

The logo for Baylor College of Medicine, featuring the text "Baylor College of Medicine" in a white serif font centered within a dark blue square.

Baylor  
College of  
Medicine®

School of Medicine  
Office of Curriculum  
2019-2020 Course Catalog



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# Foundational Sciences Course Descriptions

\* Course credits pertain to 2019-2020 academic year.

## **Age-Related Topics (ARTS): MBART-MAIN**

The goals of this course are to provide an introduction to both pediatric and geriatric clinical medicine by highlighting the similarities and differences in basic principles of pathophysiology as they pertain to patients at either end of the age spectrum.

Credits: 1.00

Course Co-Directors: [Shweta Parmekar, M.D.](#) and [Anita Major, M.D.](#)

## **APEX: MCAFX-MAIN**

The goal of this course is to provide an effective transition for a fourth-year graduating student to a professional physician in training. The course provides both generalized and specialized content, personalizing the educational experience to meet students' chosen fields. It offers a unique, practical and interactive focus on solidifying students' medical school experiences while developing and fine-tuning skills that will help them enter their internship with confidence.

Credits: 2.0

Course Director: [Uma Ayyala, M.D.](#)

## **Behavioral Science: MBBES-MAIN**

The goals of this course are to increase the learner's understanding of 1) the biological, psychological, social and cultural processes that influence normative development across the lifespan; 2) mental illnesses including diagnosis, presentation, and treatment modalities including psychopharmacology and psychotherapy. Along with the increased knowledge in course content, secondary goals are to provide avenues for enhanced awareness about the implications of personal bias and application of these principles in clinical encounters. This course is designed to create a foundation of knowledge that will be used in the Psychiatry clerkship.

Credits: 3.25

Course Director: [Sindhu Idicula, M.D.](#)



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**CABS-Business and Leadership in Medicine: MCBLM-MAIN**

The goals for the course are for the learner to understand the importance of business and leadership knowledge and skills in medical practice; be able to explain the ethical implications of attention to business issues in patient care; develop and demonstrate competence in analyzing the impact of a patient's insurance on their care; be able to describe the key elements of successful practice management; be able to discuss the legal and regulatory environment of office and hospital practice; and be able to explain how governmental policies concerning health and healthcare delivery are developed and implemented.

Credits: 0.75

Course Co-Directors: [Stephen Whitney, M.D., M.B.A.](#) and [Theresa Tran, M.D., M.B.A.](#)

**CABS-Dermatology: MCDRM-MAIN**

The goals of this course are to provide the fundamentals for understanding the pathophysiology of common dermatologic diseases; provide an understanding and knowledge of the pertinent history, clinical exam findings, and diagnostic clinical testing/strategies utilized for dermatologic diseases; and to reinforce the application of and integration of clinical findings to diagnostic differentials and treatment for dermatologic diseases to prepare the learner to transition from the classroom to the clinical setting.

Credits: 0.75

Course Co-Directors: [Soo Jung Kim, M.D., Ph.D.](#) and [Ikue Shimizu, M.D., B.A.](#)

**CABS-Evidence-Based Medicine (EBM): MCEBM-MAIN**

The goals of this course are to develop skills in applying the medical literature to patient care; set a pattern for life-long learning; promote evidence-based decision-making on rotations and in clinical practice; and to practice team problem-solving in a 'safe' environment. Students will be introduced to the basic biostatistics and epidemiology used in the medical literature and practice applying them to patient care.

Credits: 0.75

Course Director: [Cara Foldes, M.D., M.P.H.](#)

**CABS-Nutrition: MCNUT-MAIN**

The goals of this course are to integrate basic concepts of nutrition relevant to pathophysiology encountered in common clinical settings in which nutrition plays an especially important role, including that encountered in



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patients with gastrointestinal, hepatic, endocrine, renal and cardiac disease; and to understand the potential role of nutritional guidance or intervention in reducing the incidence or severity of common medical disorders.

Credits: 0.75

Course Director: [Craig Jensen, M.D.](#)

**Cardiology: MBCAR-MAIN**

The goals of this course are to provide introduction to clinical cardiology including the heart as a pump, electrocardiography and treatment of cardiac rhythm disorders, heart sounds, heart failure, acute coronary syndromes, sudden cardiac death, cardiomyopathies, pericarditis, valvular heart disease and congenital heart disease. The pathophysiology, prevention and management of atherosclerosis, ischemic heart disease, valvular disease, cardiac arrhythmias as well as prevention and treatment of hypertension and other cardiovascular risk factors as well as treatment of various prevalent heart diseases such as heart failure and coronary artery disease will be considered.

Credits: 2.25

Course Director: [Gabriel Habib, M.D.](#)

**Critical Thinking and Problem Solving: MBCTP-MAIN**

The goal of the course is to ensure pre-clinical students develop a positive system for critical thinking and medical problem solving using integrated, patient-based case vignettes. Students will work through cases using a team-based approach. Students will build a problem-solving framework that focuses on asking appropriate questions, acquiring accurate information, analyzing the evidence and articulating a rational argument. Students will examine how they think and deal with ambiguity in decision making so they will be able to effectively deal with complex problems. Additionally, in order to develop life-long learning skills needed to be an exemplary student/doctor, students will identify and apply self-regulated learning strategies to include metacognitive awareness and self-reflection throughout the course.

Credits: 3.0

Course Director: [Sarah Bezek, M.D.](#)



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**Determinants, Disparities, and Social/Population Health (DDASH): MCDSH-MAIN**

The over-arching goals of DDASH is to prepare learners to care for patients in vulnerable populations and promote health equity. The course allows students to discuss major social and structural determinants like social class, race, gender, poverty, individual networks/support, community cohesion, educational attainment, occupation and built environments, along with influencers like health policy. Health outcomes will be interpreted through the lens of upstream factors to inform students about the intersection of public health and medicine. Students will discuss societal issues that precede chronic disease, homelessness, incarceration, refugee and asylum status, addiction, etc. and they will be exposed to foundational principles of providing culturally humble, psychosocial resource rich, equitable, relationship centered care suitable for a diverse and complex social environment. Finally, in examining these concepts, students will develop core professional attributes (e.g. integrity, respect, compassion, justice, empathy) necessary for assuming the role of a health advocate.

Credits: 2.75

Course Director: [Malvika Juneja, M.D.](#)

**Endocrinology: MBEND-MAIN**

The goals of this course are to provide the fundamentals for understanding the pathophysiology of common endocrine disorders; provide an understanding and knowledge of the pertinent history, clinical exam findings, and diagnostic clinical testing/strategies utilized for common endocrine disorders; provide an understanding and knowledge of the principles of endocrinology and treatment strategies; and to reinforce the application of and integration of clinical findings to diagnostic differentials and treatment for endocrine disorders to prepare the learner to transition from the classroom to the clinical setting.

Credits: 1.75

Course Director: [Nalini Ram, M.B.B.S.](#)

**Ethics: MBETH-MAIN**

The goals of this course are to provide opportunities for students to master core knowledge of ethics in clinical practice and to master reasoning skills of ethics in clinical practice

Credits: 1.50

Course Director: [Christi Guerrini, J.D., M.P.H.](#)



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**Foundations Basic to the Science of Medicine (FBSM): MBFBS-MAIN**

The goals of this course are to increase students' knowledge of basic biomedical sciences and ability to integrate and apply these foundational sciences to the practice of medicine. Students will learn to integrate basic science concepts across traditional scientific disciplines (biochemistry, bioenergetics, biostatistics, cell biology, cell structure & function, embryology, genetics, gross anatomy, histology, metabolism, nutrition, pharmacology, physiology), and apply basic science to clinical pathophysiology, diagnostics, and therapeutics. Students will also develop attitudes and behaviors appropriate to the medical profession, and will recognize how to foster the lifelong learning required for maintaining scientific and clinical competence throughout their careers.

Credits: 19.00

Course Director: [Sandra B. Haudek, Ph.D.](#)

**Gastroenterology (GI): MBGST-MAIN**

The goal of this course is to increase knowledge of the gastrointestinal system and common disease processes that can affect its function. These include disorders of the luminal gastrointestinal tract – esophagus, stomach, small intestine and colon – as well as the liver, pancreas and gall bladder.

Credits: 2.0

Course Director: [Milena Gould Suarez, M.D.](#)

**General Pharmacology: MBPHR-MAIN**

The goal of this course is to increase students' general knowledge of pharmacology and particularly pharmacodynamics, pharmacokinetics, adrenergic drugs, and cholinergic drugs. Antimicrobial drugs are introduced as a prelude to the Infectious Diseases course. Students will be able to describe drug uptake, distribution, action and elimination; have integrated their knowledge of the autonomic nervous system with the drugs and receptors that function in the adrenergic and cholinergic components of the autonomic nervous system; list the stages of the drug discovery and approval process; and properly write a drug prescription, taking into account knowledge of young, adult and senior patient populations.

Credit: 1.75

Course Director: [Ram Reddy, Ph.D.](#)

**Genetics: MBGNT-MAIN**

The over-arching goal of this course is to introduce the students to the discipline and practice of medical genetics for the prenatal, pediatric, and adult patient by identifying genetic disorders related to connective tissue, dysmorphology, neurology, cardiovascular problems, skeletal dysplasias, hearing problems and cancer ; by interpreting molecular and cytogenetic tests used to diagnose genetic conditions and by understanding the ethical implications of genetic disorders and their impact on patients and their families. This course is designed to create a foundation of knowledge for the genetic basis of diseases as it pertains to all specialties of medicine and to empower the student to be able to use genetic knowledge in the specialty of their choice.

Credits: 1.25

Course Director: [Shweta Dhar, M.D.](#)

**Genitourinary/Gynecology (GU/GYN): MBGUG-MAIN**

The goal of this course is to introduce the student to the discipline of Obstetrics/Gynecology and Urology. Topics covered include pregnancy, breast cancer, birth control, infertility in addition to the pathology of the male and female reproductive systems and urinary system.

Credits: 1.25

Course Co-Directors: [Jennifer Bercaw-Pratt, M.D.](#) and [Jennifer Taylor, M.D., M.P.H.](#)

**Head and Neck Anatomy: MBHNA-MAIN**

The goals of this course are careful dissection and understanding of the head and neck with emphasis on the skull and cranial cavity, orbit, ear, facial nerve and parotid gland, muscles of the face and scalp, function of the suprahyoid and infratemporal regions, pharynx, nasal cavity and sinuses, and larynx. Furthermore, there is an introduction to radiology and embryology of the face and neck. The cranial nerves are carefully defined in terms of innervations, motor and sensory functions, and autonomic pathways. Microanatomy of the eye and ear, including the retina and the organ of Corti, are presented to future physicians. General Sensory processing and basic ophthalmologic and ENT surgical procedures of interest are also included. This course functions as a prerequisite to the subsequent Nervous System course.



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Credits: 3.00

Course Director: [Ming Zhang, Ph.D.](#)

**Hematology/Oncology: MBHMO-MAIN**

The goals of this course are to increase knowledge of the pathophysiology of hematopoiesis and hemostasis and to integrate and apply knowledge of the regulation and function of blood cells and coagulation, acquire the principles of transfusion medicine, increase knowledge of the principles of cancer medicine and treatment strategies, and know the actions and complications of the major categories of cancer therapeutic agents, targeted therapies and cellular based therapy. As many specific cancers are taught in their appropriate systems courses, this course can be summarized as the details of hematology and the principles of oncology.

Credits: 2.5

Course Co-Directors: [Mark Udden, M.D.](#) and [Andrea N. Marcogliese, M.D.](#)

**Immunologic/Pathologic Basis of Disease: MBIPD-MAIN**

The goals of this course are to prepare the students to approach the study of diseases and apply those principles to clinical diagnosis. This approach will be through both Immunology and the principles of General (systemic) Pathology. The normal and deranged immune system will be covered in relationship to the pathology of inflammation, autoimmunity, tumors and autoimmune disorders. The fundamental cellular and tissue responses to injury, hemodynamic disorders, and neoplasia are covered.

Credits: 4.00

Course Director: [Christine Roth, M.D.](#)

**Infectious Diseases: MBIND-MAIN**

The goals of this course are to provide an introduction to the basic principles and clinical aspects of infectious diseases including bacteria, viruses, fungi and parasites; introduce pathophysiology, diagnosis and management of different infectious diseases as well as aspects of prevention; and to further expand the concepts of differential diagnosis in infectious diseases.

Credits: 6.25

Course Director: [Shital Patel, M.D.](#)



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**Intersession: Service Learning, Wellness and Narrative Medicine**

The goals for this course are to provide the fundamentals for understanding the importance of and need for personal wellness as a student and physician, to integrate and apply the learned wellness skills into the students life; to make personal gains in professionalism, empathy, and interpersonal skills through active Service Learning, and to gain personal insight and coping through active reflection with Narrative Medicine. Service Learning will be done at selected sites throughout Houston, where students will be immersed in both the daily activities and programmatic planning of community service organizations. Students will develop skills to identify community needs relevant to an organization and work directly with employees to deliver the services offered. Students will be introduced to Wellness topics both didactically and through active learning gaining experience and knowledge in multiple wellness dimensions (Physical, Spiritual, Financial, Environmental, Emotional, Intellectual, and Social). The Narrative Medicine course will help tie together the various experiences in Service Learning and Wellness, allowing the student to learn reflection as a means to wellness and insight. Students will complete the course with a mini-poster/spoken and written word program.

Credits: 0.5

Course Director: [E. Lee Poythress, M.D.](#)

**Nervous System: MBNRS-MAIN**

The goal of this course is to provide an intense and thorough encounter with the nervous system so that students are prepared for their clinical clerkships, and for further scientific and clinical mastery of this discipline. Clinically relevant neuroanatomy and neurophysiology are covered in such a way that students will master clinical localization and pathophysiology. Specific disease states are introduced with consideration of pathophysiology, diagnostics and therapeutics to foster understanding of clinical neuroscience and to prepare students for the Neurology clerkship. The major focus is clinical localization and differential diagnosis of neurological disorders so that diagnostic and therapeutic plans can be formulated.

Credits: 6.00

Course Director [J. Clay Goodman, M.D.](#)

**Patient Safety: MBPSA-MAIN**

The goal of this course is to prepare learners with the foundational knowledge necessary to understand the context, key principles and competencies associated with the discipline of patient safety in the delivery of



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healthcare services. Additionally, students will learn to recognize weaknesses in our medical system that can lead to patient safety events and will be empowered to promote a culture of safety in the clinical environment.

Credits: 0.50

Course Director: [Cara Lye, M.D.](#)

**Patient, Physician and Society (PPS) 1-2: MBPP1-MAIN, MBPP2-MAIN**

The goals of this course are to provide students with basic interviewing, physical examination and medical communication skills; allow students to correlate anatomy and physiology with normal physical exam findings in ambulatory patients; reinforce the fundamental values of medical professionalism; and to help students view the broader context of health care using the relationship-centered care and integrated interviewing models.

Credits: MBPP1 (3.00) MBPP2 (3.25)

Course Director: [Alicia Kowalchuk, D.O.](#)

**Patient, Physician and Society (PPS) 3: MBPP3-MAIN**

This course teaches students the foundational clinical skills necessary for entering clerkships. The goals of this course are to continue to develop patient-centered interviewing skills to obtain a complete history; correlate pathophysiology learned in the morning classes with abnormal physical findings on hospitalized patients; and to inculcate altruistic and compassionate patient care.

Credits: 2.75

Course Director: [Anita Kusnoor, M.D.](#)

**Renal: MBRNL-MAIN**

The goals of this course are to provide an introduction to clinical nephrology: specifically the pathophysiology, diagnosis, treatment, and management of abnormalities in electrolytes and acid base, glomerulonephritis, kidney histology, acute kidney injury and chronic kidney disease, in adults and children. The learner will learn how dialysis and transplantation has shaped public policy. Utilizing common clinical scenarios and case-based group activity facilitate the transition from classroom to bedside.



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Credits: 1.75

Course Director: [Rajeev Raghavan, M.D.](#)

**Respiratory: MBRSP-MAIN**

The goal of this course is to provide the fundamentals for understanding the pathophysiology of common respiratory diseases. By the end of the course, students will be able to: correlate history, clinical exam findings, and diagnostic clinical testing/strategies in order to form a differential diagnosis for common respiratory diseases; evaluate pathological images to diagnose respiratory disorders; and summarize pharmacological and non-pharmacological management options for common respiratory disorders.

Credits: 1.75

Course Director: [Dharani Narendra, M.B.B.S.](#)

**Transition to Clinical Rotations: MBITC-MAIN**

The goal of this course is to facilitate the transition of second-year Baylor medical students from the basic sciences to the clinical years. The goal is to provide basic skills and information to allow students to readily participate in patient care. At the end of the course, second-year students will be able to describe effective studying strategies for clinical rotations; demonstrate how to glove and gown using sterile technique; maintain sterile environment in the OR; navigate the EMR to find pertinent information; manage commonly described interpersonal and intrateam stressors on the wards; understand what is expected on a typical day on the wards for a given clerkship and how to succeed as a ward clerk; compose a SOAP note; and to discriminate between appropriate and inappropriate types of public disclosure concerning clinical experiences.

Credits: 0.75

Course Co-Directors: [Meghan McClure, M.D.](#) and [Katie Scally, M.D.](#)

**Transitional Research and Population Health: MBTRP-MAIN**

The goal of this course is to apply knowledge in population health, translational research and implementation science through active learning. The course will develop medical student's ability to understand how health data and research informs the delivery of care.

Credits: 3.25

Course Director: [Jessica Davila, Ph.D.](#)



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# Clinical Course Descriptions

\* Course credits pertain to 2019-2020 academic year.

## **Emergency Medicine: MCERM-MAIN**

The Emergency Medicine course is a two-week rotation that is designed to give students exposure to the field of Emergency Medicine and the emergent approach and stabilization to the undifferentiated patient. This course will take place in the Ben Taub General Hospital Emergency Room, which sees approximately 100,000 patients a year and is also a Level 1 Trauma Center. As part of this rotation, students will learn the emergency medicine approach to common chief complaints. Commonly, the student will be the first provider to take a full history and physical from a patient and from this form a differential and a therapeutic plan to present to the senior resident and the attending. In addition, students will have the ability to perform common Emergency Medicine procedures: bag-valve mask ventilation, FAST ultrasound, laceration repairs, incision and drainage, splinting and IV insertion. Supplementing the clinical experience, the students will also have three hours of active learning didactics a week. The students will also attend the Emergency Medicine grand rounds.

Credits: 2.0

Course Director: [Navdeep Sekhon, M.D.](#)

## **Family and Community Medicine Clerkship: MCFAM-MAIN**

The Family and Community Medicine Clerkship introduces students to the role and identity of the family physician in today's healthcare system and demonstrates the family medicine approach to the comprehensive care of common health problems. Students will spend the majority of Clerkship time in the office of a family physician preceptor, where they will learn to conduct different types of ambulatory visits and to diagnose and manage common conditions seen by family physicians. Additional learning opportunities are provided through seminars and self-directed activities including videos, case studies, and recommended readings.

Credits: 4.0

Clerkship Director: [William Huang, M.D.](#)



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**Medicine Clerkship: MCMED-MAIN**

Core Medicine is a clinical rotation designed to develop students' skills in the diagnosis and management of illness in adults. Each student will have a unique experience in medicine, but all students will rotate to the same core hospitals and undertake the same curriculum. Learning is often self-directed and based on the individual patients seen during the clinical experience. Students will learn a great deal about physical diagnosis, laboratory evaluation and differential diagnosis of important disorders. Students will also be expected to learn fundamental aspects of therapy that will help develop their competency in the assessment and treatment of common adult illnesses.

Credits: 8.0

Clerkship Director: [Andrew Caruso, M.D.](#)

**Neurology Clerkship: MCNEU-MAIN**

The required Clerkship in Neurology is a four-week rotation designed to apply the skills of localizing pathology within the neuraxis to evaluate and diagnose patients with neurological diseases and discuss management issues. Students will spend the majority of their time at one hospital in the inpatient services and have the opportunity to evaluate patients in the ambulatory setting as well. Students will learn through didactic lectures, team based learning sessions, supervised direct patient interaction, and clinical instruction.

Credits: 4.0

Clerkship Director: [Doris Kung, D.O.](#)

**Obstetrics/Gynecology (OB/GYN) Clerkship: MCOBG-MAIN**

The OB/GYN Clerkship is designed to provide medical students with the knowledge and skills necessary to compassionately care for women of all ages. The student will be exposed to the breadth of obstetrics and gynecology, while focusing on skills unique to the field including pelvic examinations, vaginal delivery techniques, and exposure to the surgical environment. The clerkship goal is for the student to develop core clinical knowledge essential for providing comprehensive care and advocacy for all aspects of women's health.

Credits for Graduating Class of 2020 and 2021: 8.0 credits

Credits for Graduating Class of 2022 and beyond: 6.0 credits



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Clerkship Director: [Jocelyn Greely, M.D.](#)

**Pediatrics Clerkship: MCPED-MAIN**

The Pediatric Clerkship is designed to provide students with high-quality, effective clinical experiences in which students can develop a basic knowledge of growth and development (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence.

By rotating in both inpatient and outpatient settings, students will develop strategies for pediatric health promotion, develop pediatric-specific clinical examination and problem-solving skills, acquire an understanding of the approach of pediatricians to the health care of children, and acquire the knowledge necessary for the diagnosis and management of common pediatric acute and chronic illnesses.

Credits for Graduating Class of 2020 and 2021: 8.0 credits

Credits for Graduating Class of 2022 and beyond: 6.0 credits

Clerkship Director: [Sanghamitra Misra, M.D.](#)

**Psychiatry Clerkship: MCPSY-MAIN**

The Psychiatry Clerkship strives to educate students in the diagnosis and treatment of mental illness as well as the spectrum of normal and abnormal behavior through the lifespan. Students will be given an appreciation of mental health and mental illness in all areas of healthcare, and we hope that students will strive to be a psychologically informed physician. Students will learn in various settings on the rotation including direct patient care, didactic lectures, syllabus material, clinical teaching on rounds, observation of patient interviews by other clinicians, and required text readings.

Credits for Graduating Class of 2020 and 2021: 8.0 credits

Credits for Graduating Class of 2022 and beyond: 4.0 credits

Clerkship Director: [Ye Beverly Du, M.D., M.P.H.](#)

**Surgery Clerkship: MCSUR-MAIN**

The Michael E. DeBakey Department of Surgery welcomes students to their core clerkship. The mission of the Michael E. DeBakey Department of Surgery is to inspire the next generation of surgeons by providing medical students with a balanced surgical experience that will meet core surgical competencies in both knowledge and skills. As a member of a surgical team, students will gain an understanding of the



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fundamentals of perioperative management of surgical patients in various hospital settings. Students will learn the presenting signs, diagnosis and treatment of common surgical diseases. During this clerkship, students will rotate on a general surgery service, surgery subspecialty service, and in an ICU. The didactic schedule includes lectures from the Department of Surgery's faculty leadership, online modules, small group teaching sessions, and a skills labs.

Credits for Graduating Class of 2020 and 2021: 8.0 credits

Credits for Graduating Class of 2022 and beyond: 6.0 credits

Clerkship Director: [Stephanie Gordy, M.D., FACS](#)



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# Sub-Internships

\* Course credits pertain to 2019-2020 academic year.

## **Family Medicine: MEFAM515**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The goal of the Family Medicine sub-internship is to expose students to the underserved patients on the Family Medicine Service at Ben Taub Hospital. Students will assume the role of an intern and will learn the family medicine approach to the care of adult hospitalized patients with emphasis on caring for patients in the context of their family environment, addressing psychosocial, cultural and financial issues and providing longitudinal care for patients with chronic issues. To emulate the functions of a family medicine intern, there is an ambulatory component of 1-2 half days a week (schedule permitting) at Northwest Health Center in the Harris Health System. **Night float is required.**

Credits: 4.0

Course Director: [Irvin Sulapas, M.D.](#)

## **General Medicine: MEMED502 or MEMED503**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The student functions like an intern on the general medicine wards at Michael E. DeBakey Veterans Affairs Medical Center or Ben Taub Hospital. Under the supervision of the medicine resident and attending physician, the student has primary patient care responsibility and participates in all of the clinical and educational activities of the medical service. Practical aspects of patient care are emphasized. Students hone their history and physical skills, write orders, and develop diagnostic and therapeutic plans. They are also expected to learn how to manage transitions of care and to further develop their communication skills. The course is demanding, but it is conducted with strong support from the faculty and house staff and provides excellent transition to any residency training program. **Night call is required.**

Credits: 4.0

Course Director: [Anita Kusnoor, M.D.](#)



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**Neurology: MENEU503**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The student functions as an intern on the neurology inpatient primary service at Ben Taub Hospital. Under the supervision of the chief neurology resident and attending physician, the student has primary patient care responsibility. Practical aspects of patient care are emphasized. Students will hone their history and physical exam skills, write orders, and develop diagnostic and therapeutic plans. They will also be expected to learn how to manage transitions of care and to further develop their communication skills. Emphasis is placed on understanding the role of a neurologist in patient care and preparing the student for residency. **Night call is required.**

Credits: 4.0

Course Directors: [Doris Kung, D.O.](#)

**OB/GYN: MEOBG503**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The sub-internship experience occurs as part of the labor and delivery (L&D) teams at Texas Children's Hospital Pavilion for Women (PFW) and Ben Taub Hospital (BTH), and is modeled after the role of the OB/GYN intern on L&D. The student is assigned to either the L&D team at BTH or at the PFW. The student is responsible for performing all intern level activities including, but not exclusive to: admit patients, evaluate all medical problems, manage labor, and formulate a therapeutic plan under supervision. She/he will be responsible for interpreting fetal heart rate tracings and formulating a plan of care for an abnormal tracing. She/he will be responsible for cross-coverage of postpartum patients during labor and delivery shifts. **Night is required.**

Credits: 4.0

Course Director: [Helen Dunnington, M.D.](#)



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**Pediatrics: MEPED547**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the course between January of the third year and December of the fourth year. The student will demonstrate pediatric intern level knowledge, attitudes and skills. The student is assigned to one of the Texas Children's Hospital's Pediatric Hospital Medicine (PHM) teams, consisting of an attending, one-to-two supervising residents, two-to-three interns, one-to-two clerkship students, and sometimes a PHM fellow. The sub-intern admits patients, evaluates all medical problems, and formulates a therapeutic plan under supervision. S/he is responsible for patient handoffs at the beginning and end of shifts. S/he writes and pends orders for co-signature prior to implementation. Admission orders stem from diagnosis specific EBM order sets. Sub-interns are on-call an average of every fourth night and are directly supervised by a resident. A faculty member is available at all times. During call, the sub-intern is responsible for cross-cover issues on all of his/her team's patients. Patient-family centered rounds (PFCR) are conducted daily at the bedside with the medical team. Attendance at educational conferences is highly recommended. The resident lecture series is held at noon on weekdays. Morning report is held Monday through Wednesday and Grand Rounds are on Friday. The exact time and location for these conferences varies and may be confirmed with the house staff office.

Credits: 4.0

Course Director: [Cara Lye, M.D.](#)

**Surgery: MESUR501 or MESUR541 or MESUR546**

*Satisfies requirement for 3rd/4th-year sub-internship.*

Students are encouraged to take the elective between January of the third year and December of the fourth year. The student should increase his/her knowledge of the fundamentals of general surgical practice and acquire skills used in the evaluation and treatment of general surgical conditions. Sub-interns will, under supervision, admit patients, evaluate and formulate a plan, participate in operations and post-operative care, and write discharge summaries. Sub-interns are on call once a week during the 4-week rotation. The goal of this rotation is to develop the student's ability to make and implement a plan of care in a surgical patient thereby improving the student's readiness for the transition into an internship.

Credits: 4.0

Course Director: [Stacey Carter, M.D.](#)

# Selectives

\* Course credits pertain to 2019-2020 academic year.

## **Ophthalmology: MCOPH-MAIN**

This two-week course is designed to provide to students who will practice in the diverse areas of medicine, especially primary care, an expanded clinical experience and core of the clinical information, which will allow them to diagnose and manage common ophthalmic problems, emphasizing appropriate referral and the avoidance of delays or omissions of proper eye care; to teach the essentials of the routine ophthalmic history and physical examination; to expose the student to the spectrum of systemic disease with ocular manifestations and to the scope and breadth of primary ocular disease; to teach to the student the recognition and initial management of ocular injuries and emergencies; to introduce the students to the profession of ophthalmology as a branch of the practice of medicine; and to instill in the student an understanding of the scope of the practice of ophthalmology, both medical and surgical, so that he may discriminate the purpose and skills of medical care from the art of refraction performed by non-professionals.

Credits: 2.0

Course Director: [Lauren Blieden, M.D.](#)

## **Orthopedic Surgery: MCORS-MAIN**

This course is a two-week course rotating through the clinical aspect of Orthopedic Surgery. Students engage with faculty, residents, fellows, office staff and patients during this two-week rotation. Professional attire and behavior is expected of all participants. Students are expected to shadow assigned faculty during surgeries. Students are required a mandatory night of call at Ben Taub Hospital during the course. Students are required to submit a completed paperwork-signed memorandum at the end of their course for completion.

Credits: 2.0

Course Director: [Christopher Perkins, M.D.](#)

## **Otolaryngology: MCOTO-MAIN**

Students are integrated into the daily workflow of the Otolaryngology team – including outpatient clinics, inpatient and emergency room care, and the operating room experience. Formal lectures are provided in an online pre-recorded format, which supplements the daily didactic teaching by residents and faculty.



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Credits: 2.0

Course Director: [Kathleen Kelly Gallagher, M.D.](#)

**Urology: MCURL-MAIN**

The Urology selective course provides medical students with a broad exposure to general urology, along with opportunities to experience the major urologic subspecialties, including cancer, urolithiasis, trauma and reconstruction, reproductive and sexual dysfunction, and pediatrics (subspecialty exposure varies depending on the clinical assignment site). The selective combines activities in the outpatient clinic setting, and in the inpatient and outpatient operating room settings. Students have an active, hands-on experience in examining urologic patients under supervision, and scrubbing on a wide range of surgical procedures. Students participate in hospital rounds and consultations, and also pursue didactic activities which include a standard lecture series covering common urologic disorders relevant to the primary care physician.

Credits: 2.0

Course Director: [Jennifer Taylor, M.D., M.P.H.](#)



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# Electives

All elective course descriptions are available on the [School of Medicine website](#).