, and under no circumstances may compensation be accepted without provision of specific services. Such a payment without



associated duties would be considered a gift prohibited under Policy A (Gifts to Employees).

Policy Statement F

Faculty expert witness services

Faculty may serve as expert witnesses in litigation, except when any Temple University entity, physician or a LKSOM Affiliate is a party to the litigation. It is also expected that serving as such expert witness will not interfere with the Faculty Member's full commitment to his/her primary responsibilities to LKSOM. Finally, it is strongly recommended that Faculty not engage in expert witness activity adverse to physicians or hospitals in the five counties of southeast Pennsylvania (Philadelphia, Montgomery, Bucks, Delaware and Chester). Prior to accepting or engaging in any expert witness activities, the Faculty Member must submit the proposed activity to the Faculty Member's Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or Center Director is the employee seeking approval). In addition, the faculty member must request and receive written permission from TUHS Counsel to proceed with the activity. The purpose of requesting this permission is to ensure that faculty members are not put in an adverse position to LKSOM or one of its affiliated physicians or hospitals.

Expert witness testimony is expected to benefit one party to litigation at the expense of the other. Such conflicts may arise from ongoing research, projects, contracts or relationships that LKSOM may have with or to the parties in litigation. Accordingly, serving as an expert witness may place the Faculty Member in a position adverse to LKSOM or to another Faculty Member. Therefore, Faculty Members will not engage in expert activity adverse to any Temple affiliated physician or hospital.

If the Faculty Member serving as an expert witness uses any LKSOM resources in furtherance of his/her expert witness services, or prepares for or conducts his/her expert witness testimony during any of his/her regularly scheduled LKSOM time, then such expert witness compensation shall be kept by LKSOM. If the Faculty Member prepares for and conducts his/her expert witness testimony solely on his/her own time and solely with non-LKSOM



resources, then the Faculty Member may keep the expert witness compensation.

Policy Statement G

Faculty ghostwriting services

Interaction between Faculty and industry in the pursuit of scientific knowledge is appropriate and may lead to development of important new concepts. It is expected, however, that Faculty who publish papers with members of industry will participate in development of the study in a meaningful way, including interpretation of data and the preparation of the final manuscript. Ghost-writing occurs when an unattributed third-party writes or contributes to a manuscript. Under no circumstances may a Faculty member be listed as an author on publications that have been ghost-written by industry representatives. Industry representatives or others retained by industry that contribute to an article or assist in the composition of an article on which faculty appear as authors must be listed as contributors or authors on the article and their industry affiliation must be disclosed in the published article. Faculty must maintain editorial independence of the content and final approval of the version to be published. This restriction also applies to other forms of spoken and/or visual presentations whose content should always be developed by the Faculty Member and not by industry representatives.

Policy Statement H

Purchasing decisions

Employees who participate in making purchasing decisions for pharmaceuticals, supplies or equipment must have no Conflicts of Interest in making such recommendations. Therefore, any financial relationship (equity ownership, paid consultation, compensated membership on boards, employment relationship) between the Employee, including the Employee's Family, with a company that provides a potential product or service must be disclosed to the employee's Department Chairperson, Section Chief or Center Director for prior review and approval (and to the Dean or the Dean's designee if the Department Chairperson or Center Director is the Employee seeking approval). The Department Chairperson, Section Chief or Center Director may bring the issue to the Institutional Official for further clarification and guidance, which may include submission of the activity to



the Conflict of Interest Committee for review. Such review and approval must occur prior to the Employee's involvement in the selection process. All Conflicts of Interest shall be submitted for review to the LKSOM Conflict of Interest Committee. No Employee may proceed with a proposed activity for which there is a potential or actual Conflict of Interest until that Employee has received notice of approval from the Conflict of Interest Committee.

Policy Statement I

Financial Conflicts of Interest in Research

The Temple University policy for Financial Conflicts of Interest in Research is found <https://research.temple.edu/research-compliance/conflict-interest/conflict-interest-program>.

For the purposes of the Temple University Financial Conflicts of Interest in Research Policy, the LKSOM Institutional Official resides in the LKSOM Office of Faculty Affairs.

For the purposes of the Temple University Financial Conflicts of Interest in Research Policy as it applies to LKSOM Employees, this Policy shall pertain to all research regardless of funding source.



MD Graduation Competencies

Knowledge-Based Competencies

Physicians must be knowledgeable about the scientific basis of medicine and be able to apply that knowledge to clinical problem-solving and the care of patients. They must engage in self-directed and independent learning to remain current in their knowledge. Students must demonstrate:

1. Knowledge of the normal anatomical structure and function (physiological and psychological) of the human body as a whole and of each of its major organ systems, throughout the life cycle, to include developmental (infancy and adolescence) and aging processes
2. Knowledge of the molecular, biochemical, and cellular mechanisms important in maintaining the body's homeostasis
3. Knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, immunologic, neoplastic, degenerative, psychologic, and traumatic) of disease and the ways in which disease affects homeostasis (pathogenesis)
4. Knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that occur in clinically and pathophysiologically important diseases and conditions
5. Knowledge of the basic mechanisms of pharmacologic and non-pharmacologic modalities employed in the prevention and treatment of disease and amelioration of pain and suffering
6. Awareness that, and recognition of how, factors such as age, gender, ethnicity, sexual orientation, functional limitations, languages, belief systems, and socioeconomic status impact health, perceptions of well-being, and medical care of culturally diverse and medically underserved populations.
7. Knowledge of the epidemiology of common illnesses and the systematic approaches useful in reducing the incidence and prevalence of those illnesses
8. Knowledge of disease and injury prevention practices in the care of individual patients and their families, and the community
9. Knowledge of the various types of family planning and their potential impact on the patient, the family and society



10. Knowledge of the physical and psychological aspects of aging and dying and a commitment to support and appropriately counsel patients and their families
11. The ability to describe the principles and application of evidence-based medicine in establishing the causation of disease and therapeutic efficacy of treatment
12. Knowledge of the biological and cultural basis of sex, gender, sexuality, sexual orientation, and gender identity, and application of that knowledge to the care of patients throughout life stages.
13. Knowledge of the forms and value of complementary medicine as employed in the treatment of disease
14. The ability to recognize the impact of chronic disease and disability on a patient's ability to function in society
15. Knowledge of the basic principles and ethics of clinical and translational research, and how such research is conducted, evaluated and applied to the care of patients.

Patient Care Competencies

Students must be able to provide patient-centered care that is evidence-based, compassionate, effective and appropriate for the treatment of health problems and the promotion of health. Students must be able to:

1. Provide health care services aimed at overall health and well-being, including sexual health, and treating patients with acute and chronic conditions.
2. Obtain an accurate, comprehensive medical history that respects individual differences, as it relates to the patient's health status
3. Communicate clearly; verbally, in writing, and electronically with patients, patients' families, and colleagues
4. Conduct a thorough and accurate physical and psychiatric evaluation in all patients of all ages, taking into account age, culture, ethnicity, disability, sex, gender, and gender identity.
5. Perform routine technical procedures
6. Interpret and integrate clinical data, including laboratory, radiology, and



pathology studies

7. Reason deductively in solving clinical problems
8. Construct appropriate management strategies (both diagnostic and therapeutic) for patients with common acute and chronic conditions; including medical, psychiatric, and surgical conditions, those requiring short- and long-term rehabilitation, and those with serious conditions requiring critical care.
9. Appropriately relieve pain and ameliorate the suffering of patients
10. Incorporate the findings of emerging clinical and translational research into clinical decision-making and problem-solving, and be able to explain how the findings apply to patient care

Interpersonal and Communication Skills

Students must demonstrate interpersonal and communication skills that result in effective exchange of information and collaboration with patients, their families and health professionals. Students must demonstrate:

1. The ability to interact and communicate respectfully, effectively and empathetically with patients, their families, and the public; across all ages, socioeconomic and cultural backgrounds
2. The ability to address sensitive health care issues in an effective, compassionate and non-judgmental manner, including screening for alcohol and substance abuse, domestic violence, sexual behavior and delivering bad news
3. The ability to communicate scientific and medical knowledge to help educate patients about their health, and health care decisions and ensure adequate understanding
4. The ability to communicate accurate patient information verbally, in writing or electronically to colleagues and healthcare workers
5. The ability to discuss sexual matters with patients, to create a comfortable environment for their patients to discuss sexual and gender issues, and the ability to communicate in an open manner, welcoming all sexual orientations and gender identities



Professionalism

Professionalism embodies the responsibilities of a physician that go beyond knowledge and technical skills and enables the delivery of health care. It includes honesty, maintaining patient confidentiality and trust, mutual respect and commitment to the welfare of patients. Students must:

1. Maintain emotional, physical, and mental health, and pursue continual personal and professional growth.
2. Demonstrate personal motivation, compassion, reliability, integrity, and honesty in all interactions with patients, families, colleagues and other healthcare professionals
3. Demonstrate responsiveness to patient needs that supersedes self-interest
4. Demonstrate understanding of, and commitment to, ethical and legal principles in all aspects of patient care, including beneficence, justice, confidentiality, privacy, informed consent and patient autonomy
5. Demonstrate awareness of, and sensitivity to, diversity among patients, providing effective care that respects interpersonal differences in age, ethnicity, cultural beliefs, socioeconomic status, sexual orientation, sexual practices, and spirituality; and using strategies to assess and mitigate one's own potential biases, treating patients in a non-judgmental manner.
6. Serve as a healthcare advocate for individual patients and all patient populations
7. Recognize their abilities and limitations, participate in ongoing self-assessment, actively seeking and responding to feedback, and continuously striving to improve patient care and patient-centered interactions
8. Demonstrate attentiveness to professional and medical errors and work to reduce such errors in all aspects of patient care
9. Maintain a professional image in behavior and attire, demonstrating respect for the patient and the environment in which the patient care is given
10. Engage in self-directed and independent learning to stay abreast of the scientific advances, relevant to the current practice of medicine and emerging technologies



Practice-Based Learning and Improvement

Students must be able to place their role as patient care provider within the greater context of the healthcare system. Students must commit to lifelong learning and professional improvement which includes honest and thoughtful self-evaluation and analysis of practice patterns and outcomes within the framework of standards of care, and best-practices as defined by scientific evidence. Students must demonstrate:

1. Awareness of strengths, deficiencies and limits in knowledge and skills
2. Ability to set goals and pursue opportunities to acquire new knowledge that can be applied to patient care
3. The skills to improve patient care by thoughtful analysis of their own patient population and pertinent characteristics of the communities from which their patients derive
4. The ability to identify and apply epidemiologic, statistical and scientific evidence towards the effectiveness and practicality of diagnostic and therapeutic modalities with the goal of improved quality of patient care
5. The appropriate roles of technology and information management in as it pertains to both education and patient care
6. The ability to give and receive constructive nonjudgmental feedback from/to all sources, designed to enhance patient care and the function of the team
7. Use of knowledge and communication skills to facilitate the education of patients, families, trainees, peers and other health care professionals



Systems-Based Practice

Students must demonstrate knowledge of the multiple systems engaged in the provision of health care and the ability to use system resources to provide optimal patient care. Students must:

1. Demonstrate awareness of how their patient care and other professional activities affect other health care professionals, the health care organizations in which they work, and to society, at large, and how these elements affect their own practice
2. Demonstrate knowledge of, and respect for, the roles of other healthcare professionals, and the ways in which they may collaborate in the care of both individuals and communities
3. Describe the major organizational models of healthcare delivery, including the ways in which such models are important in controlling health care costs and allocating resources
4. Practice cost effective health care and resources while maintaining a high quality of patient care
5. Identify and use resources and ancillary health care services for all patients, including patients facing barriers to access to health care
6. Demonstrate an awareness of the complexities of medical practice with regard to ethical and legal issues

Interprofessional Collaboration

Students must demonstrate the ability to engage in an interprofessional team to enhance safe and effective patient care. Students must:

1. Work with other health professionals to maintain a climate of mutual respect, dignity, diversity, ethical integrity and trust
2. Use the knowledge of their own role, and understanding of the roles of other health professionals to address the healthcare needs of the patients and populations served.
3. Communicate effectively with other health professionals in a responsive and responsible manner

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