

The logo consists of a solid dark blue square. Inside the square, the words "Baylor College of Medicine" are written in a white, serif typeface. "Baylor" is on the top line, "College of" is on the second line, and "Medicine" is on the third line.

Baylor
College of
Medicine

SCHOOL OF
MEDICINE

Catalog
Academic Year 2016-2017



Catalog Academic Year 2016-2017

Baylor College of Medicine's Mission, Vision and Values

College's Mission

Baylor College of Medicine is a health sciences university that creates knowledge and applies science and discoveries to further education, healthcare and community service locally and globally.

College's Vision

Improving health through science, scholarship and innovation

College's Values

Respect

- ❖ Value others and treat them with courtesy, politeness and kindness
- ❖ Promote and support diversity, inclusion and equity
- ❖ Encourage civil dialogue that considers diverse opinions and ideas

Integrity

- ❖ Interact with honesty, consistency and transparency
- ❖ Operate in ways that demonstrate ethical behaviors
- ❖ Foster personal accountability to build trust

Innovation

- ❖ Cultivate creative ideas and unique talents across the organization
- ❖ Embrace a culture of continuous improvement
- ❖ Inspire the creation and application of new knowledge

Teamwork

- ❖ Sustain a culture that values collaboration
- ❖ Communicate openly to enhance understanding
- ❖ Establish effective partnerships

Excellence

- ❖ Promote the highest standards of safety, quality and service
- ❖ Strive to excel in every aspect of our mission
- ❖ Support an environment that inspires the best from our people

Baylor College of Medicine is committed to a safe and supportive learning and working environment for its learners, faculty and staff. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information.

Harassment based on any of these classifications is a form of discrimination and also violates College policy (02.2.25, 02.2.26) and will not be tolerated. In some circumstances, such discriminatory harassment also may violate federal, state or local law.

Baylor College of Medicine fosters diversity among its students, trainees, faculty and staff as a prerequisite to accomplishing our institutional mission, and setting standards for excellence in training healthcare providers and biomedical scientists, promoting scientific innovation, and providing patient-centered care.



Catalog Academic Year 2016-2017

Diversity, respect, and inclusiveness create an environment at Baylor that is conducive to academic excellence, and strengthens our institution by increasing talent, encouraging creativity, and ensuring a broader perspective. Diversity helps position Baylor to reduce disparities in health and healthcare access and to better address the needs of the community we serve. Baylor is committed to recruiting and retaining outstanding students, trainees, faculty and staff from diverse backgrounds by providing a welcoming, supportive learning environment for all members of the Baylor community.

School of Medicine's Mission and Vision

Our Mission

BCM School of Medicine develops diverse, compassionate physician leaders and educators who provide expert patient-centered care to diverse populations, supported by evidence based practice and scientific innovation.

Our Vision

BCM School of Medicine serves as a model for innovation and excellence in medical education pedagogy. Through personalization of training, we empower our learners and faculty to:

- Care for a diverse community of patients
- Educate the next generation of physician leaders
- Pursue scientific discovery

Description of Program

Our 18-month Foundational Science curriculum includes early, one-on-one patient contact, state-of-the-art technological resources, and small group settings to learn skills that make them effective. With our integrated approach, first you learn the core scientific concepts that underlie medicine and apply these to each of the body's organ systems in their healthy state. Then you learn about pathology and pharmacology and carry these themes through each of their organ systems in their disease states. Early introduction to seeing patients provides meaning and context as you gain the foundational knowledge required to practice medicine. Our location in the Texas Medical Center, the world's largest medical complex, provides exceptional diversity of clinical settings and patient populations. You will have opportunities to care for patients with conditions rarely seen in other medical centers. Through interacting with patients from diverse cultural backgrounds, you will gain a deep understanding of how culture influences health practices and beliefs.

Students and faculty will adhere to the policies, procedures, and guidelines referenced within this Catalog.

Course Catalogs include an overview of BCM's health sciences mission and values (e.g., preamble), student handbooks (which detail expectations of students and obligations of the institution), course descriptions, and degree requirements for each academic year that are generated by, and specific to, each BCM school and its corresponding academic program(s).

Five years of archived catalogs are available online at www.bcm.edu/registrar

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School of Medicine

Student Handbook

revised 3/4/2017)

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School of Medicine Student Handbook

This Student Handbook is designed to acquaint medical students with information on services, programs, policies and guidelines.

Notice of Non-Discriminatory Policy as to Students

Baylor College of Medicine admits students of any race, sex, sexual orientation, color, national ethnic origin, disability or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, sex, sexual orientation, color, national or ethnic origin, disability or age, in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

Inquiries/complaints with regard to discrimination should be directed to:

[Mikiba Morehead](#), M.A.

Title IX Coordinator
Baylor College of Medicine
Cullen Building 415A
Houston, TX 77030
(713) 798-8137

Mission/Vision/Values

Read about [Baylor College of Medicine's Mission, Vision and Values](#).

Institutional Diversity Policy

Read about [Baylor College of Medicine diversity policy](#).

Accreditation

[Read about Baylor College of Medicine accreditation](#).

Students are responsible for all information on this site.

In addition to the policies and procedures presented in this handbook, all students are expected to abide by all policies of Baylor College of Medicine as published in the College's [Policy and Procedures Manual](#) (Intranet Link). The [Academic Policies](#) website provides links to policies of particular relevance to students.

Services for Baylor College of Medicine are offered both by individual programs and by the College. Students are encouraged to visit the [Office of Student Services website](#) for updated listings of services provided by the College.

Article 1. Overview

1.1 Background, Educational Goals Statement, Students and Faculty and the Texas Medical Center

Background

Baylor College of Medicine ranks first among Texas medical schools and third among all the state's universities in research and development funding. For the College to fulfill its vision of preeminence in biomedical science, the institution continues to recruit the best possible faculty and students and to provide strong and reliable support for education and research housed in modern, well-equipped facilities. Learn more about [Baylor in the early days](#).

Students and Faculty

In preparing men and women for the profession of medicine, graduate study, and research, or allied health disciplines, the goals of the College are:

- To render to the public what is best in humane and scientific scholarship.
- To be in the forefront of the conquest of disease; and
- To promote health through research, education, and patient care

In pursuit of these goals, the faculty provides students with a sound academic foundation responsive to an ever-changing, multi-cultural society. Some 3,325 full-time, part-time, emeritus, and voluntary faculty instruct 738 medical students, 1,782 resident/fellow physicians in 21 medical specialties, 620 students enrolled in the 12 Ph.D. programs and 224 students in three allied health fields (M.S. program in Physician Assistant Studies, D.N.P. program in Nurse Anesthesia and a MS program in Orthotics and Prosthetics).

Texas Medical Center

Baylor College of Medicine students train in the Baylor-affiliated hospitals in the Texas Medical Center complex, one of the largest incorporated medical centers in the world. Texas Medical Center Corporation also provides a variety of services including:

- John P. McGovern Texas Medical Center Commons, a centrally located facility where students, visitors, employees and volunteers can meet, eat, shop and park under one roof.
- The Houston Academy of Medicine-Texas Medical Center Library, which serves the institutions of the Texas Medical Center.

Article 2. Examinations, Grades, Faculty Review of Performance

2.1 Examinations *(Revised Feb. 24, 2015)*

Exam Expectations

All web-based [Medical School Clinical National Board Subject Examinations](#) are managed by the Office of Student Affairs. All students must provide their own laptop in order to take these examinations, as well as the Comprehensive Basic Science exam given at the end of pre-clerkship classes during the second year of medical school.

The Office of Undergraduate Medical Education (UME) is responsible for the management of all [pre-clerkship subject examinations](#).

The Simulation Program is responsible for the management of all Simulation activities and exams.

Students are expected to complete and pass all medical school exams as defined in individual courses and clerkships.

For pre-clerkship exams, students will not be permitted to bring backpacks, notes, purses, bags, electronic devices (including cell phones, smart watches, or calculators) or medical equipment into the exam testing area unless otherwise indicated by exam proctor prior to exam. Students should leave these items at home or in the lockers assigned to them by Student Affairs. For clinical exams, students are required to bring laptops, as the exams are administered electronically. Other items will not be permitted in the examination area. For Simulation exams and activities, no personal items (except stethoscopes) or outside notes will be allowed into the exam room.

Students are required to act with integrity while taking all medical school examinations. Contents of all exams are considered confidential and are not to be shared with other students through verbal or written communications. In addition, the use of outside materials (i.e. written materials, electronic devices) is strictly forbidden on all exams (except in specific cases, in which the students will be notified by the exam proctor ahead of exam). Failure to adhere to these policies could result in corrective actions up to and including expulsion from Baylor College of Medicine.

Exam Absence

Students are required to sit for examinations as scheduled. If a student is ill, he/she will be required to have the student's own personal physician submit a written report of the illness to the Assistant Dean of Student Affairs to be granted an authorized absence. In cases of emergencies (e.g., death of immediate family member) or a conflict with religious holiday the Assistant Dean of Student Affairs must be notified and may authorize absence from the examination.

Students who have an excused absence from a pre-clerkship or clinical examination for any reason are required to notify the Office of Student Affairs and to find out the date and time of the make-up examination. Dates and times of make-up examinations are determined by the Office of Student Affairs/UME Office.

Unauthorized absences will result in a grade of Fail for the examination.

Students who will be absent from a Simulation exam or activity must immediately notify the Simulation Program manager, as well as the course/clerkship director and course coordinator to determine the appropriate course of action.

Exam Tardiness

Students should report to the exam area in advance of the scheduled exam, as communicated in email prior to the exam by the exam proctor.

Students who are late for pre-clerkship exams should quietly enter the exam testing area and check in with the proctor at the front of the room. If a student is late, he/she will be required to sign an Exam Observation Form. Should the student be late two or more times, he/she will be reported to the Assistant Dean of Student Affairs and the PACE Committee.

Students who arrive late for clinical exams (CBSE and NBME Shelf Exams) will not be permitted to enter the exam testing area and will need to report to the Assistant Dean of Student Affairs. The student will be responsible for rescheduling the exam with the dean.

Students who are late for required Simulation activities and exams may not be permitted to take the exam and may be required to pay a rescheduling fee. The rescheduled date will be determined by the course director and Simulation Program Manager. The student will be required to pay the rescheduling fee at the time of the make up exam.

Exam Accommodations

Read about [requesting accommodations](#).

Pre-Clerkship Curriculum

Examinations in all pre-clerkship courses are given officially only at the conclusion of each term. Course Directors are responsible for informing students in writing at the beginning of the course the relevant weight to be given to various examinations and evaluation procedures used to determine the final grade. The number of hours of examination in a course is usually proportional to the amount of time given to the course in the curriculum. In general, multiple choice examinations will follow the format of the National Board of Medical Examiners. Narrative evaluations may be submitted by course directors for pre-clerkship courses but are not obligatory.

At the conclusion of the pre-clerkship curriculum, all students are required to take the web based Comprehensive Basic Science Examination (CBSE) developed by the National Board of Medical Examiners. A passing grade is required on this examination before a student can begin core clinical clerkships. Students failing to receive a passing grade are offered a make-up examination usually administered in February of a student's second year. The repercussions for failure to pass the Comprehensive Examination a second time is left to the discretion of the Committee on Student Promotions and Academic Achievement, but may result in a student repeating a substantial part of the pre-clerkship curriculum.

Core Clinical Clerkships and Electives

A grade and narrative summary are rendered by the faculty for all academic work on the [Core Clinical Clerkships](#) and full-time clinical electives. Departmental examinations, oral examinations and clinical skills examinations may be required at the discretion of the department and the course director. National Board Subject Examinations are required in the Core Clerkships of Medicine, Surgery, Pediatrics, Obstetrics and Gynecology, Psychiatry and Neurology and are administered by the Office of Student Affairs. Subject examinations are given at the conclusion of the clerkship. The weight given to the National Board Subject Examination in determining the final grade is at the discretion of

the department. However, a passing grade is required of each student before a final grade for the course can be entered on the student's transcript. All make-up and repeat examinations of the National Board Subject Examinations for course work taken during the first three years of enrollment must be completed by June of the year prior to the students' graduation. Any grade of Fail, Incomplete, or Deferred rendered during the students last year of enrollment must, in any event, be cleared of all course requirements by April of the year of graduation. This policy has been established by the Committee on Student Promotions and Academic Achievement, so that all Incomplete and Deferred grades would be cleared by July of the student's senior year. It also allows these grades to be included on transcripts and dean's letters required for residency applications. There are no exceptions to these policies.

National Board Subject Examinations are given on the last day of the respective rotation. All students are required to take the web based examination at the conclusion of the rotation. Examinations can be changed only with the permission of the Assistant Dean of Student Affairs. The student is responsible for scheduling the make-up examination with the Assistant Dean of Student Affairs. **At the time of the make-up examination, the student must be officially enrolled at BCM.**

2.2 Grading Policy

Pre-Clerkship Years

For matriculating students beginning August 2009

The pre-clerkship curriculum is divided into three sets of instruction:

Fall I (Terms 1-2)

This period of time includes three modules which make up the single course "Foundation Basic to the Science of Medicine." Interim grades are issued to students during the two terms and then one final grade for the course is issued which will post on the student transcripts.

Spring (Terms 3-5)

These periods of time include individual courses which may span one, two or three terms each. Interim term/block grades are issued to students and result in one final grade for each course which will post on the student transcripts.

The Grading System in the pre-clerkship curriculum is comprised of official letter grades:

P* = Pass

F* = Fail

I = Incomplete: Used when a complete evaluation cannot be rendered.

D = Deferred: Used when a student has an isolated deficiency in a component of a course - e.g., a student's score on the National Board Examination was unsatisfactory.

All pre-clerkship elective courses in Terms 1-5 are graded only P*/F* - Pass/Fail. PPS courses are graded on a more granular (clinical performance) scale including: Honors/High Pass/Pass/Marginal Pass/Fail.

In the pre-clerkship years, the official letter grades are accompanied by numerical score reports to assist the students in assessing their achievement.

Clinical Years

In Core Clinical Clerkships a final grade is not rendered until a student has successfully completed all course requirements and achieved a passing score on the National Board Subject Examination. If all course requirements have not been met, a grade of "I" (Incomplete) will appear on the transcript.

If all course requirements have been completed, but performance on one or more components was unsatisfactory (eg. a student's score on the National Board Examination was a Failure), a grade of Deferred "D" will appear on the transcript.

If a student does not successfully pass the repeated attempt of a National Board Examination, he/she will receive a grade of Fail, which appears on the official transcript, and must repeat the core clinical clerkship in its entirety. The student may not receive a grade higher than a Pass for a repeated core clinical clerkship.

A student who fails a NBME clinical subject exam on a repeat attempt will be required to repeat the core rotation. He/she will receive a grade of Fail, which appears on the official transcript. If a student fails the NBME clinical subject exam on the third attempt, he/she are subject to dismissal.

All outstanding grades must be cleared before graduating.

The Grading System in the Clinical Curriculum is comprised of official letter grades:

H = Honors: An exceptional performance in all areas.

HP = High Pass: An exceptional performance in most areas.

P = Pass: Good academic work.

MP = Marginal Pass: A passing grade, but indicative of an academic performance at or just above the minimum passing level.

F = Fail: An unsatisfactory performance.

I = Incomplete: Used when a complete evaluation cannot be rendered.

D = Deferred: Used when a student has an isolated deficiency in a component of a course - e.g., a student's score on the National Board Examination was unsatisfactory.

P/F = Pass/Fail grading system used for CABS and APEX courses.

Remediation of incomplete or deferred grades is determined by the Department and/or the Committee on Student Promotions and Academic Achievement.

Coordinators of Core Clinical Clerkships and faculty that supervise Clinical Electives render a narrative summary concerning the quality of the students work at the conclusion of the course accompanied by a grade designation. The narrative summaries are used in counseling students concerning Academic strengths and weaknesses and in the preparation of letters of evaluation in the application process for graduate training appointments. Narrative summaries may be rendered on standard forms provided by the Office of Student Affairs or on forms developed by the Departments specifically designed for their particular course. Narrative summaries are considered part of the students permanent record and may be reviewed by the student in the Office of the Registrar. In clinical clerkships the principle guidelines used in evaluation include but are not limited to:

1. Quality of students work-ups of patients (history and physical examination, diagnosis, recommendations) and the student's presentations of findings;
2. Fund of knowledge: understanding the disease processes as demonstrated on rounds, in conferences and on oral examinations, written examinations, and National Board Subjects examinations);
3. Analytical ability: The ability to appraise and integrate in a logical formulation a patients presenting problem with the physical findings and diagnostic information into a coherent assessment and treatment plan;
4. Acceptance and discharge of clinical responsibilities, professional maturity and conduct, initiative in the clinical environment and attendance;
5. Quality of interactions with patients and other members of the health care team;

6. Dress, cleanliness, and general overall appearance deemed appropriate for a physician.

Grading policies and the weight given to each component used to compute final grades are determined by the individual departments and course directors. At the conclusion of each course, course directors are required to submit a final grade for each student and in clinical courses a final grade accompanied by a narrative summary must be submitted to the Registrar. Grades however are not official until accepted or rejected by the Committee on Student Promotions and Academic Achievement. Following formal action by the Student Promotions and Academic Achievement Committee, grades become part of the students official transcript.

2.3 Transcripts and Grades

Pre-Clerkship Curriculum

All final grades appear on official college transcripts. In the pre-clerkship curriculum, final grades are not available on the Student Portal until the course is completed, the term/block examination is taken and grades are approved by the Promotions Committee. Clinical core/selective and elective grades are posted on the Student Portal, as they are submitted to the Office of the Registrar.

When a completed course has been failed, the grade of (F) becomes part of the student's official transcript. Performance and subsequent work for the same course will appear on the transcript when work is satisfactorily completed. A transcript will reflect a failure and all remedial and repeat grades. If a course is failed and a student takes a remedial examination the highest grade that can be achieved is a pass. If a course is repeated in its entirety, then any grade may be achieved.

Example:

XXXX F

XXXX (Remedial) P

XXXX F

XXXX (Repeat) H

or

XXXX F

XXXX (Remedial) F

XXXX (Repeat) H

Clinical Curriculum

In Core Clinical Clerkships a final grade is not rendered until a student has successfully completed all course requirements and achieved a passing score on the National Board Subject Examination. If all course requirements have not been met, a grade of "I" (Incomplete) will appear on the transcript.

If all course requirements have been completed, but performance on one or more components was unsatisfactory (eg. a student's score on the National Board Examination was a Failure), a grade of Deferred "D" will appear on the transcript.

A student who fails a NBME clinical subject exam on a repeat attempt will be required to repeat the core rotation. He/she will receive a grade of Fail, which appears on the official transcript. If a student fails the NBME clinical subject exam on the third attempt, they are subject to dismissal.

All outstanding grades must be cleared before graduating.

2.4 Faculty Review of Student Performance

Committee on Student Promotions and Academic Achievement (Promotions Committee)

The Promotions Committee is a Standing Committee of the College charged with monitoring student performance during medical school. It is composed of faculty members from pre-clerkship and clinical departments and usually includes faculty from pre-clerkship courses, clinical clerkships and deans from the Office of Student Affairs. The deans in the Office of Student Affairs serve ex officio. The committee's responsibility is to ensure that each student satisfactorily completes each required course in the curriculum, meets all requirements for promotion from year-to-year, and ultimately satisfies all the requirements for the degree Doctor of Medicine prior to graduation. The Promotions Committee reviews the academic progress and professional development of each student during the pre-clerkship curriculum and clinical curriculum. Grades, examination scores, narrative summaries and professional conduct and development are assessed to ensure the successful progress of each student. The Promotions Committee has the primary responsibility for:

- Setting academic standards and requirements necessary for promotion and graduation
- Recommending qualified students for promotion
- Recommending award of the M.D. degree after careful review of academic records;

- Setting requirements for remedial work or revised academic course load for students whose academic work is unsatisfactory;
- Ensuring that each student demonstrates the academic competency and personal qualities of a physician;
- Taking action on students whose academic work is consistently unsatisfactory or whose behavior cast grave doubts about their ability to function as a physician;
- Proceeding with suspension or dismissal of students;
- Designating honors for exceptional work by students after completion of pre-clerkship curriculum and designating award of the M.D. degree with Highest Honor, High Honor and Honor for exceptional academic work throughout the period of medical education;
- Reviewing the system of evaluation of student performance (i.e., grading system and narrative summaries);
- Rendering a decision on a student whose academic work is consistently unsatisfactory or whose behavior cast grave doubts in their ability to function as a physician.
- [Guidelines for Advancement \(added August 17, 2015\)](#)

It is also the responsibility of the College to ensure that its graduates meet standards of professional conduct and responsibility. Students will be held accountable for their own actions and assessed in part on their reliability, honesty and integrity, responsibility, and professional relationships with patients and families as well as their responsibility related to substance abuse.

Article 3. Curriculum

Curriculum Overview and Goals

The curriculum of the Baylor College of Medicine is designed to be a highly integrated unique and flexible program for the student to learn the art and science of medicine. It is designed to prepare students to be knowledgeable, skillful, compassionate and dutiful physicians in the 21st century.

The four-year curriculum consists of 18 months of pre-clerkship courses integrated with patient and physician educators to maximize the experience for each student. This is followed by two and a half years of clinical opportunities in core clerkships,

as well as clinical and research electives. The curriculum has sufficient flexibility for students to do extensive research, pursue advanced degrees, participate in special tracks, or explore other avenues of personal and professional growth.

- Integrate pre-clerkship and clinical sciences throughout the four years.
- Integrate subject materials for each block.
- Require each course to serve as a foundation for the next appropriate course to follow.
- Emphasize the understanding of concepts.
- Encourage teaching approaches that foster lifelong learning skills and information management skills.
- Balance didactic and self-directed learning.
- Expose students to patient care, professionalism and communication skills in the first weeks of school.
- Balance in-patient and ambulatory experiences.
- Foster continued development of new courses in the medical arts and sciences.
- Provide opportunities for faculty to improve teaching skills and to reward faculty for teaching well.
- Provide ongoing evaluation and feedback to students, courses, and faculty.

Compact Between Teachers, Learners, and Educational Staff

View the Baylor College of Medicine [Compact Between Teachers, Learners, and Educational Staff](#)

Foundational Sciences Curriculum

3.1 Overview

The foundational sciences curriculum extends from August of the first year to December of the second year. It is divided into three phases - Fall I, Spring and Fall II.

Fall I includes Foundations Basic to the Science of Medicine, which runs from 8 a.m. to noon daily for five months. This course contains integrated material from the traditional disciplines of Biochemistry, Genetics, Molecular Biology, Physiology,

Gross and Microscopic Anatomy. The topic areas covered, in order of presentation, are: Core Concepts; Cardiovascular, Respiratory, Renal, Gastrointestinal, Metabolism, Nutrition, Endocrine, and Reproduction.

The modules deploy a variety of learning venues, which include didactic lectures, laboratories, case conferences, and small group problem solving sessions. Learning materials consist of textbooks supplemented by syllabi, journal articles, and designated web sites. A single final grade for Foundations Basic to the Science of Medicine is rendered to the Registrar and appears on the transcript.

Spring occurs from January to June and is divided into three successive teaching terms, separated by exams and some vacation time. Principles of Pathology and Immunology, and Pharmacology courses are offered in Term 3. Head and Neck Anatomy is also offered in Term 3 and bridges Gross Anatomy from Terms 1 and 2, and precedes the Nervous System course, which occupies Terms 4 and 5. The Nervous System course has contributions from anatomy, physiology, pharmacology, pathology, and pathophysiology. Components of the Infectious Disease course are taught in Terms 4 and 5 and include microbiology, virology, pathology, pharmacology, and pathophysiology. The Behavioral Science course in Terms 4 and 5 includes psychosocial development, psychiatry, and psychopharmacology. The Bioethics course occurs in Term 4. The individual courses have formative and summative examinations, and a final grade in each course is rendered to the Registrar.

Fall II encompasses the period between August and December of the second year, and consists entirely of organ-based modular teaching. The major contributors to these courses (which are depicted on the below chart) are pathophysiology, pathology, and pharmacology. PPS 3 occurs in the afternoon in Fall 2, and is a continuation of PPS 1 and PPS 2 with greater focus on hospitalized patients with abnormalities on the physical examination. In Term 1 of Fall 2, IPS is replaced by Patient Safety and in Term 2 of Fall 2, a course designed to facilitate readiness for the clinical clerkships called Transitions to Clinical Rotations occurs.

Grading System: All pre-clerkship courses in Terms 1-5 are graded only P*/F* - Pass/Fail. PPS courses are graded on a more granular (clinical performance) scale including: Honors/High Pass/Pass/Marginal Pass/Fail.

[Requirements for the Degree Doctor of Medicine](#) Effective August 2015

Foundational Sciences Electives

Pre-clerkship students cannot enroll in any elective which is scheduled to meet at the same time as a required pre-clerkship course for which the student is enrolled.

Advancement to the Clinical Curriculum

Students must have passing grades in all pre-clerkship courses and must make a passing grade on the Basic Science Comprehensive Examination before they will be allowed to begin core clinical clerkships.

3.2 Integrated Problem Solving

Integrated Problem Solving, or IPS, is a longitudinal course that meets one afternoon each week for the first 11 months of medical school. It uses Problem Based Learning, or PBL, methods in a small group format to foster the learning and integration of basic science information in the context of a clinical case. The goals of the course focus on basic science content and its clinical applications, asking good question, developing teaming skills, heightening one's social awareness, developing effective communication skills, researching group generated issues, teaching peers within the group, becoming a critical thinker, evaluating the process and one's performance, practicing professional behavior, and learning the value of the collective knowledge and experience of one's peers.

Groups of seven to eight students meet with a trained facilitator to study a case that is based upon an actual patient and his or her clinical problem. Together, the group identifies what they know, what they would like to know, hypotheses that might explain the problem, and learning issues to research. In a subsequent session, knowledge is shared among the members of the group, as they revisit old and explore new aspects of the case.

Learning in this manner should provide both the culture and the context for future learning in a clinical setting. As such, it is anticipated that the time spent in problem solving and case-based learning in the IPS course will soon have application as students continue their education in small groups at the bedside and in the clinic, as well as for the remainder of their careers.

In Term 1, IPS begins with a group exercise designed to help illustrate the value and dynamics of a problem-solving team. The cases that follow provide realistic opportunities to relate the basic science content taught in the morning classes to the clinical problems of actual patients.

3.3 Patient, Physician and Society

Patient, Physician and Society, or PPS, is a first- and second- year course that meets for three hours one afternoon each week. It teaches students about interviewing, medical history taking, physical examination, professional values, and the social context of patients and physicians. In the first year (PPS I and II), students work in small groups with faculty mentors and individually or in pairs with clinical preceptors. These preceptors are generalist clinicians (family physicians, internists, pediatricians, and obstetrician-gynecologists) who take the students into their offices, so that students can practice their clinical skills with generally well, ambulatory patients. The knowledge and skills are first taught by faculty (mentors) at the medical school and then practiced in the preceptors' offices throughout the year.

In the fall of the second year (PPS III), students learn about physical diagnosis and practice their clinical skills with preceptors in hospital settings throughout the medical center. At this time, students may have to meet more than the officially scheduled afternoon per week. Students perform complete history and physical examinations on patients and meet with faculty and preceptors to monitor progress over the 18-month course. During the course, students have several experiences with standardized patients to learn and refine core clinical skills. Also, students have longitudinal relationships with three clinicians: a mentor, a generalist physician preceptor, and a hospital preceptor. (9 credits)

Key Contacts

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Course and Mentor Coordinator, PPS I and II

Call if absent for any sessions

Office of Undergraduate Medical Education, Room M220

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Carolyn Olson

Community-Based Education Coordinator, PPS I and II

Call with questions about preceptor sites

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Course and Preceptor Coordinator, PPS III

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3.4 Foundational Sciences Electives

During the foundational sciences curriculum, students are allowed to apply for up to eight credits of electives towards graduation requirements. These, as well as the rules governing electives, are all listed in the Elective Catalog. In addition, several weeks before the beginning of a block, students are provided with a list of electives which will be offered in the upcoming block. The times individual electives occur are determined by the instructor.

Students in good standing may take as many pre-clerkship electives as their schedule allows, the course director permits, and the registrar determines space is available. However, students will only receive graduation credit on the first eight credits of electives taken during the pre-clerkship curriculum. Pre-clerkship electives are graded on a pass/fail basis only.

NOTE: Withdrawal from all pre-clerkship electives requires the instructor's written approval on the official withdrawal form available in the Office of the Registrar and on the Elective Program website. ***Failure to withdraw from an elective will result in the recording of a grade of "Fail" in the elective.***

Clinical Curriculum

3.5 Overview

The Clinical Curriculum begins in January of the second year and all Core Clinical Clerkships are required and must be taken by December of the fourth year.

- Family Medicine must be completed by the end of June of the third year.
- A student must receive a passing grade in all core clinical clerkships, sub-internships and electives to be considered for graduation.
- All Core Clinical Clerkships must be taken at Baylor College of Medicine.

Core Clinical Requirements

See information on Core Clerkships, Selectives, and Clinical Half-Day.

Sub-Internships

Note: Students (starting with the class that entered in the academic year 2012-2013) are required to select and pass one Sub-Internship (prerequisites: (1) successfully completed a minimum of six months of core rotations; (2) successfully completed the corresponding clerkship prior to starting the Sub-Internship). The Sub-Internship must be completed a minimum of eight weeks prior to graduation from Baylor College of Medicine.

View a [list of approved sub-internship courses](#).

Electives

Students are required to earn 32 elective credits, of which 24 credits must be in clinical electives and at least 16 elective credits must be taken on site at Baylor College of Medicine affiliated institutions.

Eight credits may be nonclinical and taken during the pre-clerkship curriculum or research elective credit taken during the clinical curriculum. A student may choose to fulfill the elective requirement with additional clinical electives.

Clinical Half-Day

Throughout the entire clinical curriculum, students are released from rotation duties for one-half day per week to participate in other required activities (CABS or LACE).

Tracks

There are [special tracks](#) that have been created for those who are interested in the areas noted below. These tracks span the four years of medical school and include both classroom, clinical and/or research activities in the specific areas of interest.

3.6 Clinical Applications of Biomedical Sciences

Clinical Applications of Biomedical Sciences, or CABS, occurs from January through June of the second year as students are making the transition from Basic Sciences to their Clinical Rotations.

The course consists of four components:

1. Business and Leadership in Medicine
2. Nutrition
3. Dermatology
4. Evidence-Based Medicine

The course is taught in a mixture of lecture and small group formats, depending on the topic. (6.5 credits). Grading system: Pass/Fail

3.7 Longitudinal Ambulatory Clinical Experience

The Longitudinal Ambulatory Clinical Experience (LACE) is a required course for all third-year medical students on Thursday afternoons from July to June. Students gain knowledge about common, chronic medical disorders treated in an ambulatory setting and an increased understanding about the roles of non-physician health care providers delivering services in the community. Students practice professional behaviors and communicate with team members while learning more about the social, financial, and compassionate challenges of health care. Students are assigned to a clinical preceptor for a six month semester. An additional six months will be devoted to work in a wide range of community health clinics; hospices; shelters for women, adolescents, or the homeless; adult and child health protective services; and chaplaincy. The curriculum focuses on prevention and health maintenance, ambulatory medicine, palliative care, systems based practice and an introduction to essential services for the social and health needs of patients outside of the traditional hospital environment. (10.5 credits)

As an alternative to the traditional LACE experience, students have the option at the beginning of the course to enroll in one of six client-specific pathways. The pathways include:

- Homes Pathway: Identifies key medical and social issues pertinent to the homeless.
- Gerihomes Pathway: Examines the particular challenges of geriatric patients.
- Woman's Health Pathway: An in-depth approach to the health and well being of women.
- Underserved and Rural Medicine Pathway: Examines the delivery of health care to underserved patients in the community, the role of community agencies in their care, and factors affecting health in rural populations.
- Mental Health and Behavioral Science Pathway: An in-depth approach to the psycho-social issues associated with mental and physical wellness.
- Acute Care and Injury Prevention Pathway: Ambulatory acute care with a focus on systems based practice (pre hospital support and follow-up), patient education, and provider services.

3.8 Apex - Medical Student to M.D.

Course Goal: To effect the transition of a knowledgeable 4th year, graduating student to a professional physician.

Course Design: Allows students to personalize the educational experience to meet their personal interests and needs.

Course Structure: 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.

Dates of instruction: February through March.

Attendance: Required

Grading Scale: Pass/Fail

Credits: 5.5

Other Curriculum

3.9 Baylor Medical Student Elective Program

Program Information

The links below provide information about the program:

- [Notice of Nondiscriminatory Policy as to Students](#)
- [Introduction to the Elective Program](#)
- [Requirements and Criteria for Electives](#)
- [Enrollment in Elective Courses](#)
- [Add/Drop Policy](#)
- [Crediting of Electives](#)
- [Withdrawal from Elective Courses](#)
- [Elective Course Application and Withdrawal Forms](#)
- [Elective Courses](#)
- [Sub-Internships](#)
- [AAMC on-line Extramural Electives Compendium \(EEC\)](#)
- [AAMC Visiting Student Application Service \(VSAS\)](#)

Tracks

See a [listing of specialized tracks](#) designed to help students explore their interests and customize their education to match their career goals.

3.10 Visiting Medical Student Elective Program

Baylor College of Medicine is a Host School under the [AAMC Visiting Student Application Service \(VSAS\)](#) program. If you will be enrolled as a senior medical student in a U.S. LCME accredited medical school or a senior osteopathic student in a COCA accredited AACOM member college, you must apply for an elective at BCM through VSAS.

Note: All students must apply by the deadline date for each elective enrollment period, as published on the VSAS web site. Applications are only accepted through

the VSAS system. If you miss the deadline, you are not eligible for an elective at BCM.

You are notified NOT to directly contact BCM faculty and administrative staff in an attempt to arrange clinical/research experiences. The visiting medical student elective program office is responsible for processing and scheduling all elective requests. All students must follow established guidelines and procedures (no exceptions).

The Visiting Medical Student Elective Program does not process/approve Observerships.

International Medical Students

Baylor College of Medicine no longer accepts international medical students in its Visiting Medical Student Elective Program, unless it is through a reciprocal clinical training agreement developed through Baylor Global Initiatives. **There will be no exceptions to this process.**

The information below is applicable for students attending schools with reciprocal clinical training agreements developed through Baylor Global Initiatives.

Effective Jan. 1, 2015, there is a \$1,000 non-refundable application fee due at time of application submission. This fee must be paid in U.S. dollars in the form of a check or money order. No other source of payment will be accepted. We are not set up for a wire transfer. Absolutely no personal checks will be accepted. This application fee must accompany your application with all the required documents or your application will not be processed. This fee does not guarantee you an elective and it is non-refundable.

All international students must submit required application documents, including the elective application and the International Student forms, a minimum of six weeks prior to the start of the elective. Complete applications include the following: the \$1000 non refundable application fee, Baylor elective application, Biographical Data form, an official transcript from the home medical school, Baylor immunization form, professional conduct form, a copy of the biographical data page of the student's passport, proof of funding, and a FedEx airway bill and envelope. Please note, all International students are required to take and pass the Test of English as a Foreign Language exam (TOEFL) with a minimum Internet Based Score of 100.

Official scores should be submitted as part of the application documents. Incomplete applications will not be processed. Applications received past the six week deadline will be moved to the next available time period for scheduling electives.

The Visiting Medical Student Elective Program does not process/approve Observerships.

International Services Office

The information below only pertains to students attending schools with a reciprocal clinical training agreement developed through Baylor Global Initiatives.

All visiting elective students who are non-U.S. citizens must be processed and their legal visa status verified by Human Resources-International Services Office.

For pending immigrants or U.S. permanent residents; the students will need to present a valid EAD card or an I-551 U.S. permanent resident card (otherwise known as a “green card”). For individuals in the United States who are currently attending a U.S. medical school on an F-1 visa status, student must obtain permission letter from their F-1 sponsoring school to pursue the medical elective program at Baylor College of Medicine. All other international students must enter the United States with the F-1/J-1 student visa status to participate in Baylor's Visiting Medical Student Elective Program.

B-1/B-2 visa IS NOT accepted for participation in the Visiting Medical Student Elective Program at Baylor College of Medicine. Baylor College of Medicine will not support a change of status to F-1/J-1 visa status either of these visas for visiting medical elective students and Baylor will not allow other non-immigrant visa holders to pursue medical electives.

If you are already in the United States on another visa for another purpose and wish to pursue a medical elective program at Baylor College of Medicine, you must exit the United States, visit a U.S. embassy abroad to apply for the F-1/J-1 visa status, and re-enter on Baylor's I-20 (or DS-2019) in order to participate in Baylor College of Medicine's Visiting Medical Student Elective Program.

If you have any visa questions, please email the Human Resources- International Services Office at internationalservicesoffice@bcm.edu.

3.11 Tracks

- [Ethics Track](#)
- [Global Health Track](#)
- [Geriatrics Track](#)
- [Care of the Underserved Track](#)
- [Medical Management Track](#)
- [Genetics Track](#)

- [Space Medicine Track](#)
- [Medical School Research Track](#)

3.12 Requirements for Degree Doctor of Medicine

The degree Doctor of Medicine is awarded by the president of the College, with approval from the faculty, to those students who satisfactorily complete the medical academic course of study, demonstrate the intellectual and personal skills to function as a physician and manifest an ability to adhere to a high moral and ethical standard of behavior fitting for the noble profession of medicine.

A student must satisfactorily complete each of the required courses in the [pre-clerkship curriculum](#) (81.5 credits) by earning a passing grade and receiving all applicable credits in the first year and second year. To begin the clinical curriculum a student must have a passing grade in all pre-clerkship courses and must pass the Basic Science Comprehensive Examination. During the clinical curriculum a student must satisfactorily complete each of the core clinical clerkships by earning a passing grade and receiving 64 credits for work performed. In addition, a student is required to pass [CABS](#), [LACE](#), [Apex](#) (10.5 credits) prior to graduation. Students are required to earn 16 elective credits, of which 12 credits must be in [clinical electives](#) and at least 8 elective credits must be taken on site at Baylor College of Medicine affiliated institutions.

- [Graduation Requirements 2016 Graduates](#)
- [Graduation Requirements 2017 Graduates](#)
- [Graduation Requirements 2018 Graduates](#)
- [Graduation Requirements 2019 Graduates](#)

Required Educational Experiences:

Foundational Sciences - about 18 months

Pre-Clinical Courses: **63 weeks**

Clinical - about 30 months

Core clerkships, selectives, sub-internship, CABS, LACE and Apex: **66 weeks**

Electives: **16 weeks**

TOTAL: 145 weeks required instruction

Note: Students are required to select and pass one Sub-Internship from the list of required [Sub-Internships](#) in the Elective Catalog. This Sub-Internship must be completed between January of the third and December of the fourth year.

Each student must PASS the BCM Clinical Practice Examination given at the end of the third year. This exam stems from ongoing efforts to implement a competency-oriented curriculum. The goal of this curriculum will be to ensure that all students obtain proficiency on [core competency graduation goals](#). (note: you may be required to login to the BCM intranet to view this page).

Each student must meet the core competency requirements in Professionalism in order to receive the Doctor of Medicine Degree from Baylor College of Medicine.

Each student must also complete the [United States Medical Licensure Examination Step I and Step II \(CK and CS\)](#) prior to graduation. **NOTE:** You must be officially enrolled at BCM, which includes the payment of appropriate tuition and fees , in order to be eligible to apply for and sit for these exams. [View online application](#).

Students are expected to complete the total course of study within four years.

Students requiring more than five years may continue only with permission of the [Committee on Student Promotions and Academic Achievement](#).

Article 4. Student Health Services

4.1 Mental Health Wellness Services, Student Health, Personal Responsibility, Immunizations, Infection Control, Blood Borne Pathogens, Medical Licensure

Mental Health Wellness Services

Read more about [Baylor Mental Health Wellness Services](#).

Student Health

Health Requirements and Services

Before registration, all students must complete the Student Health Assessment, and show proof of immunizations/serologic confirmation required by the Texas Education Code and Baylor College of Medicine:

- Tetanus/Diphtheria
- Measles (Rubeola)

- Hepatitis B
- Tuberculosis* (PPD/Mantoux)
- Rubella
- Mumps
- Polio
- Varicella (Chicken Pox)
- Meningitis

*If positive, a chest x-ray is required.

Health care services are offered by primary care providers chosen by the student. The Occupational Health Program Office consults with students in regard to safety and health related issues pertinent to all health care professionals and conducts TB testing annually.

Training

The Office of Environmental Safety requires that all students view the annually updated OSHA Bloodborne Pathogens Training Film and be trained to prevent transmission of tuberculosis. Students may consult with a dean in the Office of Student Affairs in regard to all available health care service options in the Texas Medical Center.

The Office of Corporate Compliance Programs requires that all BCM students, visiting students and observers complete the on-line training in regard to The Health Insurance Portability and Accountability Act of 1996.

Insurance

See the [Insurance hand book page](#) for information on health, long term disability and malpractice insurance.

Personal Responsibility

Learning and practicing medicine has always involved exposure to infectious agents. Personal risks can be minimized by intelligent attention to immunizations, standard precautions and other preventable measures. Each student must take personal responsibility for being aware of his/her status and taking proper precautions.

Baylor College of Medicine subscribes to the American Association of Medical

Colleges statement of responsibility in treating patients with HIV: medical students, residents, and faculty have a fundamental responsibility to provide care to all patients assigned to them regardless of diagnosis. Failure to accept responsibility violates a basic tenant of the medical profession to place the patients interest and welfare first.

Immunizations

Students who have not fulfilled all [immunization requirements](#) will not be allowed to register for/attend classes.

Reporting Patient Safety Incidents at BCM Affiliated Institutions

Read about Reporting Patient Safety Incidents at BCM Affiliated Institutions.

Infection Control

Students exposed to or with infectious or communicable illnesses including chicken pox, diarrheal illness, measles, tuberculosis, group A strep infection or draining lesions on the hands must see their primary care physician or consult a physician in the Family Medicine department.

In addition, students with such circumstances should consult with the infection control office in the institution where the infection occurred or where the student is doing a clerkship about the advisability of working with patients to be sure that he or she is following the local regulations. When caring for patients with TB, students should adhere to local regulations. Precautions may include wearing appropriate masks, or custom fitted masks.

Blood Borne Pathogens

revised May 12, 2015

Protocol for Needle Stick Injuries and Exposure to Blood or Bodily Fluids

Baylor College of Medicine students ("Students") are expected to provide the appropriate level of care to all patients while following standard precautions to prevent the spread of infectious diseases due to exposure to human blood or bodily fluid.

Standard Precautions

All Students must follow standard precautions at all times which are based on the assumption that all blood, body fluids or other potentially infectious materials, secretions, excretions other than sweat, non-intact skin, and mucous membranes may be infectious. The Occupational Safety and Health Administration (OSHA) defines occupational exposure as reasonably anticipated skin, eye, mucous membrane, or parenteral contact with human blood or other potentially infectious materials (OPIM) that may result from the performance of an individual's work duties. Standard precautions for preventing occupational exposure incidents are set forth in OSHA's Bloodborne Pathogen (BBP) Standard.

The BBP Standard requires employers to develop and implement a written Exposure Control Plan which prescribes the use of engineering controls, safe work practices, PPE, training and medical surveillance to eliminate or reduce occupational exposure to blood and OPIM. A current version of Baylor's Exposure Control Plan is available through the Office of Environmental Safety. See [Biological Safety](#) (Baylor login required).

Additional information can be found at the Baylor Office of Occupational Health or within the CDC's 2007 Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Setting.

Exposure

An exposure is a percutaneous injury (puncture by needle or sharp object), contact with mucous membrane or skin contact (especially when the exposed skin is chapped, abraded or afflicted with dermatitis or the contact is prolonged) involving blood, tissues, or other potentially infectious bodily fluids.

Immediate Response to Exposure

The immediate response to any exposures should be to clean the wound or area of exposure based on the type of exposure. For a percutaneous injury or non-intact skin exposure, remove any foreign objects embedded in the wound and wash wound with soap and running water. For a mucous membrane exposure, irrigate with sterile saline or sterile water for 15 minutes. For an intact skin exposure, thoroughly clean and wash exposed intact skin.

Notification and Reporting Protocol

In the event of an exposure, the Student is excused from their current activity for treatment, but may have to make up time lost to meet curricular requirements. Students should immediately inform their supervisor and should notify the BCM Occupational Health Program ("OHP") at (713) 798-7880. Students will be provided with all OHP and associated hospital's and clinic's contact information

during orientation. For treatment and source patient blood testing based on the location at the time of exposure:

Students at BCM should contact the OHP. Students at Ben Taub General Hospital should contact the OHP or the Ben Taub Nursing Office if after hours. Students at Saint Luke's Episcopal Hospital should contact the Saint Luke's Occupational Health Clinic or the Saint Luke's Emergency room if after hours. Students at Texas Children's Hospital should contact the Texas Children's Employee Health Clinic or Texas Children's Employee Health on Call if after hours. Students at the Veteran's Affairs Medical Center should contact the Veteran's Affairs Emergency Room.

The OHP will provide instructions in the event of an exposure should a student not know the procedure. Students should request assistance from hospital or clinical staff as needed for treatment and identification of source patient information and history. Students are required to complete hospital/clinic specific incident reports, located at any nursing station at the facility, in addition to a Baylor incident report for all exposures.

Depending on where the exposure occurred, Students should arrange with the office as detailed above to obtain patient blood draw results for HPB, HPC, HIV and any other tests. All Student blood draws are done through the OHP except when the incident occurs at the Veteran's Affairs Medical Center where the test should be done at the Veteran's Affairs Emergency Room. Students should evaluate possible treatment options including immunoglobulin therapy for Hepatitis and anti-HIV therapy from HIV exposure. The potential benefit of prophylactic intervention for all of these types of infections is time dependent and should be initiated in the initial hours after exposure, particularly with HIV.

Counseling and Follow-Up

Students are required to discuss their exposure with the infection control officer in the institution where the incident occurred. Additionally, post-exposure counseling and a follow up should be arranged with the OHP.

Disclosure of History of Infection and Infection

Students with a history of infection with a blood borne pathogen which include, but are not limited to, hepatitis B virus (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV) or who develop an infection with a blood borne pathogen are required to report the infection to the OHP. Failure to report an infection will be considered a breach of professional behavior and may result in sanctions or even dismissal from Baylor.

Education Limitations

In consultation with the OHP, the student will know that there may be limitations that his/her disease may put on medical career options. Medical students may be referred to the Senior Associate Dean of Student Affairs for additional counseling. The OHP will advise the student on their career options and limitations and issues related to appropriate practice. Depending on the nature and severity of the student's infection, the OHP may determine that specific clinical duties or rotations may not be feasible. OHP will provide career counseling to assist students in choosing specialties most appropriate to their specific situation. Students should also be aware that some specialties with high-risk procedures will not be deemed an appropriate choice for residency training. Baylor will attempt to provide reasonable alternative experiences to insure the student meets curricular requirements. However, patient safety is paramount and, therefore, in certain situations students infected with blood borne pathogens may not be able to meet the curricular requirements to advance and/or graduate from their Baylor program.

Financial Outcomes

Costs associated with testing are covered by the hospital or clinic where the incident occurred as long as the student follows the reporting procedures of that facility and Baylor. Costs associated with services recommended and provided by OHP (i.e. counseling, testing, and medication) as they relate to an exposure are covered by OHP. OHP will provide counseling regarding their responsibility for expenses in some circumstances in the course of evaluation or follow up, and also with respect to informing them that they are not eligible for worker's compensation benefits because they are not an employee of the hospital, clinic or Baylor.

Medical Licensure

Medical Licensure requirements are published in the Directory of Residency Training Programs. Specific requirements for licensure in a particular state may be obtained by visiting the state's board of medical examiners [web site](#).

Visit the [National Board of Medical Examiners](#) web site for Medical Licensure requirements information.

Article 5. Insurance

5.1 Health and Dental, Long Term Disability, Malpractice

Health and Dental

Baylor College of Medicine believes student wellness is essential to academic progress. and requires that all individuals enrolled in any BCM academic program maintain medical coverage through the Program or are enrolled in alternative coverage that meets the coverage requirements established by the College. The program ensures students have access to health and dental insurance to cover the costs of routine care and/or unexpected illness or injury.

The [2015-2016 Health Care Program for Students](#) document provides an overview of the program, including such information as the enrollment requirements, cost of coverage, how to access information about what is covered, not covered, and out-of-pocket expenses. There is also information about how to apply for a waiver of coverage under this program should you have coverage under another group health care program. Please take a few minutes to review this important information.

Long Term Disability

See the [Long Term Disability Information document](#) for information.

Malpractice

Students are covered by malpractice insurance while enrolled as a student performing duties on a core rotation or approved elective either at Baylor College of Medicine or elsewhere. The activity must be within the course and scope of your training for the malpractice coverage to apply. If you are uncertain about the status of an activity, you should consult with a dean in the Office of Student Affairs and the Office of Risk Management.

Activities aside from the above are not covered by Baylor College of Medicine malpractice insurance. Outside health care activities are not only risky from a malpractice standpoint, but are, in some instances, illegal. As such, they may lead to criminal prosecution, could prevent the granting of a license, and may result in dismissal from the College.

On any occasion where it could possibly be construed that there has been a deviation from ideal medical care, the patient has sustained a serious complication, or there is mention of litigation by the patient or family members, the student should immediately notify the Office of Risk Management at (713) 798-4509 and the chair of the department to which he or she is assigned. The chair of the department will evaluate the incident and if, in his or her opinion the incident was

significant, instruct the individual to complete the Professional Liability Incident Report form furnished by the Office of Risk Management.

Article 6. Student Life Services

6.1 Employment, Food, Mail, Campus Security, Recreation, Tutorial / Student Support

Student Life Services

Employment

Students may undertake limited employment.

Food Services

Morrison Cafe

Serving the main Baylor Campus cafeteria located at E-Hallway, beneath Rayzor Lounge.

Location: Cullen Building, 108A

Hours of Operation: Monday-Friday, 7 a.m. to 2 p.m.

Daily Menu: (713) 798-4624

Phone: (713) 798-2233

Catering

[Online Catering Menu](#)

[Catering Request Form](#)

Coffee Corner - Alkek Building, Third Floor

- Coffee Corner 7 a.m. - 6 p.m. (Monday -Thursday)
- Coffee Corner 7 a.m. - 4:30 p.m. (Friday)

Vending Machines

Vending machines are available in the cafeteria in the Texas Medical Center Hospitals; Ben Taub, Methodist, and St. Luke's. The cafeterias at Methodist and St. Luke's are all open to all students. However, students may eat at Ben Taub Hospital Employee Cafeteria only when on duty at the hospital.

Other Eating Options

The John P. McGovern Texas Medical Center Commons offers a wide variety of eating establishments.

Mail Services

Baylor College of Medicine will not reimburse a student for packages lost or stolen from the mail rooms, even if the item is received by the College via certified/registered mail. Students must have all mail/ packages sent to their homes.

BCM Mail Services is located in the Anderson Bldg. Basement - 050E of the College and coordinates all incoming, intracampus, and outgoing mail for the College. Mail boxes for students (2nd Floor, Cullen Building) are provided at no expense to the student and are assigned at the beginning of each academic year. Official notices pertaining to students are sent to the assigned mailbox, and students are responsible for checking their box regularly for official mail.

There is no post office on campus; however, mail and other parcels may be weighed in the Mail Services in order to ascertain correct postage. Stamps are also sold there. Mail receptacles for stamped and intracampus mail are located in the Mail Services Office and in the Office of Student Affairs. The nearest United States Post Office is located at 7205 Alameda, (713) 741-5537, about 1 1/2 miles from the campus.

Mail Services lobby hours are 9 a.m. to 2:30 p.m., Monday through Friday.

Mail dropped off by 2:30 p.m. goes out the same day. The zip code for the College is 77030.

Parking and Transportation

Texas Medical Center, Inc. coordinates all traffic movement and parking within the TMC. [Read more.](#)

Campus Security and Public Safety

Baylor College of Medicine is located in the Texas Medical Center, the largest medical center in the world, TMC provides security for all parking facilities, its own buildings, the streets and the public areas not part of member institutions, like Baylor College of Medicine.

Texas Medical Center Services

TMC employs security personnel and contracts with other law enforcement agencies including the Houston Police Department.

TMC is committed to the safety of the students of all member institutions and provides after-hour escorts when shuttles are not operating.

From 4:30 a.m. until 12:30 a.m., TMC contracts with METRO for shuttle service to and from its parking lots and throughout the medical center area. Their lots are patrolled by TMC security and staffed by “parking ambassadors” who can assist students with any difficulties. In addition, TMC and Baylor have installed “blue lights,” emergency intercoms, throughout the complex.

Baylor College of Medicine Services

The [Baylor Security Office](#) is responsible for:

Monitoring the campus complex, which includes the medical student lounge.

Providing after-hour escort, upon request.

24/7 monitoring of cameras on the interior of the first floor, main campus, and the exterior of the main campus building. Closed circuit cameras are recorded.

Maintaining a closed campus. During working hours, security staff mans major entrances and exists. After hours, all exterior doors are secured and controlled remotely. Any exterior door used for entrance has a recorded camera that enables entrants to show ID before being admitted to the College.

Minors (less than 18 years old) must receive proper authorization to enter any Baylor facility.

Other Institutions

Baylor College of Medicine affiliated institutions require all students enrolled in clinical/research experiences be issued an ID badge. All institutions cooperate with TMC for security coverage for the TMC campus. Alerts are communicated to institutions electronically. In emergency situations, all institutions have standard communication devices to communicate with TMC and each other.

Right to Know

In accordance with the [Student Right-to-Know and Campus Security Act](#), campus crime statistics are available for review [online](#) and in the Office of Student Affairs, Admissions Office and Graduate School.

The Human Resources Office of BCM, Suite OW100-McGovern Campus, coordinates all BCM programs pertaining to safety, accident control, and fire safety. **BCM policy requires everyone to wear their ID while within the campus complex.** Lost or stolen ID's should be reported to the Security Office and may be replaced in the Badging Office.

Recreational Facilities and Programs

Baylor College of Medicine sponsors recreational programs for its students, faculty, and staff. The [Wellness Center](#) (located on the roof of Garage # 6) contains a basketball court, a racquetball court, a weight room, and a dance/aerobics room with cardiovascular fitness equipment (exercycles, treadmills, rowing machine and stair climbers).

Hours:

Monday - Friday - 5 a.m. to 9 p.m.

Saturday & Sunday - 10 a.m. to 6 p.m.

[Membership Form](#)

Access is by College issued proximity card. Memberships for students cost \$180 per year (July-June) and may be purchased in the Wellness Center. In addition, students, faculty, and staff have access to softball, football, volleyball, and basketball leagues. More information regarding recreational activities can be obtained from the Office of Student Affairs, or from an officer of the Medical School Council.

Texas Residency - Tuition Status

Texas residency for tuition purposes is determined by the rules and regulations of the Coordinating Board, Texas College and University System. Reclassification of residency must be made by completing a Residency Questionnaire prior to Aug. 1 of an academic year.

Changes in residency made after Aug. 1 of an academic year do not affect tuition charges until the next academic year. The completed questionnaire and any questions concerning residency should be directed to the Office of Student Affairs.

Student Lounge

The Student Lounge is located in room M206 of the Michael DeBakey Building. Access to the facility is restricted to Medical, Allied Health and Graduate Students only and is monitored by Baylor Security (8-3000). Amenities include:

- Sitting/quiet area
- Large screen HD TV
- Cafe tables
- Kitchen with microwave ovens, Keurigs and refrigerators
- Game tables
- Foosball tables
- Pool table

Tutoring and Academic Support

Tutoring and academic support is provided to students and is designed to support the students' mastery of specific program knowledge and skills. The purpose of the tutorial programs is to promote student learning by monitoring student performance and providing support as early as possible. Among Baylor's strengths are the accessibility of faculty and their willingness to help students. Whenever students experience difficulty in a course, they are encouraged to first seek help from the respective faculty member. Additional support and tools are available to help students reach their academic goals and take charge of their individual academic experiences.

6.2 Services for Students with Disabilities

Baylor College of Medicine is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws including the Americans with Disabilities Act of 1990, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. Baylor's goal is to provide students with disabilities access to needed resources so that all students are afforded every opportunity to do their best work. Therefore, Baylor will strive to provide reasonable accommodations, auxiliary aids and services which are in line with state and federal law while upholding the educational programs' technical standards.

Read more about how Baylor College of Medicine provides access to [resources for students with disabilities](#).

The Family Educational Rights and Privacy Act (FERPA) governs the use and dispersal of student educational records containing personally identifiable information, including students with disabilities. Baylor is committed to providing a confidential, fair, and objective process for applicants and students to request

accommodations. Additionally, information discussed by the Student Disability Committee is considered strictly confidential.

View the [Student Disability Policy](#) (Baylor login required).

6.3 Parking and Transportation

Texas Medical Center, Inc. coordinates all traffic movement and parking within the TMC. All vehicles parked regularly on the campus must be registered with TMC. Further information is available from the [TMC website - Parking page](#) or by phone (713) 791-6161.

Baylor College of Medicine parking and transportation specific information is available from:

Student remote parking is available in the South Extension Lot, which services Main Baylor, Ben Taub, TCH and TMH, as well as the Smithland's Lot, which services Smith, Scurlock, Medical Towers, Herman, TCH, TMH and St. Luke's. The cost is \$75 per month (plus tax). Payment is made directly to TMC.

Students who have a TMC parking contract ("Alternate Lot Privileges") and park in any remote lot may also park in Garage 4, 6 or 7 (at no charge) after 6 p.m. on weekdays, weekends and designated TMC holidays. You must exit the garage by 8 a.m. the following morning or by 8 a.m., Monday. Students will have to pay \$12 if they fail to exit a garage by 8 a.m., Monday through Friday.

Onsite garage parking is offered (based on availability) by TMC, please call 713-791-6161 - Option 1 for pricing. All pricing is subject to tax.

Another option for students is Off-Peak (POP) parking in Garages 1,2,4,6,7,10 (4:30 p.m. - 8 a.m., all day on weekends and designated TMC holidays). The cost is \$85 per month (plus tax).

Shuttle buses are available to transport persons parking in the South Extension Lot and Smithland's Lots to and from the Medical Center. The shuttle buses operate with the following frequency:

- 4:30 a.m. - 10 a.m. (every 4 to 10 minutes)
- 10 a.m. - 2 p.m. (every 22 minutes)
- 2 p.m. - 8 p.m. (every 4-10 minutes)
- 8 p.m. - Midnight (every 20 minutes)
- No service: Midnight to 4:30 a.m.

After Hours Parking - E Lot Only

After hours and weekend parking in Lot E is available (free of charge) to all students effective July 1, 2014 according to the following schedule:

Monday-Friday: 9 p.m. - 7 a.m. the following morning

Weekends: Saturday 4 p.m. - Monday 7 a.m.

Access (based on availability) is granted by showing one's student ID badge (via remote camera) to the security officer on duty. The front row (next to the Cullen Building) is reserved at all times for faculty parking. Cars parked in the lots outside of the above scheduled hours will be towed at the owner's expense.

After Hours Parking - Garage 6 Only

Another option for students is Off-Peak (POP) parking in Garages 6 (4:30 p.m. - 8 a.m., all day on weekends and designated TMC holidays). The cost is \$25 per month (plus tax).

Lot D is not available for student after hours parking.

Metro

[METROBus](#) and [METRORail](#) service is available to all Baylor College of Medicine students (certified as currently/officially enrolled) through the Q card program, which gives unlimited discounted access to all METRO services, including bus, TMC trolley and rail service. When riding METRO, students must have their BCM Student ID in their possession and should present both the Q card and their Student ID if asked for identification by a METRO police officer while riding on METRO.

Q cards can be obtained only at the downtown METRO office (1900 Main St.). Be sure to have an enrollment verification letter from the Registrar's Office and your student ID.

All remote parkers, including the Smith Lands, have been issued a TMC [METRORail](#) pass, which is valid for travel between the Smith Lands and one of the METRO stops in the medical center.

Article 7. Policies

School Wide

7.1 [Accommodations for Breastfeeding Mothers \(added Oct. 20, 2015\)](#)

The institution recognizes the importance of breastfeeding for the health of both mother and child, and actively supports women who breastfeed while continuing employment or study.

7.2 [Acceptable Use Policy](#)

Access to computers, information systems and networks owned or operated by Baylor College of Medicine impose certain responsibilities and obligations on those granted such access. An individual user's access must always be in furtherance of the user's responsibilities at BCM. Use by BCM personnel, or third parties granted access by BCM, should always be legal, ethical, academically honest and in accord with community or professional standards.

7.3 [Code of Conduct – login required \(updated July 22, 2015\)](#)

The Code of Conduct defines our long-standing commitment to integrity and defines the professional and ethical ways in which we work with one another. The Code of Conduct also includes our expectations for ethical behavior, respect, work within teams and the day-to-day conduct of each person at Baylor College of Medicine.

7.4 [Policy on Infectious Disease](#)

The risk to health care workers of acquiring Human Immunodeficiency Virus, or HIV, infection in the routine performance of duties is quite low. Students, house officers, faculty, and staff will be expected to care for patients so infected as they would any patient suffering from other potentially communicable diseases in accordance with the recommendations of the Center for Disease Control and existing hospital policies.

7.5 [Release of Information](#)

Baylor College of Medicine adheres to the [Family Educational Rights and Privacy Act, or FERPA](#), which affords students over 18 years of age certain rights with respect to their student records.

7.6 [Policy Development and Approval Policy](#)

The policy establishes a process for 1) developing, reviewing, approving, promulgating and maintaining new Baylor College of Medicine (BCM) policies; 2) formalizing and publicizing existing BCM policies among members of the

BCM community; 3) documenting formulae for periodic review, update and training of relevant parties on new and existing BCM policies; 4) describing entities responsible for regular examination of BCM policies; 5) describing entities responsible for implementation and administration of policy content; 6) approving policies by standard procedure, as well as establishing a limited exception to the standard procedure described herein.

7.7 [Substance and Alcohol Abuse Policy](#)

The federal Drug-Free Workplace Act is the foundation for the Baylor College of Medicine Substance and Alcohol Abuse Policy. Three particular areas of emphasis in this act are:

Publishing a policy statement notifying BCM Persons of prohibitions against the use, possession, distribution, dispensing, or manufacture of any Prohibited Substance in the workplace and on Baylor College of Medicine premises and against the excessive consumption of alcohol, in the circumstances described in this policy.

7.8 [Insurance](#)

Baylor College of Medicine believes student wellness is essential to academic progress. and requires that all individuals enrolled in any BCM academic program maintain medical coverage through the Program or are enrolled in alternative coverage that meets the coverage requirements established by the College. The program ensures students have access to health and dental insurance to cover the costs of routine care and/or unexpected illness or injury.

7.9 [Student/Trainee Fundraising Projects \(added Jan. 27, 2016\)](#)

The purposes of this policy are to 1) ensure strategic planning and execution of high quality, student/trainee fundraising projects that advance Baylor College of Medicine's (BCM) reputation and commitment to excellence, 2) support stakeholders interested in raising funds for the College, 3) ensure consistency and compliance with applicable IRS regulations regarding charitable gift receipting and 4) promote institutional adoption of best philanthropic practices.

7.10 [Financial Responsibilities, Financial Aid Eligibility, and Satisfactory Academic Progress Requirements for Students \(Revised September 24, 2015\)](#)

This policy has been developed to ensure that Baylor College of Medicine's (BCM) Student Financial Aid Program meets or exceeds the requirements set forth by federal regulations governing academic standards of progress for financial aid

eligibility as they pertain to students who receive Title IV funding. The policy also defines Satisfactory Academic Progress for all students.

Intranet login required:

7.11 [Fundraising Policies](#)

The building and maintaining of relationships with foundations, corporations, individuals, and associations are critical to the College's success. All cultivation, solicitation and stewardship activities of past, current, and future donors must be carefully coordinated through the Office of Philanthropy and Alumni Relations (OPAR). Funds are raised for research, equipment, facilities, student scholarships and trainee expenses, educational initiatives, endowments, faculty recruitment, clinical programs, and community outreach.

OPAR maintains official, complete and confidential records of all gifts from donors and provides the official tax receipts and supporting documents for all gifts received. No department, center, institute, clinic or individual faculty member may contract with or hire an agency, firm, or individual contractor for fundraising purposes related to BCM programs. Any exception must be approved in writing by the Vice President of Philanthropy and Alumni Relations.

7.12 [Overview of the Office of Philanthropy and Alumni Relations](#)

Philanthropy and Alumni Relations, including the activities of the Office of Philanthropy and Alumni Relations (OPAR), shall be under the control of the President, CEO and Executive Dean and directed by the Vice President for Philanthropy and Alumni Relations.

OPAR raises money from private, non-governmental sources including foundations, corporations, corporate foundations, individuals, family foundations, and associations. Additionally, OPAR manages the engagement and giving strategy for all BCM alumni.

7.13 [Policy Development and Approval Policy](#)

The policy establishes a process for 1) developing, reviewing, approving, promulgating and maintaining new Baylor College of Medicine (BCM) policies; 2) formalizing and publicizing existing BCM policies among members of the BCM community; 3) documenting formulae for periodic review, update and training of relevant parties on new and existing BCM policies; 4) describing entities responsible for regular examination of BCM policies; 5) describing entities responsible for implementation and administration of policy content; 6) approving policies by standard procedure, as well as establishing a limited exception to the standard procedure described herein.

7.14 [Sexual Harassment and Sexual Violence](#)

The purpose of this Policy is to define prohibited conduct and provide guidance to Baylor College of Medicine (BCM) community members on appropriate conduct, mechanisms for reporting potential violations of this Policy, investigation procedures, and disciplinary action related to sexual harassment, sexual violence, and other prohibited conduct.

7.15 [Social Media Policies](#)

These guidelines address but are not limited to Baylor use of: Facebook, Twitter, LinkedIn, YouTube, and Google groups. For guidance and acceptable use of profiles not listed here, please contact Institutional Web Management. The following guidelines help ensure effective use of social media and aim to protect personal and professional reputations when interacting on social media platforms.

7.16 [Use of Copyrighted Materials](#)

The purpose of this policy is to distinguish lawful and prohibited usage of materials copyrighted by third parties, and provide notice to Baylor College of Medicine (“BCM”) stakeholders about their responsibility to self-monitor compliance.

7.17 [Student Grievances Policy](#)

This Policy establishes the pathway to resolve all student grievances. Baylor College of Medicine (BCM) is committed to treating all students respectfully and fairly as well as providing a quality educational environment and experience for all students. BCM seeks to ensure that all student grievances are addressed fairly and resolved promptly.

Academic

7.18 [Statement of Student Rights \(new July 22, 2015\)](#)

Baylor College of Medicine is committed to creating an environment for students that is conducive to academic success and academic freedom commensurate with all applicable laws and regulations. As students are not only members of the Baylor academic community but are also members of society as a whole, Baylor works to ensure that all rights, protections and guarantees that students are assured as citizens of society are also provided to them within Baylor.

7.19 [Academic Standards of Progress for Financial Aid Eligibility](#)

This policy has been developed to ensure that the BCM Student Financial Aid Program meets or exceeds the requirements set forth by federal regulations

governing Academic Standards of Progress for Financial Aid Eligibility for students who receive Title IV funding.

7.20 [Academic Performance](#)

Periodic promotion and ultimately the recommendation to the president of the College to grant the degree Doctor of Medicine, requires the satisfactory completion of all required courses, examinations and credits as well as demonstration by the student that he or she is capable of conduct appropriate for a physician and the profession of medicine.

7.21 [Acceptance of Transfer Credit Policy](#)

The purpose of this policy is to explicate the Baylor College of Medicine (BCM) criteria for evaluating, awarding, and accepting credit for transfer, credit by examination, advanced standing, and professional certificates.

7.22 [Adding or Dropping Courses in the Medical School](#)

Students are expected to review their core and elective options with their Learning Community Senior Advisor (LCSA), mentor, or the Dean in Student Affairs. • Pre-clerkship electives can be added or dropped online through the student portal for one week following the start of the term. • Clinical core, elective, selective, and sub internship experiences (including research) may be added four weeks prior to the start of the rotation. Clinical rotations must be dropped six weeks prior to the start of the rotation. Students must complete the requisite forms, which must be submitted to the Office of the Registrar prior to the start of the rotation.

7.23 [Attendance and Participation \(Medical School Curriculum\)](#)

This policy refers to Excused Absences in the Pre-Clerkship and Clinical Curriculum.

7.24 [Call Room and Evening Duty](#)

If suitable call room space is not available for Baylor College of Medicine students at Ben Taub Hospital, they must be released from their clinical responsibilities no later than 10 p.m.

7.25 [Compact Between Teachers, Learners, and Educational Staff](#)

Compact Between Teachers, Learners, and Educational Staff Learners pursuing a professional career at Baylor College of Medicine assume responsibility to develop

in-depth knowledge, acquire and apply special skills, and demonstrate professionalism. Teachers guide and educate learners, and model appropriate attitudes, interpersonal skills and professional behaviors. Core educational staff support both learners and teachers. This Compact serves both as a pledge and a reminder to teachers, learners, and educational staff that moral, ethical and professional behavior by all Baylor personnel is essential to the basic principles of this institution.

7.26 [Course Repeat Policy](#)

This policy does not apply to courses deemed repeatable for credit, such as topic courses, special electives, research, or other courses that are deemed outside the scope of this policy by the appropriate school administrator or committee.

7.27 [Credit Hour Policy](#)

BCM adopts the federal definition of semester credit hour unit. Where applicable, calculations to derive alternative unit equivalency to semester credit hours are detailed in the procedures.

7.28 [Distance Education Policy](#)

BCM has practices in place to ensure the student who registers in a distance education course is the same student who participates in and completes the course and receives the credit, by verifying the identity of a student who participates in class or coursework.

7.29 [Dress Policy](#)

Dress shall be primarily a matter of individual judgment, but within acceptable standards of good taste. Students are expected to be neat and clean.

7.30 [Examinations \(Revised Feb. 23, 2015\)](#)

All web-based Medical School Clinical National Board Subject Examinations are managed by the Office of Student Affairs. All students must provide their own laptop in order to take these examinations, as well as the Comprehensive Basic Science exam given at the end of pre-clerkship classes during the second year of medical school. The Office of Undergraduate Medical Education is responsible for the management of all pre-clerkship subject examinations. The Simulation Program is responsible for the management of all simulation activities and exams. Students are expected to complete and pass all medical school exams as defined in individual courses and clerkships.

7.31 [Exam Accommodations](#)

A disability is understood to be any impairment that substantially limits an individual in one or more major life activity (e.g. walking, seeing, hearing, and learning). Baylor College of Medicine applicants and students with medically documented permanent or temporary disabilities may request accommodation through Student Disability Services.

Appropriate documentation will be required from any applicant or student requesting accommodations for examinations, the performance of course work, laboratories, or clinical duties.

7.32 [Grading](#)

This policy refers to grading standards in both the Pre-Clerkship and Clinical years.

7.33 [International Travel](#)

Baylor College of Medicine strongly supports a variety of international educational experiences for medical students, but is also concerned about student safety. For that reason, any student traveling outside the United States for an educational purpose must have that experience approved in advance by the Associate Dean of Student Affairs.

7.34 [Leave of Absence](#)

Students are expected to complete the course of study for the Degree Doctor of Medicine within four years. The College recognizes that some students may pursue other educational opportunities that prevent completion of the requirements in four years. Permission and arrangements, however, must be obtained for any student who will require more than four years from matriculation to complete the course of study.

7.35 [Policy Defining Course Credit and Procedure for Awarding Course Credit - Medical School \(Revised March 26, 2015\)](#)

The number of semester credit hours assigned to a course quantitatively reflects the modes of instruction and the amount of time spent in each class. The over-arching principle established by the Curriculum Committee is that 20 hours of substantive educational activity is equivalent to one semester credit hour.

7.36 [Religious Holiday and Activity Absence](#)

The purpose of this policy is to acknowledge respect for the religious diversity of Baylor College of Medicine (BCM) students by providing opportunities, where possible, for accommodation in cases where genuine conflicts exist between students' religious beliefs/practices and educational activities. Such

accommodations must honor the primacy of our commitment to patient care and not unduly burden faculty or disproportionately affect the general student population involved in the affected educational activity.

7.37 [Rights, Responsibilities, Grade Appeals, Adverse Academic Action Appeals and Grievances](#) (Revised Aug. 27, 2015)

In general, procedures regarding appeals are implemented with every effort made to ensure fairness, objectivity and thoroughness. The confidentiality of these procedures are maintained to every extent possible and consistent with other obligations of the faculty.

7.38 [Reinstatement](#)

A student who wishes to be re-admitted to Baylor College of Medicine should apply to the Office of Admissions in the same way as any new applicant. The Office of Admissions shall have available to it the student's entire permanent record at Baylor College of Medicine. The committee may request any additional information which might help them in their decision. This might include documentation of additional academic and work experience, medical and psychiatric data, etc.

7.39 [Satisfactory Academic Progress](#)

All medical students enrolled at the Baylor College of Medicine are considered to be making satisfactory academic progress unless otherwise determined by their respective Committee on Student Promotions and Academic Achievement. Satisfactory academic progress in the various health professions education programs is an eligibility criteria for all students who receive Title IV student financial assistance.

7.40 [Student Records Policy](#)

This purpose of this Policy is to ensure the institution properly secures student academic records, adequately trains all staff in education in Family Educational Rights and Privacy Act (FERPA), and complies with American Association of College Registrars and Admissions Officers (AACRAO) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation requirements.

7.41 [Withdrawal from the College](#)

A student who wishes to withdraw must personally meet with a dean in Student Affairs and submit a letter indicating his/her withdrawal.

Non-Academic

7.42 [Criminal Background Check Policy](#)

Medical School applications request disclosure of any misdemeanors or felony convictions, other than minimal traffic violations, including deferred adjudication, with a statement that non-disclosure/falsification may lead to dismissal. A criminal background check will be completed on all applicants accepted annually to medical school entering class.

7.43 [Falsification of Admissions Application](#)

Occasionally candidates will make inaccurate statements or submit false material in connection with their application. In most cases these misrepresentations are discovered during the application process and the application is rejected.

7.44 [Student Grievances and Mistreatment \(revised July 20, 2015\)](#)

The leadership, faculty and staff of Baylor College of Medicine are all here to support and help you on your journey to becoming a leader in your chosen profession. In the event you have a grievance, we have created several pathways for you to receive help. Baylor community members are prohibited from retaliation.

7.45 [Institutional Refund Policy](#)

Students who withdraw from school, go on a leave of absence for longer than 60 days, are dismissed or otherwise stop attending classes will have Tuition and the Facility Fee refunded as indicated below. Refunds are calculated based on the length of the enrollment period for which the students are charged. Students are charged in half-year increments.*

7.46 [Non-Academic Performance](#)

A student may be placed on probation, suspended, or dismissed from Baylor College of Medicine for non-academic reasons such as: unethical or unprofessional acts; violations of the regulations concerning conduct of students at the Baylor College of Medicine; dishonesty; negligence; nonpayment of bills owed to the Baylor College of Medicine; criminal acts; failure to meet clinical responsibilities; and any other conduct not in keeping with the ethical standards of the College or the medical profession. Information regarding the possibility that a student is engaged in conduct inappropriate for one seeking to enter the medical profession shall be brought to the attention of a dean in Student Affairs, or the dean of Medical Education.

7.47 [Student Disability Policy \(Intranet login required\)](#)

Baylor College of Medicine (BCM) is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws including the Americans with Disabilities Act of 1990, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. To effectuate equal access for students with disabilities, this policy formalizes BCM criteria for requesting reasonable accommodations, defines parameters for consideration of such requests, and outlines procedures for appeal.

7.48 [Student Travel \(BCM Funded\)](#)

BCM intends to reimburse travelers for college approved business-related travel expenses. To whom does this policy apply? BCM Travel Policy and Procedures apply to all travel expenses associated with: Employees, Students, Speakers, Consultants, Job applicants and other guests.

Academic and Non-Academic

7.49 [Conduct](#)

Baylor College of Medicine recognizes honesty and integrity as necessary to the academic functions of the College. The following rules are promulgated in the interest of protecting the validity of the College's grades and degrees, and to assist students in developing standards and attitudes appropriate to academic life and the the practice of medicine. Violation of academic rules can result in dismissal from the College.

Article 8. Student Organizations

8.1 Recognition Procedures, Fundraising, Contractual Agreements, Reimbursements, Medical School Council, Student Organizations

Students at Baylor College of Medicine can form groups based on common beliefs and interests, and express their views through these organizations as permitted by their constitution. Political organizations or organizations which exist for the sole purpose of political advocacy are not permitted. Students are reminded that any publication or meeting should be conducted

- With due regard to the laws governing defamation. Libelous defamatory statements are not constitutionally protected, and could subject a student group or its members to legal action.

- Without intent to proselytize or coerce any member of Baylor College of Medicine to agree with a specific point of view or opinion of the group.
- With professional regard for all members of the group and of Baylor College of Medicine.

Baylor College of Medicine students or student groups may from time to time invite outside speakers to address Baylor functions. Outside speakers must be approved in advance by the dean or designee. The names and credentials of proposed speakers, purpose of the presentation, and proposals for any costs such as travel, expenses, and honoraria, must be presented to the Dean or designee for review and approval at least three weeks prior to the event. All outside speakers will be required to meet the professional standards expected of Baylor faculty, with evidence based presentations when applicable and complete disclosure of funding and conflict of interest.

Students are also advised that unauthorized use of copyrighted material may violate trademark or copyright laws. Students should take care that all publications are free of libelous statements, and contain adequate citations to original sources. Any student publication must be reviewed and approved by John Rapp, senior director, Office of Student Affairs prior to distribution.

Participation in the meetings of student organizations on campus will be limited to actively enrolled students and faculty of Baylor College of Medicine unless specific arrangements are made in advance with the senior associate dean of the Office of Student Affairs and the Office of Communications & Community Outreach. Organizations not associated with Baylor College of Medicine are prohibited from using campus facilities for activities and meetings. The senior associate dean in the Office of Student Affairs has the power to grant and to suspend recognition to student organizations.

Recognition is granted tentatively pending one full year of active status. An organization is then removed from tentative status and designated as a fully recognized student organization.

Any proposed student organization must complete the registration form below and submit it to the Office of Student Affairs. Details may also be obtained by contacting John Rapp, senior director, Office of Student Affairs.

[Download the Student Organization Registration Form](#)

If the required information is not submitted, a group can be denied recognition. A student organization may have its recognition suspended by a dean in the Office of Student Affairs if:

- The organization is found guilty of submitting falsified required information, and/or
- The organization is found in violation of specific agreements relating to the use of facilities of the College.
- The organization is inactive for one academic year. The activity status of each organization is reviewed at the beginning of the academic year.

Organizations whose recognition is denied or suspended may appeal in the following sequence: first to a dean in the Office of Student Affairs, then the Dean of Medical Education, whose decision is final.

Fundraising

Baylor College of Medicine is a non-profit, tax exempt institution. As such, all [Baylor fundraising activities](#) by student classes and organizations must be transacted through accounts established by the Office of Student Affairs and managed by the senior director, Student affairs. All printed materials soliciting donations to benefit class activities and charitable organizations must be reviewed and approved by the senior director, Student Affairs.

Contractual Agreements

Contractual agreements for vendor services and facility rental must be reviewed, approved and executed by the senior director, Office of Student Affairs, as the official, student administrative Baylor representative.

Reimbursements

Approved reimbursements for student organization expenses **may not exceed** \$250 (cash request-one item being reimbursed); \$400 (cash request-more than one item being reimbursed); \$500 (check request) and must be submitted to the Office of Student Affairs no later than one month after the expenditure. Proof of purchase (sales receipt(s) and a copy of a credit card (if used) statement) must be provided in order for a reimbursement to be processed. Reimbursement for gift certificates is not possible without detailed recipient documentation.

[Student Travel Policy \(BCM Funded\)](#)

Medical Student Council

The official representative body of all medical students is the Medical Student Council. It is a confederation of all medical school classes. Any and all medical students are welcome to participate in every MSC activity.

The governing body of the MSC shall consist of student body officers and medical school class officers.

The MSC chair shall be the official representative of the Medical Student Council and liaison to the faculty, administration, and community. This person shall coordinate, but not direct all student activities, facilitate communication between various student groups, and encourage cooperation with faculty and administrators. Other MSC officers shall include a vice-chairperson, secretary, treasurer, director of Athletics, director of Community Service, director of Social Activities and liaison to Student Interest Groups. Their responsibilities shall include those described in the MSC constitution, as well as any other needs of the student body.

Each medical school class shall be organized within the MSC to serve as a means of presenting class needs and opinions to the administration, faculty, and the MSC. A class president, three class representatives, and two representatives of each school committee (Admissions and Student Services) will be selected in elections coordinated by the MSC vice-chair. A student on academic warning or probation may not run for a position/hold a position on the MSC, as a medical school class representative or on any committee of the College.

2015-2016 Officers

Chair: Kershena Liao

Vice Chair: Paige Kennedy

Secretary: Patrick Adams

Treasurer: Kevin Sweetwood

Director of Athletics: Ali Qadeer

Director of Community Service: Daniel Chilcote

Director of Social Activities: Angela Chun

Liaison to Student Interest Groups: George Polson

Medical Student Council (MSC) Constitution

Student Societies

Alpha Omega Alpha Honor Medical Society

The membership of this honor medical society is composed of undergraduates who have shown promise of becoming leaders in their profession, graduate members who later have attained such leadership, honorary members consisting of physicians who have attained national distinction, and persons, whether physicians or not, who have gained unusual recognition in fields related to medicine. At least twice a year medical students are elected to membership. To be considered for

membership, a student must have completed the pre-clerkship sciences and at least four quarters of clinical work and must stand academically in the top 25 percent (based on grades alone) of the class. Generally, one-sixth of the graduating class is elected to membership.

Gold Humanism Honor Society

The Gold Humanism Honor Society is an international organization that recognizes, supports and promotes the values of humanism and professionalism in medicine. At Baylor College of Medicine, the Gold Humanism Honor Society recognizes rising 4th-year medical students who exhibit characteristics such as integrity, excellence, compassion, altruism, respect and empathy. The selection process begins with peer nomination followed by faculty review. GHHS members organize and carry out a service project each year that highlights their commitment to caring for patients.

Student Organizations

The following student organizations are currently active on the Baylor College of Medicine campus. To request the addition of your student organization to this page, please email [George Polson](#).

AAMC Organization of Student Representatives (OSR)

American Medical Association/Texas AMA

American Medical Student Association (AMSA)

American Medical Women Association (AMWA)

Asian Pacific American Medical Student Association

[Badminton Club](#)

Baylor Hillel

Baylor Orthopedic Surgery Society (BOSS)

Baylor Pediatric Cancer Group

Baylor Pediatric Student Association (BPSA)

Baylor Simulation Society

BCM Students Against Cancer

Cardiology Interest Group (CARDIO)

Catholic Medical Student Association

[Choosing Healthy, Eating Fresh \(CHEF\)](#)

Christian Medical Dental Association

Crawford Long Society (Anesthesiology)

[Dermatology Interest Group](#)

Doctors for Change BCM Student Chapter

Emergency Medicine Interest Group (EMIG)

ENTerest

Family and Medicine

Family Medicine Interest Group

Food Rises

Gay-Straight Alliance
Genetics Interest Group
Global Health
[Gynecology and Obstetrics Interest Group](#)
HOMES Clinic
Houston Global Health Collaborative
Infectious Disease Interest Group
Institute for Healthcare Improvement Open School
Integrative Medicine Interest Group
Internal Medicine Interest Group (IMIG)
Latino Medical Student Association (LMSA)
Medical Miles Mentor Program
Medical Students for Choice
Medical Students for Life
Medicine-Pediatrics Interest Group
Meditation and Life
Military Medical Student Association
Music and Medicine Interest Group
Muslim Medical Association
Ophthalmology Club
Pathos (Pathology)
Physical Medicine & Rehabilitation Interest Group
Plastic Surgery Interest Group
Primary Care Progress
Progress Notes (Student Blog)
[PsychMinded \(formerly The Couch\)](#)
Public Health Interest Group
Interventional Radiology Interest Group (IRIG)
Radiology Interest Group (RIG)
Remedy, Baylor's Journal for Literary Arts
Running Club
Short Coat Stories
SIGmoid (Gastroenterology)
[Social Dance Club](#)
Space Medicine Group
Student National Medical Association (SNMA)
Student Research Society
Student Surgical Society
Baylor Urology Network (BUN)
Student Wellness Program
Taekwondo Club
Texas Geriatrics Interest Foundation (TGIF)

Article 9. Standing Committees

9.1 Admissions, Curriculum and Student Promotions and Academic Achievement

There are Standing Committees, which are appointed by the president, that deal with admissions, curriculum and student services topics/issues.

Students must be in good academic standing to serve on any Baylor College of Medicine committee. Students who are on academic warning or probation are expected to cease and desist from all committee work until such time as they are removed from warning or probation. Students members have full voting rights on these committees.

Read more about all [Baylor Standing Committees](#) (intranet login required).

The following Standing Committees have student members:

Admissions

Co-Chair:

Martha P. Mims, M.D., Ph.D.
Department of Medicine

Co-Chair:

Jack F. Price, M.D., B.S.
Department of Pediatrics.

Co-Chair:

Stephen E. Whitney, M.D., M.B.A.
Department of Pediatrics

Co-Chair:

David Allan Young, M.D.
Department of Anesthesiology

The Admissions Committee seeks those applicants possessing the academic and personal qualities conducive to furthering the high standards and ethics, of the

profession of medicine. The committee recognizes that these goals are fully realized when the richness and diversity of our society is reflected in the graduating classes of the College. Accordingly, the committee seeks to attain a student of the highest caliber which reflects the educational, cultural, and ethnic diversity of our society. Medical students are eligible to assist in committee activities in recruiting, meeting and interviewing applicants selected, and upper classmen are full voting members of the Admissions Committee.

Curriculum

Chair:

Jeffrey Starke, M.D.
Department of Pediatrics

The responsibility of the Curriculum Committee is to direct the curriculum for the education of medical students and oversee the curriculum development for allied health programs. The committee determines the content and sequencing for courses, and regularly monitors the effectiveness of teaching. The committee oversees the ongoing evaluation of courses and of the curriculum as a whole, and conducts appropriate revisions. Medical students are regular voting members of the committee.

Committee on Student Promotions & Academic Achievement

Chair:

Carla Giannini, M.D.
Department of Otolaryngology - Head and Neck Surgery

The Committee on Student Promotions and Academic Achievement is charged with the responsibility of reviewing the academic progress of each medical student at Baylor. When the academic performance of individual students is reviewed, only faculty members attend the meeting and vote. The committee meets as necessary, to review academic progress of all students.

Article 10. Contacts

10.1 Offices and Contact Numbers

Office of Student Affairs

Debakey Bldg. M210

Phone: (713) 798-4600

Fax: (713) 798-4386

Email: stuaff@bcm.edu

Hours: 8 a.m. to 5 p.m.

Monday - Friday

Deans Open Office hours are Friday 3 p.m. to 5 p.m.

Senior Associate Dean

[Mary L. Brandt, M.D.](#)

Phone: (713) 798-3380

Assistant Dean

[Joseph S. Kass, M.D., J.D.](#)

Phone: (713) 798-3695

Senior Director, Student Affairs

[John Rapp](#)

Phone: (713) 798-4517

Academic Administrator

[Pamela Ashley](#)

Phone: (713) 798-3373

Administrative Support Coordinator I

[Pam Martin](#)

Phone: (713) 798-3367

Emergency Messages for Students

Phone: (713) 798-4600

Student Mental Health Services - Heather Goodman, M.D., Ph.D., Director. (713) 798-4881, student-help@bcm.edu. [WellConnect](#)

Counseling - Leah Clionsky, Ph.D., Student Wellness Coordinator - contact for appointment at student-help@bcm.edu [Mental Health Wellness Services](#)

Office of Student Affairs - Mary Brandt, M.D., Senior Associate Dean, Student Affairs (713) 798-3380

Office of the Provost - Toi B. Harris, M.D., Associate Provost for Institutional Diversity and [Student Services](#)

Office of Student Affairs - Joseph S. Kass, M.D., J.D., Assistant Dean, Student Affairs (713) 798-3695

Office of Student Affairs - John Rapp, Senior Director, Student Affairs. (713) 798-4517

Office of the Provost - Institutional Diversity - James L. Phillips, M.D., Senior Associate Dean. (713) 798-6598

Office of the Registrar - Latoya Whitaker, Registrar. (713) 798-3092

Office of Student Financial Aid - Hilda R. DeLeon, Director. (713) 798-4603

Office of Undergraduate Medical Education - (713) 798-7760

Student Account Services - Natasha Bejaran. (713) 798-4322

Office of Admissions - (713) 798-4842

Benefits Division - (713) 798-1500

Education Resource Center - Lynn Yeoman, Ph.D., Executive Director. (713) 798-7336

Jesse H. Jones Library - (713) 795-4200

Where to Go and Who to See

Admissions - Room N-104. (713) 798-4842

Medical Student Council/Medical Student Organizations - Room M-210. (713) 798-4600

Cashier's Window, T-Hallway. (713) 798-4920

Dean of Medical Education - Jennifer Christner, M.D., M-220

Counseling (Academic/Personal) - Mary L. Brandt, M.D., Senior Associate Dean, Student Affairs. (713) 798-3380

Counseling (Academic/Personal) - Joseph S. Kass, M.D., J.D., Assistant Dean, Student Affairs. (713) 798-3695

Counseling (Personal) - Leah Clionsky, Ph.D., Student Wellness Coordinator - contact for appointment at student-help@bcm.edu

Disabilities (Services for Students) - Mikiba Morehead, Student Disability Services Coordinator & Title IX Coordinator (713) 798-8137

Education Resource Center/Computer Lab - Lynn Yeoman, Ph.D., Executive Director. Room M-210.06. (713) 798-7336

Electronic Residency Application Service - Pamela Ashley, Academic Administrator. Room M-210.07. (713) 798-3373

Health - Family Medicine - 3701 Kirby, Suite 100. (713) 798-7700

Health - Occupational Health Programs Office - James Kelaher, M.D., Director.
Baylor Clinic 1375. (713) 798-7880

Health - Mental Health Services (confidential and free) 24 hour answering service -
Heather Goodman, M.D., Director. Room HMCB-738. (713) 798-4881, (713) 798-
4853

Health - Student Health Insurance, Benefits Division - McGovern Campus, Suite
OW100. (713) 798-1500

Lost and Found - Baylor Security - 103H Service Bldg. (713) 798-3000

Mail - Mail Room - Room 050E (by Cafeteria). (713) 798-4804

National Resident Matching Program - Pamela Ashley, Academic Administrator.
Room M-210.07. (713) 798-3373

Parking Administration - [TMC web site](#). TMC Parking. (713) 791-6161

Security/Police - Baylor Emergency - Call 8-811

Security/Police - TMC Police Officer - Garage #2. (713) 795-0000

Baylor Security - Room 103-H. (713) 798-3000

Committee on Student Promotions and Academic Achievement - Carla Giannoni,
M.D., Chair - Medical. (832) 822-3267

Publications - BCM Family - Room 176B. (713) 798-4710

Publications - Student - John Rapp, Senior Director, Student Affairs. Room M-
210.06. (713) 798-4517

Recreational Activities - Athletic Facility - Garage #6 8th floor. (713) 798-5810

Recreational Activities - Office of Student Affairs - M-210. (713) 798-4600

Registrar - Latoya Whitaker, Registrar. Room M-210.04. (713) 798-3092

Room Reservations - Office of UME - Room M-220. (713) 798-7760

Office of Student Financial Aid - Hilda R. DeLeon, Director. Room N-104. (713) 798-4603

Office of Student Financial Aid - Federal Work Study Program. Room N-104. Room (713) 798-4603

Student Activities & Organizations Room M-210. (713) 798-4600

Student Services Committee - Co-Chairs: Abdul Hafeez Diwan, MBBS (M.D.), Ph.D.; Frederick A. Pereira, Ph.D, and Ashley H. Mullen, B.A., M.S.

Student's Rights and Responsibilities - Room M-210.10. (713) 798-3695
Texas Residency for current students (Tuition Status) - Ricky Mercado. Room M-210.02. (713) 798-2076

Official Transcripts (Registrar) - Room M-210. (713) 798-7766

Office of the Provost - Institutional Diversity - James L. Phillips, M.D., Senior Assoc. Dean Room N-104. (713) 798-6598

Veteran's Benefits - Ricky Mercado., Room M-210.02. (713) 798-2076

Academic Contacts

Pre-Clerkship 1st Year Students

FBSM - J. Clay Goodman, M.D., Ramachandr Reddy, Ph.D. (713) 798-7234, (713) 798-7906

Immunologic and Pathologic Basis of Disease - Francis H. Gannon, M.D. (713) 798-4340

Principles of Pharmacology - Lynn Yeoman, Ph.D., Ramachandr Reddy, Ph.D. (713) 798-7336, (713) 798-7609

Head and Neck Anatomy - Frank L. Kretzer, Ph.D. (713) 798-5953

Behavioral Sciences - Sindhu Idicula, M.D. (Term 4), Kristin Kassaw, M.D. (Term 5). (832) 822-3750, (713) 798-3876

Ethics - Jennifer Blumenthal-Barby, Ph.D. (713) 798-3785

Infectious Disease - Shital Patel, M.D. (713) 798-3793

Nervous System - Paul Pfaffinger Ph.D. (713) 798-3060

Patient, Physician and Society 1 & 2 - Alicia Kowalchuk, D.O. (713) 798-4491

Integrated Problem Solving - Lynn Yeoman, Ph.D. (713) 798-7336

2nd Year Students

Cardiology - Gabriel Habib, M.D. (713) 794-7310
Respiratory - Suryakanta Velamuri, M.B.B.S., B.S. (713) 794-7314
Endocrinology - Nalini Ram, M.B.B.S. (713) 873-5348
Genitourinary/Gynecology (GU/GYN) - Jennifer Taylor, M.D., 713-798-4001, 713-798-4001, Jennifer Bercaw-Pratt, M.D. (GYN) - (713) 798-5119, 832-826-7464
Renal - Rajeev Raghavan, M.D. (713) 798-8350
Hematology/Oncology - Mark Udden, M.D. (713) 798-6105, Andrew Sheehan, M.D. (832) 824-5189
Genetics - Lorraine Potocki, M.D. (832) 822-4290
Age Related Topics - George Taffet, M.D. (832) 826-1380, (713) 798-6688, Melissa Carbajal, M.D., B.S. (832) 826-1380
Patient Safety - Anne Gill, Dr. PH., M.S., R.N. (713) 798-7817
Transition to Clinical Rotations - Erica Hubenthal, M.D. (713) 873-3560
Patient, Physician and Society - 3 - Anita Kusnoor, M.D. (713) 873-3560
Intro to Radiology and Lab Medicine - Arun Nachiappan, M.D., (713) 798-4417. Jun Teruya, M.D., D.Sc., (832) 824-1879
Gastroenterology - Milena Gould, M.D. (713) 873-3503

Clinical Experience

3rd and 4th Year Students

Medicine - Arlene Back. (713) 798-1906
Surgery - Ashley Crummedyo (713) 798-6078
OB/GYN - Diane Jensen (832) 826-7373
Psychiatry - JaQue Vickers (713) 798-4872
Pediatrics - Pia Hughes. (832) 822-3667
Family and Community Medicine - Elvie Ruiz (713) 798-8028
Neurology - Karen Thymes (832) 824-3967
Longitudinal Ambulatory Clinical Experience (LACC/CP) - Dr. Sanghamitra Misra. (832) 824-6805

Group A Selectives:

Orthopedic Surgery: Melanie Comegys, (713) 986-7399, mcomegys@bcm.edu
Ophthalmology: Betty Villanueva, (713) 798-4299, bettyv@bcm.edu
Otolaryngology: Deidre Larrier, M.D., (832) 822-3267, larrier@bcm.edu
Urology: Carol Ann Vacek, (713) 798-3498, cvacek@bcm.edu

Group B Selectives:

Anesthesiology - Annette Brieno. abrieno@bcm.edu 713-798-1887
Physical Medicine and Rehabilitation - Monica Johnson, Monica.Johnson@bcm.edu
Dermatology - Fran Guest. (713) 798-7620
Genetics - Sandra Ford 832-822-4298 skford@bcm.edu

Geriatrics - Nanette Medrano; nanettev@bcm.edu

Plastic Surgery - Emily Wolfe, 832-822-0680, Emily.Wolfe@bcm.edu

Neurosurgery - Lara Richards. (713) 798-5421

National Residency Matching Program - Pamela Ashley. (713) 798-3380



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Office of Curriculum
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Foundational Sciences Course Descriptions

* Course credits pertain to 2016-2017 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: 1.25

Course Co-Directors: [Melissa Carbajal](#) and [George Taffet](#)

APEX: MCAPX-MAIN

The goal of this course is to effect the transition of a knowledgeable fourth-year graduating student to a professional physician in training. The course allows for students to personalize the educational experience to meet their personal interests and needs. 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 and residency with confidence.

Credits: 2

Course Director: [Uma Ayyala](#)

Behavioral Science: MBBES-MAIN

The goals of this course are to increase the learner's understanding of the biological, psychological, social and cultural processes that influence normative development across the lifespan; and to increase the learner's understanding of mental illnesses including diagnosis, 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: 3.5

Course Co-Directors: [Sindhu Idicula](#) and [Kristin Kassaw](#)



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CABS-Business and Leadership in Medicine: MCBLM-MAIN

The goals for the course are for the learner to understand the rationale for teaching business and leadership in medical school; 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 Director: [Stephen Whitney](#)

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 Director: [Harry Dao Jr.](#)

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.

Credits: 1

Course Director: [Cara Foldes](#)

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 patients with gastrointestinal, hepatic, endocrine, renal and cardiac disease; and to understand the



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potential role of nutritional guidance or intervention in reducing the incidence or severity of common medical disorders.

Credits: 0.75

Course Director: [Craig Jensen](#)

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](#)

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](#)

Ethics: MCETH-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



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Credits: 1.25

Course Director: [Jennifer Blumenthal-Barby](#)

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 become literate in the major basic science disciplines important to their future practice as a physician. By the end of the course, students will be sufficiently literate in biomedical sciences to be able to read and understand an article in a major medical journal; learn to integrate basic science concepts across traditional scientific disciplines (biochemistry, cell biology, histology, gross anatomy, biostatistics, pharmacology, physiology, genetics); apply basic science into organ based systems as an initial step in understanding clinical pathophysiology, diagnostics and therapeutics; begin to develop attitudes and behaviors appropriate to the medical profession; and foster the lifelong learning required to maintain scientific and clinical competence throughout their careers.

Credits: 21.25

Course Director: [J. Clay Goodman](#)

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

Course Director: [Milena Gould Suarez](#)

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 Disease 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



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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: 1.5

Course Co-Directors: [R. Ramachandr Reddy](#) and [Lynn Yeoman](#)

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, Neurogenetics, cardiovascular problems, skeletal dysplasias, hearing problems and cancer genetics; 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](#)

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

The goal of this course is to introduce the student to the discipline and practice of Obstetrics/Gynecology and Urology. Normal and complicated pregnancy, infertility and birth control will be considered. Tumors of the male and female reproductive systems and urinary system are discussed. Women's health issues including breast cancer are discussed.

Credits: 1.25

Course Co-Directors: [Jennifer Bercaw-Pratt](#) and [Jennifer Taylor](#)

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



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in terms of innervations, motor and sensory functions, and autonomic pathways. Microanatomy of the eye and ear are presented in terms of basic ophthalmologic and ENT surgical procedures of interest to the general future physician. The retina and organ of Corti are compared with respect to elementary sensory processing as a prerequisite to the subsequent Nervous System course.

Credits: 2.5

Course Director: Ming Xiaoming Zhang

Hematology/Oncology: MBHMO-MAIN

The goals of this course are to provide an understanding of the pathophysiology of the regulation and function of blood cells and hemostasis; provide an understanding and knowledge of the principles of transfusion medicine; provide an understanding and knowledge of the principles of cancer medicine and treatment strategies; and to understand the actions and complications of the major categories of cancer therapeutic agents. 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

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

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, infections, tumors and autoimmune disorders. The fundamental cellular and tissue responses to injury, hemodynamic disorders, neoplasia and infection are covered.

Credits: 4.75

Course Director: [Francis Gannon](#)

Infectious Disease: MBIND-MAIN

The goals of this course are to provide introduction to the basic principles and clinical aspects of infectious diseases including bacteria, viruses, fungi and parasites; introduce pathophysiology, diagnosis and



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management of different infectious diseases as well as aspects of prevention; and to further expand the concepts of differential diagnosis in infectious disease.

Credits: 7

Course Director: [Shital Patel](#)

Integrated Problem Solving (IPS) 1-2: MBPS1-MAIN, MBPS2-MAIN

The goals of this course are for students to participate in the building of a functional group, show respect for faculty and peers, and adjust his/her level of participation in a manner that both supports and encourages group function; take responsibility and develop a plan of ongoing self-appraisal and self-directed learning to assure he/she continues to refine his/her behavior, knowledge, skills and attitudes to serve patients, the profession and society; participate in problem-based learning and use Internet search tools for the basics of decision analysis and evidence-based medicine; apply basic science knowledge to the pathophysiology of clinical symptoms and diagnoses being explored in the problem-based learning cases as well as identify epidemiology and biopsychosocial determinants of health that relate to the problem-based learning cases; communicate with colleagues and promote the learning of peers through development of learning issues, using technology to access medical information resources; and to identify the need for and provide specific examples of community health resources that meet the medical, psychological and social needs of a patient and their family.

Credits: MBPS1 (2 credits) MBPS2 (2.5 credits)

Course Director: [Lynn Yeoman](#)

Introduction to Radiology/Laboratory Medicine: MBRLM-MAIN

The goals of this course are to understand the role of Laboratory Medicine in the practice of medicine; understand there is always utility as well as limitations in laboratory tests; and to understand the different imaging modalities, appearance of abnormalities on imaging studies, and indications for ordering different radiology studies.

Credits: 1.75

Course Co-Directors: [Karla Sepulveda](#) and TBD

Nervous System: MBNRS-MAIN



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The goal of this course is to provoke an intense (and enjoyable) 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 to foster better understanding of clinical neuroscience and to prepare students for the Neurology clerkship.

Credits: 7

Course Director: [Paul Pfaffinger](#)

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 healthcare services.

Credits: 0.75

Course Director: [Anne Gill](#)

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 (3.25) MBPP2 (4.0)

Course Director: [Alicia Kowalchuk](#)

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

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](#)



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Renal: MBRNL-MAIN

The goals of this course are to provide introduction to clinical nephrology: specifically, abnormalities in electrolytes and acid base, glomerulonephritis, acute kidney injury and chronic kidney disease, in adults and children.

Credits: 1.75

Course Director: [Rajeev Raghavan](#)

Respiratory: MBRSP-MAIN

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

Credits: 1.75

Course Director: [Suryakanta Velamuri](#)

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.

Credit: 1

Course Director: [Erica Hubenthal](#) and [Teena Hadvani](#)



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Clinical Course Descriptions

* Course credits pertain to 2016-2017 academic year.

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.

Credits: 4

Clerkship Director: [William Huang](#)

Longitudinal Ambulatory Clinical Experience (LACE): MCLCC-MAIN AND MCLCP-MAIN

The Longitudinal Ambulatory Clinical Experience (LACE) is a required course for all third-year medical students on Thursday afternoons from July to June. Students gain knowledge about common, chronic medical disorders treated in an ambulatory setting and an increased understanding about the roles of non-physician healthcare providers delivering services in the community. Students practice professional behaviors and communicate with team members while learning more about the social, financial and compassionate challenges of healthcare. Students are assigned to a clinical preceptor for a six-month semester. An additional six months will be devoted to work in a wide range of community health clinics; hospices; shelters for women, adolescents, or the homeless; adult and child health protective services; and chaplaincy. The curriculum focuses on prevention and health maintenance, ambulatory medicine, palliative care, systems-based practice and an introduction to essential services for the social and health needs of patients outside of the traditional hospital environment.



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Credits: 2.50 (MCLCC) 2.50 (MCLCP)

Course Director: [Sanghamitra Misra](#)

Medicine Clerkship: MCMED-MAIN

Core Medicine is a clinical rotation designed to develop students' skills in diagnosis and management of illness in adults. Each student will have a unique experience in medicine. Learning will be self-directed and based on the patients seen. 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 can be use on other rotations.

Credits: 12

Clerkship Director: [Andrew Caruso](#)

Neurology Clerkship: MCNEU-MAIN

The required Clerkship in Neurology is a four-week rotation designed to begin to teach the skill of localizing pathology within the neuroaxis. The emphasis is, therefore, on thinking in terms of neuroanatomy rather than on disease entities and management issues. Students will learn through didactic lectures, syllabus materials, supervised direct patient interaction, and clinical instruction.

Credits: 4

Clerkship Director: [Doris Kung](#)

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

The mission of the OB/GYN Clerkship is to provide the medical student with the basic information concerning women's health issues needed by any practicing physician and expose the student to the breadth of obstetrics and gynecology. The discipline focus of the clerkship is to develop the medical student's technical skills, especially those unique to the field, such as pelvic exams and delivery techniques; and to develop core clinical knowledge base essential for delivering primary healthcare for women of all ages.

Credits: 8

Clerkship Director: [Jennifer Bercaw-Pratt](#)

Pediatrics Clerkship: MCPED-MAIN



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The goals of the Pediatric Clerkship are for students to access and discuss preventive healthcare and anticipatory guidance for families, children and adolescents; to learn the presenting symptoms, diagnosis and management of common childhood physical and mental illnesses; identify social and financial barriers to medical care for children and adolescents; and to know the recommendations for routine screening for the following: development, nutrition, mental health, anemia, lead, tuberculosis, sexually transmitted diseases, oral health, hearing and visual acuity.

Credits: 8

Clerkship Director: [Elaine Fielder](#)

Psychiatry Clerkship: MCPSY-MAIN

The Medical Student Clerkship in Psychiatry is an eight-week rotation required of all medical students for graduation. 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 didactic lectures, syllabus material, patient interaction, clinical teaching on rounds, observation of patient interviews by other clinicians, videotapes and required text readings.

Credits: 8

Clerkship Director: [Kristin Kassaw](#)

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. During this clerkship, students will spend four weeks on a general surgery service, two weeks on a surgery subspecialty service, and two weeks in the emergency room. The activities in each hospital vary somewhat; therefore, students receive specific orientation at the hospital to which they are assigned.

Credits: 8

Clerkship Director: [Juliet Holder-Haynes](#)



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Sub-Internships

*** Course credits pertain to 2016-2017 academic year.**

Family Medicine: MEFAM 515

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. **Night float is required.**

Credits: 4

Course Director: [Fareed Khan](#)

General Medicine: MEMED 502 or MEMED 503

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 a 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. The elective is



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a demanding one, but 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

Course Director: [Andrew Caruso](#)

Neonatal Intensive Care: MEPED 516B

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 acting intern and gains valuable clinical experience under supervision. The student will be assigned to a house staff team, working with the team as it rotates through the neonatal intensive care unit (NICU).

Credits: 4

Course Co-Directors: [Catherine Gannon](#) and [Joseph Garcia-Prats](#)

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 like 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 a primary patient care responsibility. 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

Course Directors: [Doris Kung](#)

OB/GYN: MEOBG503

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



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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 the L&D team at BTH for two weeks followed by two weeks 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. The sub-intern will demonstrate the ability to counsel and obtain proper patient consent for vaginal deliveries, cesarean deliveries, and postpartum tubal ligations. 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 call will be taken on Friday evenings.

Credits: 4

Course Director: [Helen Dunnington](#)

Pediatrics: MEPED 547

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

Course Director: [Mary Rocha](#)



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Surgery: MESUR 501 or MESUR 541 or MESUR 546

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. Hospital assignment is made by the department.

Credits: 4

Course Director: [Bindi Naik-Mathuria](#)



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Selectives

* Course credits pertain to 2016-2017 academic year.

Anesthesiology: MCANE-MAIN

The two-week selective in Anesthesiology is designed as an introduction to the specialty of anesthesiology. The selective provides the medical student with an exposure to the clinical skills, didactic teaching and the perioperative care provided to patients. Medical students will also have an introduction into how the specialty of anesthesiology interacts with other medical specialties.

Credits: 2

Course Director: [Jose Rivers](#)

Dermatology: MCDER-MAIN

The purpose of the course is to give the student a working knowledge of common dermatological problems and to introduce him/her to the more unusual conditions as well. The student attends the regularly scheduled clinics at Harris Health Smith Clinic or MEDVAMC. Additionally, the student attends the teaching conferences conducted by the Department of Dermatology. The teaching conferences include the Dermatopathology Conference, Textbook Conference, Journal Club, Chief Resident's Teaching Sessions, VA Grand Rounds, and the clinical Kodachrome Conference.



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Credits: 2

Course Director: [John Wolf](#)

Emergency Medicine: MCERM-MAIN

Credits: 2

Course Director:

Genetics: MCGNT-MAIN

The clinical selective in Medical Genetics involves evaluating patients on the inpatient consult service and in the outpatient clinics. Most of the patients are infants and children/teens.

Credits: 2

Course Directors: [Lori Potocki](#) (Pediatrics), [Shweta Dhar](#) (Adult), and [Ignatia Van Den Veyver](#) (Prenatal)

Geriatrics: MCGER-MAIN

The Geriatrics Group B selective is a two-week rotation experience, which allows students to interact directly with geriatric faculty in the care of the elderly patient. Exposure on this rotation may include any of the following: inpatient consult service at Ben Taub Hospital, inpatient SNF unit, outpatient clinic, and house calls at Quentin Mease Hospital, inpatient consult service at Houston Methodist Hospital and Baylor St. Luke's Medical Center, outpatient clinic at Park Plaza Hospital, and St. Luke's Center for Wound Care.

Credits: 2

Course Director: [Julia Reyser](#)

Neurosurgery: MCNSU-MAIN

The student is assigned to one of the Baylor St. Luke's Medical Center Neurosurgery teams, consisting of six neurosurgery attendings, one chief resident, one senior resident, and one junior resident. The student will be responsible for seeing consults and admissions, as well as post-operative patients under the supervision of the team. The student will also cover surgical cases and will be given a level appropriate exposure to surgical procedures. The student will have the opportunity to function at the level of a Neurosurgical intern.

Credits: 2

Course Director: [Akash Patel](#)



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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

Course Director: [M. Bowes Hamill](#)

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

Course Director: [Christopher Perkins](#)

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.

Credits: 2

Course Directors: [N. Eddie Liao](#)



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Plastic Surgery: MCPLS-MAIN

This course provides hands-on education for Plastic Surgery and Reconstructive procedures, including treatment of simple lacerations, trauma reconstruction and post oncology surgery reconstruction. Students will be expected to participate in daily rounds, operating room procedures, and floor/ER consults.

Credits: 2

Course Director: [Shayan Izaddoost](#)

Physical Medicine & Rehabilitation: MCPMR-MAIN

This department offers selectives in the following areas:

Pain Medicine. This program provides the medical student a comprehensive introduction to the practice of pain management.

Diagnosis and Treatment of Musculoskeletal Disorders. This program was designed to enable the student to develop skills in the examination of the spine and extremities; develop knowledge of basic kinesiology and biomechanics; and begin to understand techniques of dynamic assessment.

Spinal Cord Injury. This clinical rotation is designed to provide an overview of the care of individuals with spinal cord injury/dysfunction (SCI/D), from initial rehabilitation through a lifelong continuum of care.

Brain Injury. Students will be given an opportunity to understand the dynamics of traumatic brain injury (TBI) and stroke rehabilitation. A familiarity with medical and functional complications after brain injuries such as spasticity, cognitive deficits and agitation, aphasia, dysphagia, neuropathic pain, and joint contractures will be gained.

General Rehabilitation. This clinical experience is designed to provide exposure to a wide variety of adult physical medicine and rehabilitation problems in both the inpatient and outpatient settings. The student should learn basic and clinical principles of neurological and musculoskeletal rehabilitation.

Pediatric Rehabilitation. Upon completion of this elective, the student should understand the principles of evaluation (including electrodiagnostics) and management (including medications, bracing, equipment and therapies) of children with acute and chronic motor disorders.



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Credits: 2

Course Director: [Joslyn John](#)

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

Course Director: [Jennifer Taylor](#)

Electives

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

School of Medicine
Class of 2020

M.D. Graduation Requirements

Medical students in the M.D., M.D. /M.B.A., M.D. /J.D., and M.D. /M.P.H. degree programs are required to complete the full M.D. degree plan. Please review special notes for medical students in the MSTP (M.D. /Ph.D.) program.

GRADUATION REQUIREMENTS ARE SUBJECT TO CHANGE (advance notice will be given)

Foundational Sciences Years – 63 Weeks		
Fall I – 19 Weeks	Course	Credit Hours
	Foundations Basic to Science of Medicine (FBSM)	21.25
	Patient, Physician & Society - 1	3.25
	Integrated Problem Solving	2.00
Total Credits (MD only)		26.50
Total Credits (MD/PhD)		26.50
Spring I – 25 Weeks	Course	Credits
	Pharmacology	1.50
	Head & Neck Anatomy	2.50
	Intro. to Pathology & Immunology	4.75
	Behavioral Sciences	3.50
	Ethics	1.25
	Infectious Disease	7.00
	Nervous System	7.00
	Patient, Physician & Society - 2	4.00
	Integrated Problem Solving - 2+	2.50
Method & Logic in Translational Med+ or	Neurobiology of Disease+	1.00
	MSTP Reading	0.75
Total Credits (MD only)		34.00
Total Credits (MD/PhD)		33.25
Fall II – 19 Weeks	Course	Credits
	Cardiology	2.25
	Respiratory	1.75
	Renal	1.75
	Hematology/Oncology	2.50
	Intro. to Radiology & Lab Medicine	1.75
	Gastroenterology	2.00
	Endocrinology	1.75
	GU/GYN	1.25
	Genetics	1.25
	Age Related Topics	1.25
	Patient, Physician & Society - 3	2.75
	Patient Safety	0.75
	Transition to Clinics	1.00
Med/ Grad Elective + or	MSTP Reading +	0.75
Total Credits (MD only)		22.00
Total Credits (MD/PhD)		22.75

#M.D./Ph.D. Dual Degree are required to take Biomedical Sciences Research Seminar from Fall I through Spring I.
 +M.D./Ph.D. Dual Degree: MD/PhD students take required courses: Spring I (MSTP reading and graduate course) and Fall II (MSTP Reading or medical elective), which are equivalent to IPS 2.

Basic Core Clinical - 52 Weeks	
Course	Semester Credit Hours
Medicine	12.00
Surgery	8.00
Psychiatry	8.00
OB/GYN	8.00
Pediatrics	8.00
Neurology	4.00
Family/Comm. Med.	4.00
CABS◇	3.25
LACE-Community◇	1.50
LACE- Preceptor◇	1.00
Total Credits (MD Only)	57.75
Total Credits (MD/PhD)	57.75

Elective Courses - 16 Weeks	
Course	Credits
<u>Pre-Clinical and/or Clinical Electives**</u>	16.00

Graduation Requirements	Credits
Total Minimum Curriculum Credits (MD Only) - 145 Weeks	170.25
Total Minimum Curriculum Credits (MD Portion of MD/PhD Requirements) - 143 Weeks	168.25

Please refer to the Core Rotation Scheduling Guidelines in the Student Handbook.

Advanced Core Clinical - 14 Weeks	
Course	Semester Credit Hours
Emergency Medicine	2.00
Selectives A	4.00
Selective B++	2.00
Sub-Internship*	4.00
APEX	2.00
Total Credits (MD Only)	14.00
Total Credits (MD/PhD)	12.00

Note: M.D./Ph.D. requirements for clinical half-day courses varies depending on year of enrollment.

Students must take and Pass the Clinical Practice Exam (CPX).

Students must take and pass the USMLE Step 1, Step 2CK & Step 2CS-prior to graduation.

M.D./Ph.D. Program: Students joining the program after year 1 will begin the curriculum requirements at year of entry.

Students must not have any professional deficiencies in order to graduate with an M.D. degree.

* A [Sub-Internship](#) must be taken at Baylor in Medicine, Neonatal, Neurology, Obstetrics and Gynecology, Surgery, Pediatrics, or Family Medicine. The Sub-Internship **must be completed** prior to Advanced Physicianship Experience (APEX).

**For all medical students, no more than 4 credits of Foundational Sciences Electives/Research taken at Baylor College of Medicine can be counted toward degree requirements. For M.D. /Ph.D. students, at minimum, 4 credits must be from clinical electives. M.D. /Ph.D. may apply credit from the completion of the PhD to fulfill the electives requirement. MD/MBA elective MEOSA-413 contributes 4 credits toward the 16- hour elective requirement at Baylor – upon completion of MD requirements (as designated by Rice) will be accepted by Rice University from this elective toward MBA requirements. For all students, a minimum of 8 credits must be taken at BCM.

SELECTIVES (GROUP A)

Choose 2 of these 2-week courses:

Prerequisite Surgery
 Ophthalmology
 Orthopedic Surgery
 Otorhinolaryngology
 Urology

SELECTIVES (GROUP B)

Choose 1 of these 2-week courses:

Prerequisite Medicine and Surgery
 Anesthesiology Physical I Medicine & Rehabilitation
 Dermatology Neurosurgery
 Plastic Surgery
 Genetics
 Geriatrics

◇ The following courses are half-day experiences that occur during the clinical phase of the curriculum

- Clinical Applications of Biomedical Sciences (CABS) - is treated as foundational sciences course for credit hours that occurs in the 2nd year of the clinical phase of the curriculum _Business and Leadership in Medicine, Dermatology, Nutrition, Evidence-Based Medicine
- Longitudinal Ambulatory Care Experience (LACE) - occurs during the 3rd year of the clinical phase of the curriculum

School of Medicine
Class of 2019

M.D. Graduation Requirements

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	Integrated Problem Solving	2.00
Total Credits (MD only)		26.50
Total Credits (MD/PhD)		26.50
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	Pharmacology	1.50
	Head & Neck Anatomy	2.50
	Intro. to Pathology & Immunology	4.75
	Behavioral Sciences	3.50
	Ethics	1.25
	Infectious Disease	7.00
	Nervous System	7.00
	Patient, Physician & Society - 2	3.00
	Integrated Problem Solving - 2+	2.50
Method & Logic in Translational Med+ or	Neurobiology of Disease+	1.00
	MSTP Reading	0.75
Total Credits (MD only)		33.00
Total Credits (MD/PhD)		32.25
Fall II – 19 Weeks	Course	Credits
	Cardiology	2.25
	Respiratory	1.75
	Renal	1.75
	Hematology/Oncology	2.50
	Intro. to Radiology & Lab Medicine	1.75
	Gastroenterology	2.00
	Endocrinology	1.75
	GU/GYN	1.25
	Genetics	1.25
	Age Related Topics	1.25
	Patient, Physician & Society - 3	2.75
	Patient Safety	0.75
	Transition to Clinics	1.00
Med/ Grad Elective + or	MSTP Reading +	0.75
Total Credits (MD only)		22.00
Total Credits (MD/PhD)		22.75

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LACE- Preceptor◇	1.00
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SELECTIVES (GROUP A)

Choose 2 of these 2-week courses:

Prerequisite Surgery
 Ophthalmology
 Orthopedic Surgery
 Otorhinolaryngology
 Urology

SELECTIVES (GROUP B)

Choose 1 of these 2-week courses:

Prerequisite Medicine and Surgery
 Anesthesiology Physical I Medicine & Rehabilitation
 Dermatology Neurosurgery
 Plastic Surgery
 Genetics
 Geriatrics

◇ The following courses are half-day experiences that occur during the clinical phase of the curriculum

- Clinical Applications of Biomedical Sciences (CABS) - is treated as foundational sciences course for credit hours that occurs in the 2nd year of the clinical phase of the curriculum _Business and Leadership in Medicine, Dermatology, Nutrition, Evidence-Based Medicine
- Longitudinal Ambulatory Care Experience (LACE) - occurs during the 3rd year of the clinical phase of the curriculum

School of Medicine
Class of 2018

M.D. Graduation Requirements

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Foundational Sciences Years – 63 Weeks		
Fall I – 19 Weeks	Course	Credit Hours
	Foundations Basic to Science of Medicine (FBSM)	40.00
	Patient, Physician & Society - 1	4.50
	Integrated Problem Solving	4.00
Total Credits (MD only)		48.50
Total Credits (MD/PhD)		48.50
Spring I – 25 Weeks	Course	Credits
	Pharmacology	2.50
	Head & Neck Anatomy	4.50
	Intro. to Pathology & Immunology	9.50
	Behavioral Sciences	6.50
	Ethics	2.50
	Infectious Disease	13.00
	Nervous System	14.00
	Patient, Physician & Society - 2	6.00
	Integrated Problem Solving - 2+	4.50
Method & Logic in Translational Med+ or	Neurobiology of Disease+	2.00
	MSTP Reading	1.50
Total Credits (MD only)		63.00
Total Credits (MD/PhD)		62.00
Fall II – 19 Weeks	Course	Credits
	Cardiology	4.50
	Respiratory	3.50
	Renal	3.50
	Hematology/Oncology	5.00
	Intro. to Radiology & Lab Medicine	3.50
	Gastroenterology	4.00
	Endocrinology	3.50
	GU/GYN	2.50
	Genetics	2.50
	Age Related Topics	2.50
	Patient, Physician & Society - 3	7.50
	Patient Safety	1.50
	Transition to Clinics	2.00
Med/ Grad Elective + or	MSTP Reading +	1.50
Total Credits (MD only)		46.00
Total Credits (MD/PhD)		47.50

#M.D./Ph.D. Dual Degree are required to take Biomedical Sciences Research Seminar from Fall I through Spring I.
+M.D./Ph.D. Dual Degree: MD/PhD students take required courses: Spring I (MSTP reading and graduate course)
and Fall II (MSTP Reading or medical elective), which are equivalent to IPS 2.

Basic Core Clinical - 52 Weeks	
Course	Semester Credit Hours
Medicine	24.00
Surgery	16.00
Psychiatry	16.00
OB/GYN	16.00
Pediatrics	16.00
Neurology	8.00
Family/Comm. Med.	8.00
CABS◊	6.50
LACE-Community◊	2.50
LACE- Preceptor◊	2.50
Total Credits (MD Only)	115.50
Total Credits (MD/PhD)	115.50

Elective Courses - 16 Weeks	
Course	Credits
Pre-Clinical and/or Clinical Electives**	32.00

Graduation Requirements	Credits
Total Minimum Curriculum Credits (MD Only) - 145 Weeks	333.00
Total Minimum Curriculum Credits (MD Portion of MD/PhD Requirements) - 143 Weeks	325.50

Advanced Core Clinical - 14 Weeks	
Course	Semester Credit Hours
Selectives A	8.00
Selective B++	8.00
Sub-Internship*	8.00
APEX	4.00
Total Credits (MD Only)	28.00
Total Credits (MD/PhD)	20.00

Note: M.D./Ph.D. requirements for clinical half-day courses varies depending on year of enrollment.

Students must take and Pass the Clinical Practice Exam (CPX).

Students must take the USMLE Step 1, Step 2CK & Step 2CS-prior to graduation.

M.D./Ph.D. Program: Students joining the program after year 1 will begin the curriculum requirements at year of entry.

Students must not have any professional deficiencies in order to graduate with an M.D. degree.

*A Sub-Internship must be taken at Baylor in Medicine, Neurology, Obstetrics and Gynecology, Surgery, Pediatrics, or Family Medicine. The Sub-Internship **must be completed** prior to Advanced Physicianship Experience (APEX).

**For all medical students, no more than 8 credits of Foundational Sciences Electives/Research taken at Baylor College of Medicine can be counted toward degree requirements. For M.D. /Ph.D. students, at minimum, 8 credits must be from clinical electives. M.D. /Ph.D. may apply credit from the completion of the PhD to fulfill the electives requirement. MD/MBA elective MEOSA-413 contributes 8 credits toward the 32- hour elective requirement at Baylor – upon completion of MD requirements (as designated by Rice) will be accepted by Rice University from this elective toward MBA requirements. For all students, a minimum of 16 credits must be taken at BCM.

SELECTIVES (GROUP A)

Choose 2 of these 2-week courses:

Prerequisite Surgery

Ophthalmology
Orthopedic Surgery
Otorhinolaryngology
Urology

SELECTIVES (GROUP B)

Choose 2 of these 2-week courses:

Prerequisite Medicine and Surgery

Anesthesiology	Physical I Medicine & Rehabilitation
Dermatology	Neurosurgery
Plastic Surgery	Emergency Medicine
Genetics	
Geriatrics	

◊ The following courses are half-day experiences that occur during the clinical phase of the curriculum

- Clinical Applications of Biomedical Sciences (CABS) - is treated as foundational sciences course for credit hours that occurs in the 2nd year of the clinical phase of the curriculum _Business and Leadership in Medicine, Dermatology, Nutrition, Evidence-Based Medicine
- Longitudinal Ambulatory Care Experience (LACE) - occurs during the 3rd year of the clinical phase of the curriculum

School of Medicine
Class of 2017

M.D. Graduation Requirements

Medical students in the M.D., M.D. /M.B.A., M.D. /J.D., and M.D. /M.P.H. degree programs are required to complete the full M.D. degree plan. Please review special notes for medical students in the MSTP (M.D. /Ph.D.) program.

GRADUATION REQUIREMENTS ARE SUBJECT TO CHANGE (advance notice will be given)

Foundational Sciences Years – 63 Weeks		
Fall I – 19 Weeks	Course	Credit Hours
	Foundations Basic to Science of Medicine (FBSM)	40.00
	Patient, Physician & Society - 1	4.50
	Integrated Problem Solving	4.00
Total Credits (MD only)		48.50
Total Credits (MD/PhD)		48.50
Spring I – 25 Weeks	Course	Credits
	Pharmacology	2.50
	Head & Neck Anatomy	4.50
	General Pathology	4.00
	Behavioral Sciences	6.50
	Ethics	2.50
	Infectious Disease	13.00
	Nervous System	14.00
	Patient, Physician & Society - 2	6.00
	Integrated Problem Solving - 2+	4.50
Method & Logic in Translational Med+ or	Neurobiology of Disease+	2.00
	MSTP Reading	1.50
Total Credits (MD only)		57.50
Total Credits (MD/PhD)		56.50
Fall II – 19 Weeks	Course	Credits
	Cardiology	4.50
	Respiratory	3.50
	Renal	4.00
	Hematology/Oncology	5.00
	Intro. to Radiology & Lab Medicine	3.0
	Gastroenterology	4.00
	Endocrinology	3.50
	GU/GYN	3.0
	Genetics	3.0
	Age Related Topics	2.50
	Patient, Physician & Society - 3	7.50
	Patient Safety	2.0
	Transition to Clinics	1.50
Med/ Grad Elective + or	MSTP Reading +	1.50
Total Credits (MD only)		47.00
Total Credits (MD/PhD)		48.50

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Family/Comm. Med.	8.00
CABS◊	6.50
LACE-Community◊	6.00
LACE- Preceptor◊	4.50
Total Credits (MD Only)	121.00
Total Credits (MD/PhD)	121.00

Elective Courses - 16 Weeks	
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Graduation Requirements	Credits
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Dermatology Neurosurgery
Plastic Surgery
Genetics
Geriatrics

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