

**Texas Tech University Health Sciences Center
School of Medicine
SOM OP 30.01, Grading Policy
Appendix D, Grading Policy for Administrative Professionalism in Phase 1**

Grading Policy for Administrative Professionalism in Phase 1

Approved by Education Operations Committee, June 17, 2026

Approved by Curriculum and Educational Policy Committee, June 28, 2026

LCME Element 3.5 Learning Environment/Professionalism

A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

Administrative Professionalism Expectations

To build professional identity as a future physician in line with the AMA standards of Admission, expectations of students include, but are not limited to:

- Attendance and active participation (e.g., staying on task, working on session assignments) in mandatory and selective activities for each Block as defined by the posted mandatory events list.
- Timely arrival to all mandatory and selective events
- Completion of all assignments in their entirety by the indicated due date
- Signing up for mandatory events within the established timeframe
- Compliance with the Personal Appearance Policy
- Responding to official communications sent from SOM faculty and administrative staff in a timely (e.g., within 72 hrs.) and appropriate manner

Block Specific Expectations

- Expectations for mandatory (including selective) session attendance are defined in the block syllabus, e.g., block introductions, exams and SimLife Center activities are mandatory activities, and selective sessions include team-based learning sessions, workshops, and other sessions.
- Assignments are defined in the block syllabus and include but are not limited to narrative assignments, pre-/post-test, notes, evaluations and other tasks

Administrative Professionalism Competency

Administrative Professionalism is a competency that must be demonstrated by all Phase 1 medical students prior to progression. This competency can be demonstrated through one of the following:

- 1) meeting administrative professionalism standards of each individual block, including completion of all block requirements as outlined in the respective block guides or,
- 2) the completion of a professionalism seminar. The seminar will require at least five in-person, mandatory half-day sessions:
 - during the summer between Year 1 & 2 (for MS1s), or,
 - during the Step Enhancement course of Year 2 (for MS2s)

Students who do not meet administrative professionalism standards will receive a grade of "PR" in any block wherein the requirements were not met. The grade of "PR" will be converted once satisfactory completion of the administrative professionalism competency has occurred through the year's seminar. Administrative Professionalism Competency is required to complete all curriculum requirements for Step 1 testing.

Furthermore, a student who receives two or more PRs in any given academic year will be assigned the status

of "Unsatisfactory Progress" per SOM OP 40.04A.

Violations of Professionalism Standards

To ensure longitudinal assessment of professionalism, medical students will be monitored at regular intervals by the Academic Affairs office for reported violations of professionalism standards.

- Examples of egregious concerns include, but are not limited to:
 - Failure to attend mandatory sessions and/or required number of selective sessions
 - Each missed mandatory session or selective session missed beyond the minimum requirement will count as a separate infraction
 - Failure to complete mandatory/selective activities and associated assignments on time
 - Unexcused absence(s)
 - Mistreatment of others
 - Dishonest behavior (e.g., misconduct during an exam, taking attendance quizzes remotely during an in-person activity, falsely signing-in for another student)
- Examples of concerns that can rise to the level of egregious include, but are not limited to:
 - Failure to prepare adequately (e.g., not reviewing materials in advance, not properly attired, lack of required medical equipment) for mandatory activities
 - Failure to comply with the Personal Appearance Policy
 - Failure to complete required surveys
 - Tardiness
 - Lack of response to official communications

Tracking and consequences for unprofessionalism reports:

1. Each report (infraction) of violation of professionalism standards will be recorded for each student during Phases 1.
2. Faculty or staff who observe or are subjected to behavior that raises professionalism concerns will complete a report, review the report with the student and Block Directors(s), and submit it to the Office for Academic Affairs.
3. Concerns of dishonesty or other conduct issues (per SOM OP 40.03) will result in automatic referral to the Student Conduct Administrator (SCA) by the Assistant Dean of Clinical Skills Education.
4. All concerns of Administrative Professionalism will be reviewed at regular intervals by a committee of Phase 1 Block Directors to determine whether students are meeting Administrative Professionalism Competency.
5. If a student has met professional competency, they will receive the earned grade for the current block.
6. If student has not met professional competency, a PR will be given in a block, and the student will show competency as outlined above by satisfactory completion of the Professionalism Seminar.
7. At the conclusion of the academic year, all professionalism reports will be sent to the Student Conduct Officer.
8. The SCO will evaluate each report and may require students to appear before the SPPCC.
9. Egregious or multiple professionalism concerns may be disclosed on the Medical Student Performance Evaluation or result in failure of the block in which the report occurred, as determined by the SPPCC.